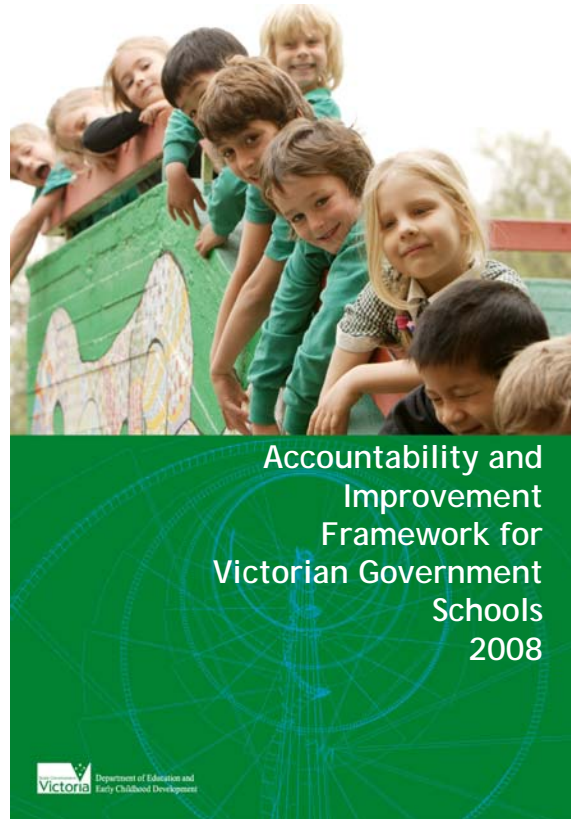
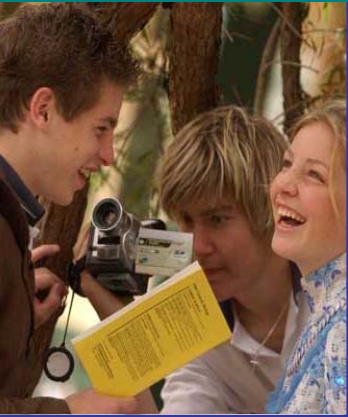




School Self-evaluation: Supporting Effective Enquiry

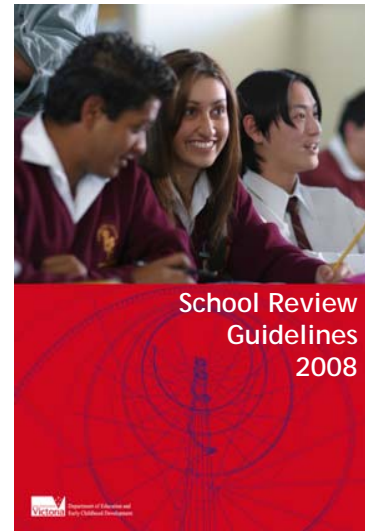
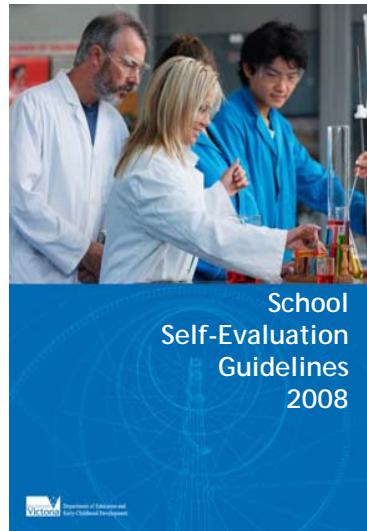
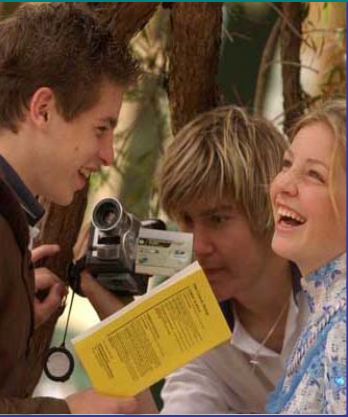
School Accountability & Improvement Framework



Accountability and
Improvement
Framework for
Victorian Government
Schools
2008

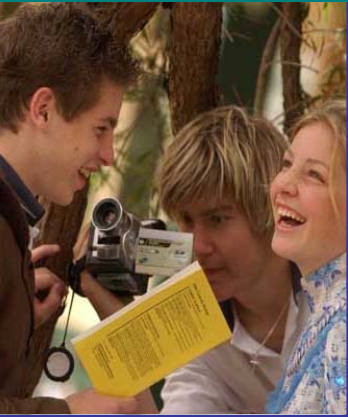
 Department of Education and
Early Childhood Development

The year of self-evaluation, review & planning



What informs the self-evaluation process?

- reflecting on a school performance
- being systematic
- focusing on student outcomes
- engaging with the school community
- identifying where the school has been successful and current challenges and ways for improvement
- preparing for the school review.

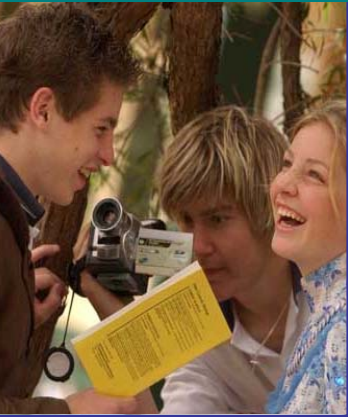


School self-evaluation

internal accountability

vs

external accountability



School self-evaluation



Office for
Government
School
Education

School Self-Evaluation Guidelines 2008

 Department of Education and
Early Childhood Development



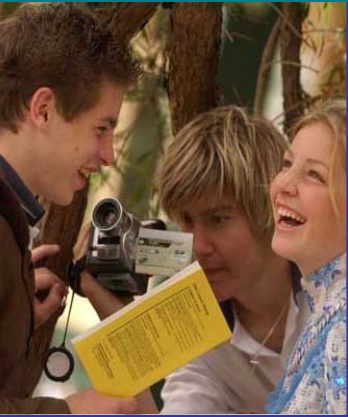
Office for
Government
School
Education

Step-by-Step Guide to Completing the School Self- Evaluation Report 2008

 Department of Education and
Early Childhood Development

State Government
Victoria

Department of Education and
Early Childhood Development



A focus on improving student outcomes

Student learning

- Discipline-based, interdisciplinary, physical, personal and social learning

Student pathways and transitions

- Movement of students into, through and out of particular educational contexts

Student engagement and wellbeing

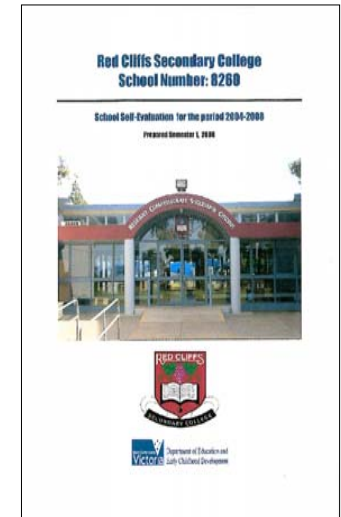
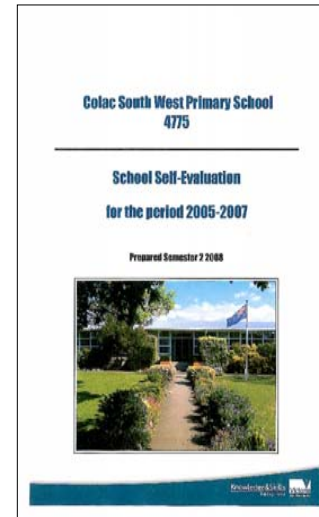
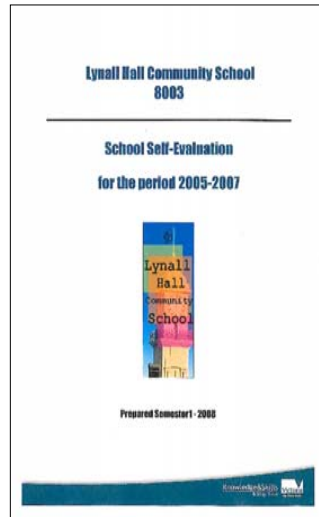
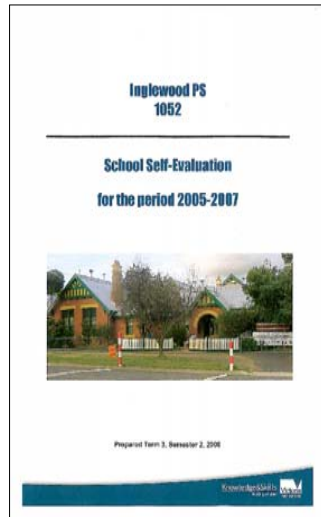
- Students engagement with learning, feelings about school, and physical and mental welfare

Key questions



	Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
What student outcomes did we aim to achieve?			
What student outcomes did we achieve?			
Why did the school achieve/not achieve the improved student outcomes?			
How effectively did the school manage its resources to support the achievement of its improved student outcomes?			
What can we do in the future to continue to improve student outcomes?			

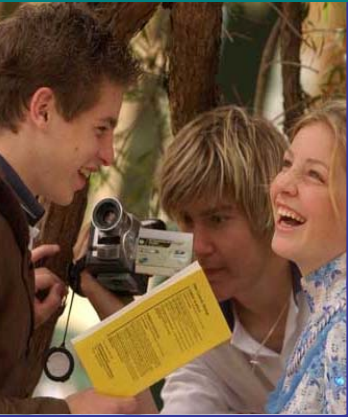
Selecting the sample





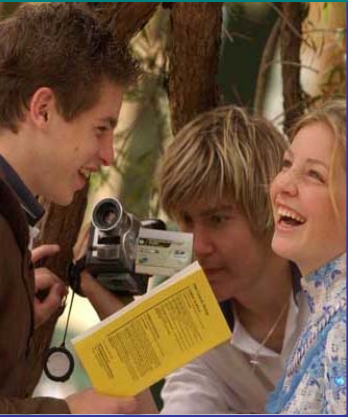
Common elements of the self-evaluation process

- Well-defined plan
- High level planning committee
- Clear purpose / audience
- Defined areas for review / discussion
- Team-based approach



Common elements of the self-evaluation process

- Agreed whole school approach / timelines
- Focus on data /student performance
- Strategies for communication
- Identification of success (celebratory)



School-based factors

- Integration with the work / organisation (values) of the school
- Engagement / support of school leadership
- Embedded practices for collaboration
- Links with professional learning
- Data literacy / confidence
- Confidence in engaging with the school community

Strengthening the self-evaluation process - some thoughts

- Developing the links with school improvement efforts and professional practice (leadership, teacher capacity)
- Building the focus on a school's theory of change
- Stronger links with the external review process





Contact:

Dr Graeme Harvey

Manager

School Accountability and Improvement Unit

Department of Education and Early Childhood
Development

Victoria

harvey.graeme.lg@edumail.vic.gov.au

Ph: 03 9637 2108

Strengthening the self-evaluation process

- School change model
- Internal accountability
- Professional learning / professional practice

