



Designing a School Improvement Plan (Using a framework for effective school improvement)


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Outline

1. *The National School Improvement Tool*
2. How to interpret and use the *Tool*.
3. Gathering evidence
4. Producing an improvement plan
5. Q & A...please interrupt me anytime!



*If you want to go fast, go alone.
If you want to go far, go together.*

African proverb



Systematic studies of what school leaders do to achieve whole-school improvement reveal a high degree of consistency in the priorities set by leaders of high performing and rapidly improving schools.

These priorities are summarised in the *National School Improvement Tool*

The National School Improvement Tool

1. An explicit improvement agenda
2. Analysis and discussion of data
3. A culture that promotes learning.
4. Targeted use of school resources.
5. An expert teaching team
6. Systematic curriculum delivery
7. Differentiated teaching and learning
8. Effective pedagogical practices
9. School-community partnerships



1

An explicit improvement agenda

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

Outstanding	High	Medium	Low
<p>The school leadership group, including, where appropriate, the governing council, has developed and is driving an explicit and detailed local school improvement agenda. This agenda is expressed in terms of specific improvements sought in student performances, is aligned with national and/or system-wide improvement priorities and includes clear targets with accompanying timelines which are rigorously actioned.</p> <p>The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities.</p> <p>There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible. Teachers take responsibility for changes in practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.</p>	<p>The school has developed an agenda for improvement in partnership with parents and the community and school leaders can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters, parent-teacher meetings and on the school website using a variety of formats to suit local needs.</p> <p>The leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timelines.</p> <p>The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements.</p> <p>There is evidence of a school-wide commitment to every student's success and staff of the school tell stories of significant student improvement.</p>	<p>The principal and other school leaders articulate a shared commitment to improvement, but limited attention has been given to specifying detail or to developing a school-wide approach (eg, plans for improvement may lack coherence, be short term or without a whole-school focus). Plans for improvement do not appear to have been clearly communicated, widely implemented or to have impacted significantly on teachers' day-to-day work. Targets for improvement are not specific (eg, not accompanied by timelines).</p> <p>The school's focus on data is driven more by external requirements (eg, NAPLAN, My School) than by an internal desire for good information to guide school decision making and to monitor progress.</p> <p>Although there is an expressed commitment to improvement, this is not reflected in a high level of enthusiasm for personal change on the part of staff. The communication of performance data to the school community tends to be sporadic and/or is limited only to information that the school is required to report.</p>	<p>There is no obvious plan for improving on current achievement levels. School leaders appear to be more focused on day-to-day operational matters than on analysing and understanding school data, setting targets for whole-school improvement or communicating an improvement agenda to the school community.</p> <p>Minimal attention is paid to data and there is very limited communication of school results or of intentions for improvement to parents, families and the wider school community.</p> <p>Expectations for significant school improvement are low and staff tend to 'explain' current achievement levels in terms of students' socioeconomic backgrounds and/or geographical location. There is little evidence that the staff of the school have a shared commitment to improving outcomes for every student, and this appears to be contributing to a culture of underperformance. There is little evidence that the school is looking to external sources to identify evidence-based strategies for improvement.</p>

Understanding the Ratings

Outstanding	= embedded
High	= structures and systems
Medium	= some patterns/ad hoc
Low	= events driven

LOW

Actions happening but not according to any plan and little evidence in daily use by teachers

MEDIUM

May be used by some teachers, but generally are not used as part of a whole-school strategy.

An ad hoc approach exists to building staff skills.

HIGH

A documented school plan has been developed, processes in place and there are clear accountabilities for getting the job done. The structures are there and they are being driven and checked.

OUTSTANDING

All processes are embedded. There are accountability checks, but the processes would continue without checks.

“The principal and other school leaders clearly articulate their belief”.

The school **leadership** team and/or governing body have established and are **driving a strong improvement agenda** for the school, grounded in **evidence from research and practice** and expressed in terms of improvements in **measurable student outcomes**.

Explicit and clear school-wide targets for improvement have been set and **communicated** to parents and families, teachers and students, with accompanying timelines.

1

An explicit improvement agenda

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

The assessment of this domain includes consideration of the extent to which:

- the governing body, school principal and other school leaders are united, committed to and explicit about their core objective – to improve learning outcomes for all students in the school
- the school has made an effort to understand current student achievement levels, and how achievement levels have changed over time, including for students in social inclusion priority groups, students at risk of disengaging or who have disengaged from schooling, and students facing disadvantage, including students with a disability, those from non-English speaking backgrounds, Aboriginal and Torres Strait Islander students, those from low-SES backgrounds and regional and remote areas;
- explicit targets for improvement in student achievement levels have been set and communicated to parents, staff and the wider school community;
- school staff are united in their commitment to improve the quality of teaching and learning throughout the school and to address obstacles to school-wide improvement;
- the school communicates clearly that it expects all students to learn successfully and has high expectations for student attendance, engagement and outcomes;
- the school has clearly articulated strategies for improving levels of student achievement and wellbeing; and
- progress towards targets is monitored and initiatives and programs are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

RATING**DESCRIPTOR****Outstanding** = embedded**High** = structures and systems**Medium** = some patterns/ad hoc**Low** = events driven**L**

1. Minimal attention is paid to data and there is very limited communication of school results or of intentions for improvement to parents, families and the wider school community.

M

2. The school's focus on data is driven more by external requirements (eg, NAPLAN, My School) than by an internal desire for good information to guide school decision making and to monitor progress.

H

3. The leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timelines.

O

4. This agenda is expressed in terms of specific improvements sought in student performances, is aligned with national and/or system-wide improvement priorities and includes clear targets with accompanying timelines which are rigorously actioned.

O

5. There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible. Teachers take responsibility for changes in practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.

L

6. There is no obvious plan for improving on current achievement levels. School leaders appear to be more focused on day-to-day operational matters than on analysing and understanding school data, setting targets for whole-school improvement or communicating an improvement agenda to the school community.

O

7. The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities.

M

8. Although there is an expressed commitment to improvement, this is not reflected in a high level of enthusiasm for personal change on the part of staff.

High: An explicit improvement agenda

- The school has developed an agenda for improvement in partnership with parents and the community and school leaders can describe the improvements they wish to see in student behaviours and outcomes. This agenda is communicated in staff meetings, school newsletters, parent-teacher meetings and on the school website using a variety of formats to suit local needs.
- The leadership team has analysed school performance data over a number of years and is aware of trends in student achievement levels. Targets for improvement are clear and accompanied by timelines.
- The school leadership team is clearly committed to finding ways to improve on current student outcomes. This is reflected in an eagerness to learn from research evidence, international experience and from other schools that have achieved significant improvements.
- There is evidence of a school-wide commitment to every student's success and staff of the school tell stories of significant student improvement.





Medium: Analysis and discussion of data

School leaders pay close attention to data provided to them about the performance of the school (eg, NAPLAN results; Year 12 results) and identify areas in which the school is performing relatively poorly or well.

Tests (eg, commercially available reading tests) may be used by some teachers, but generally are not used as part of a whole-school assessment strategy.

An ad hoc approach exists to building staff skills in the analysis, interpretation and use of classroom data.

Software may be used for the analysis of school results, including the performances of priority groups, but analyses generally do not extend to studies of improvement or growth.

School data are presented to staff in meetings, but presentations tend to be 'for information' rather than a trigger for in- depth discussions of teaching practices and school processes.

Information about the school's performance is communicated to the school community, but may lack explanation or analysis. There is limited engagement with parents and families around school data.

High	Medium	Low
High There is evidence that the principal and school leaders have reliable and timely student data available to them and use it effectively to inform their teaching practice. The school has a clear plan for the collection, analysis and use of student achievement data. The data is used to monitor and report on the school's performance and to inform teaching practice. The school has a clear plan for the collection, analysis and use of student achievement data. The data is used to monitor and report on the school's performance and to inform teaching practice.	Medium The school has a clear plan for the collection, analysis and use of student achievement data. The data is used to monitor and report on the school's performance and to inform teaching practice. The school has a clear plan for the collection, analysis and use of student achievement data. The data is used to monitor and report on the school's performance and to inform teaching practice.	Low The school has a clear plan for the collection, analysis and use of student achievement data. The data is used to monitor and report on the school's performance and to inform teaching practice. The school has a clear plan for the collection, analysis and use of student achievement data. The data is used to monitor and report on the school's performance and to inform teaching practice.

Analysis and discussion of data

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student well-being. Data analyses consider overall school performance as well as the performance of students from identified priority groups; evidence of improvement; regression over time; performance in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

Outstanding	High	Medium	Low
<p>The principal and other school leaders clearly articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda. The school has established and implemented a systematic plan for the collection, analysis and use of student achievement data. Fundamentals of literacy, numeracy and science are key elements of this plan. Data are used throughout the school to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school. A high priority has been given to professional development aimed at building teachers' and leaders' data literacy skills. Staff conversations and language reflect a sophisticated understanding of data concepts (eg. value-added, growth, improvement, statistical significance). Teachers are given test data (including NAPLAN) for their classes electronically and are provided with, and use, software (eg. Excel) to analyse, display and communicate data on individual and class performances and progress, including comparison of pre- and post-test results. Teachers routinely use objective data on student achievement as evidence of successful teaching.</p>	<p>There is evidence that the principal and other school leaders view reliable and timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of data on student achievement and wellbeing. One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data, and summarising, displaying and communicating student outcome data for the school. High quality data is available and that at least three assigned staff have been trained to undertake data analysis. Time is set aside (eg. on pupil free days and staff coverings) for the discussion of data and the implications of data for school policies and classroom practices. Data discussions occur at whole-school and team levels. The school can share through case studies, meeting minutes and projects how data have been used to identify priorities, take action and monitor progress.</p>	<p>School leaders pay close attention to data provided to them about the performance of the school (eg. NAPLAN outcomes). Year 10 and Year 12 results in which the school's performance is either poorly or well. Many (eg. community) groups (eg. reading tests) may be used by some teachers, but generally are not used as part of a whole-school assessment strategy. Use of data to inform teaching and learning is limited to building and class, in the analysis and interpretation of student outcomes data. Software may be used for analysis of school results, including the performance of priority groups, but analysis is generally do not extend to analysis of improvement or growth. School data are provided for staff to examine, but are not used to be for information rather than to be for reflection on teaching practices and school processes. Information about the school's performance is communicated to the school community, but not all employees or teachers have a limited engagement with data and their use to inform teaching.</p>	<p>There is very little evidence of school leaders' practical use of school-wide student outcome data. There is either no annual data collection plan for the school or the plan is being implemented in a minimal fashion. The school makes little or no use of tests beyond those that the school is required to use. Teachers do not systematically analyse test and other data for their classes and teachers make little use of data to reflect on their teaching. The school is unable to demonstrate how data have been used in meetings or with parents to analyse and discuss current achievement levels and strategies for improvement.</p>

Comments

- The document “Monitoring student outcomes at Sunrise School” articulates processes in place for monitoring student-learning outcomes. However, while some aspects of the documents are actioned, there is little evidence of systematic collection, analysis and discussion of data throughout the senior campus.
- VCE and NAPLAN data are analysed by senior staff but there is little evidence the data is used to inform teaching and learning programs in terms of a specific and explicit improvement agenda. The VCE data service has enabled discussions amongst VCE staff to take place in order to evaluate the effectiveness of teaching programs at this level.
- The student survey of staff conducted by Group 8 in 2014 obtained significant data across all teaching staff.
- The introduction of SEQTA learning management system provides a significant opportunity to enhance the school's capacity to collect a variety of data in the school and monitor growth across the school.
- The school collects large amounts of data but there is a lack of capacity in analysing, discussing and utilising this information to inform planned teaching.
- The use of data to inform school decision-making and drive student outcomes is not well developed nor is it well understood by teaching staff. Data literacy will be an important area for staff development.

Recommendation:

Continue to develop staff use and capacity in utilising data software to collect data on student outcomes that will assist staff in identifying improvement (growth) for the purpose of planning future learning intentions.

<u>Goals</u>	<u>Strategy</u>	<u>Operational Plan 2015 (Timelines)</u>	<u>Accountability</u>
<p><u>Goal C:</u></p> <p>Continue to develop staff capacity to use data (by utilising data software to collect data on student outcomes) that will assist staff in identifying improvement (growth) for the purpose of planning future learning intentions.</p> <p>Also see Goal B. Also see Goal D</p>	<p>C.1 Continue building staff capacity in the use of the data software</p> <p>C.2 Develop process and systems for tracking data to monitor student growth in all areas of student development across the school with links to reporting.</p> <p>C.3 Set targets with timelines in priority target focus areas. (targets for Student-Class-Year level-School)</p>	<ul style="list-style-type: none"> ➤ C.1 Refine and develop further professional learning plan for SEQTA. Implementation plan term 2, 2015. ➤ C.1 a) Ensure all staff are developing their capacity and increasing their use of data software. This includes curriculum documentation and teaching and learning resources/plans/outlines. Done by start of 2017. ➤ C.2 a) Make available standardised test data (and other appropriate data) to all teaching staff. Done for commencement of 2016. ➤ C.2 b) Develop mandated requirements for all staff including standardised templates in data software for collection and storage of student learning data. Done Semester 2, 2016. ➤ C.3 Ensure all staff set growth targets for all students. Initially in at least one class. Date to be determined but commencement of 2017 is targeted. 	<ul style="list-style-type: none"> ➤ C.1 <u>LP</u> ➤ C.1 <u>LP</u>, DBU, JDe, ➤ C.2a <u>DC</u>, DA (VCE), CB ➤ C.2 b JDe, <u>DBU</u>, SR ➤ C.3 <u>IM</u>, Heads of Faculty, SR, BK.

Rapidly improving schools, and schools that produce unusually good outcomes given their student intakes and circumstances, tend to have a number of features in common.

- 1. **Schools know what they want** to see improve and they know how they will monitor success*
- 2. The staff of the school **work together as a team**,*
- 3. Efforts are made to **identify and understand the learning needs** of students.*
- 4. The school **builds relationships** with parents and others.*



Thank you

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