AISSA
Developing a School Improvement Plan (SIP)

Date: 25 September 2014
Developing a School Improvement Plan (SIP)

- Why School Improvement?
- Key compliance steps
- Issues related to public availability
- Undertaking one method of self assessment
- Reporting formats
- Generally available self assessment tools
- Initiating genuine community engagement
- “Model” plans
Why a focus on school improvement?

- Shifting global attitudes and community expectations in relation to education outcomes
- Education is now a high stakes enterprise
- Education is both the key driver of economic growth and a key social equaliser (OECD 2011)
- Increased emphasis on student achievement
- Focus on retention and completion of senior secondary education
- The expectation of a world class education system
Why School Improvement?

School improvement’s ultimate aim is to enhance pupil progress, achievement and development. This is the bottom line.

(Stoll & Fink 1996)
Improving Student Learning – the Key to School Improvement

• The improvement of day to day teaching and the development of effective instructional leadership should be the primary focus of reform efforts. (Prof Geoff Masters 2012)

• What teachers do matters – the biggest effects on student learning occur when teachers become learners of their own teaching (Hattie 2009)
The Legislation

The Education Act 2013 requires schools by 1 January 2015 to make publicly available

• A School Improvement Plan (SIP)

• An annual report against the SIP
School Improvement Plan

The SIP must include:

• Contextual information about the school

• A description of the self assessment process used to develop the plan

• School performance information based on the self assessment using an appropriate assessment tool.

• A description of the annual review process.
School Improvement Plan

The plan is to be developed in consultation with parents or guardians and other members of the community.

There is no requirement for the consultation to include all members of the parent/guardian community.

In what ways do you currently gather information about your school’s performance from community members? Consider both informal and formal mechanisms.
Public Availability

What constitutes “public”?

At your table please discuss the methods your school currently uses to publish the school Commonwealth annual required report (student attendance, staff professional learning, value add etc).
Public Availability

Please discuss the following question at your table prior to a wider discussion.

What differences might there be between a public improvement document and an internal improvement plan?
The 5 Identified Reform Directions

• Quality teaching
• Quality learning
• Empowered school leadership
• Meeting student need
• Transparency and accountability
Quality Teaching

- Induction into the profession
- Enhance teacher performance and professional development
- Incorporate the Australian Professional Standards for Teachers
- Develop a shared view of effective pedagogy
- Develop a process for development of teacher’s expertise and effectiveness
- Improvement through performance management, professional development and work towards Highly Accomplished and Lead Teacher status
- Annual performance reviews for all teachers
- Access to ongoing training for teachers throughout their career
Quality Learning

- Strengthen early years of education through regular assessment of literacy and numeracy
- Implement the Australian Curriculum R-12 including teaching the Australian Curriculum in key learning areas
- Assess and report against the Australian Curriculum Achievement Standards
- Provide significant exposure to Studies of Asia consistent with the Australian Curriculum cross-curriculum priority
- Improve access to quality vocational learning
Quality Learning

- Schools have a Safe School plan to prevent bullying
- Work towards provision of continuous access to a priority Asian language – Chinese (Mandarin), Japanese, Korean, Indonesian and Hindi
- Student outcomes show ongoing improvement over time
Empowered School Leadership

• Develop a plan for year by year school improvement which targets the specific needs of students and community, including annual reporting of progress

• Identify, support and encourage aspiring leaders to develop the skills and knowledge to prepare for principalship.
Meeting Student Needs

- Strengthen parent and community engagement
- Provide inclusive education to meet the needs of individual students and to identify those at risk
- Provide reasonable adjustments for students with disability to reflect the national definitions
- Encourage excellence and meet the needs of high performing students
- Continue efforts in the implementation of the Aboriginal & Torres Strait Islander Action Plan
- Provide advice on how parents can best contribute to their child’s learning in the home.
Transparency and Accountability

- Improve national data quality, consistency and collection
Undertaking a Self Assessment

The paper labelled Assessing Priority Reforms is on your table.

For your school, use the scale for each of the items under the identified reform directions to assess what priority this currently has in your school.

Please list all the ways in which you know that your assessment of these priorities is accurate.
Undertaking a Self Assessment

Please list all the sources of information you have intuitively used to make your assessment.
Reporting Formats

While the specified information is clear there is no prescribed format for the plan.
Assessment Tools and Frameworks

- National Tool for School Improvement
- Commercially available assessment tools
- Frameworks
- Checklists
- Audits
- Surveys
Parent & Community Partnerships

- Self-improving schools are not isolated. They forge strong links with their local communities and with other schools.

- There are enhanced outcomes for young people when school, parents and community work together and are committed to common purposes and goals. These relate to:
  - Engagement
  - Improved academic outcomes
  - Wellbeing
  - Vocational outcomes
Parent & Community Partnerships

• It is the development of *social capital* that positively correlates with education outcomes.

• Social capital is the partnership between communities of educators both within and across schools, school and parents, school and the community that foster new skills and opportunities for learning.
Indicators of Social Capital

<table>
<thead>
<tr>
<th>There is a high level of alignment between the expectations of parents and other key stakeholders and the mission, vision, goals, polices, plans and programs of the school</th>
<th>PERFORMANCE</th>
<th>PRIORITY</th>
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<tbody>
<tr>
<td>There is extensive and active engagement of parents and others in the community in the educational program of the school</td>
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<tr>
<td>Parents and others in the community serve on the governing body of the school or contribute in other ways to the decision-making process</td>
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<td>Parents and others in the community are advocates of the school and are prepared to take up its cause in challenging circumstances</td>
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<td>The school draws cash or in-kind support for individuals, organisations, agencies and institutions in the public and private sectors in education and other fields, including, business and industry, philanthropists and social entrepreneurs</td>
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<td>The school accepts that support from the community has a reciprocal obligation for the school to contribute to the building of the community</td>
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<td>The school draws from and contributes to networks to share knowledge, address problems and pool resources</td>
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<td>Resources, both financial and human, have been allocated by the school to building partnerships that provide mutual support</td>
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<td>The school is co-located with or located near other services in the community and these services are utilised in support of the school</td>
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Source: Caldwell and Loader (2010)
Parent & Community Partnerships

Building a high degree of trust, personal agency, high quality relationships through:

• Community Conversations
• Learning Walks
• Personal Connection
• Feedback Opportunities