School Development

Plan

Handbook

September 2014

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The Structure of the SDP Document

The School Profile

The School Profile focuses on the identity of the school, human resources, school facilities as well as achievements. A school internal evaluation section has been included within this document. This exercise is a pivotal section of the prioritization process. The last part of the school profile will detail an evaluation of Priorities and success criteria carried out during the previous and current year.

Action Plans and Summary of Action Plans

The second part of the SDP will feature the priorities chosen to be implemented during the current year. A specific template detailing the development of each identified priority is to be included as part of the SDP. It is suggested that there should be a threshold of three action plans per year so as to facilitate whole school involvement

The action plans will be summarised in a template which will be part of the document and include also the success criteria for effectiveness be attached described to the action plans mentioned above which are to be implemented during the following scholastic year.

Activity Diary

The Activity Diary may include different templates and evaluation tools which were used in the process of the internal evaluation. This should include the analysis of any questionnaires or focus groups and the minutes of the meetings relevant towards the development of the school SDP.

Achievements and other long-standing initiatives taken up by the school should also be included within this section of the document as well as any review of school policies and the rationale behind these changes.

School Profile

- **Mission and Vision Statements**
- **The School Context**
- **Summary of Internal Evaluation**
- **Evaluation of action plans**
- **SWOT analysis**

Action Plans and Summary of Action Plans

- **Action Plans**
- **Summary of Action Plans page**

The School Development Plan Timeline

1st Term (Sep-Dec)

- Dissemination of finalised SDP (Profile including information for current year and finalised action plans).
- 1st School Development Session

2nd Term (Jan-April)

- 2nd School Development Session.
- SMT plans and administers questionnaires as part of the School's internal evaluation process. This will help identify areas that need particular attention.
- This exercise should be carried out at the end of March so as to have an evaluation ready to be discussed during the third term.

3rd Term (April-July)

- 3rd School Development Session (including analysis of school internal evaluation to identify priorities)
- School Development Day – prioritization and formulation of school action plans to be implemented the following year
- Send finalised SDP to College Principal for feedback who will in turn forward to QAD (profile and action plans (end of July)
- *Data has to be actual at time of submission.

The Internal Review Process

The School Profile

The School Mission and Vision

Vision Statement

A vision statement focuses on the future. It provides a broad and inspirational image of the future the school seeks to create, presented in a sentence or paragraph.

Mission Statement

A mission statement focuses on the present. It describes who we are and what we do as a school. It may include the core values of the school, the educational services provided, student and parental involvement, resources available and school achievements.

The School Context

This section of the profile is the first step towards portraying the school's identity during the current year. The main objective behind this section is to provide all those who access the School Profile with a clear picture of the school's current capacity, endeavours and achievements.

This section will provide a clear idea of who the learners attending the school are, staff information as well as external support services the school makes use of throughout the scholastic year.

In the profile dedicated to the primary sector the school is asked to indicate the number of learners who have been exempted from sitting for the school benchmark exam as well as those learners who are on the core competence lists. This will help deliver a clearer picture of the attainment during that particular year.

You are also asked to provide information as regards attainment records related to the previous scholastic year.

Information in this section is to be updated as soon as it becomes available.

School Motto:

You may also wish to include a school motto which reflects the school's vision statement

The School Context:

- Learner data (Table 1)
- Staff Data (Table 2)
- External Support staff data (Table 3)
- School facilities and initiatives (Table 4)
- Attainment Sheet (Table 5)
- Learners exempted from benchmark exam (Table 6)
- Core Competences (Table 7)
- Attainment Sheet (SEC) for Secondary School Profile. (Table 6)

School Evaluation and Development Process

This part of the profile is directly related to the Professional Development of staff including SDP meetings (one per term) and CPD sessions held throughout the current scholastic year.

The dates and topics of the different sessions are included as a connection to the chosen targets outlined in the action plans.

This section also asks for the school initiatives and resources used to plan and develop these sessions during the current year.

Summary of Internal Evaluation (held during the current scholastic year)
Questionnaires

The internal evaluation is a determining factor in the process of strategic planning. It is an exercise which makes the SMT aware of causes of concern at an early stage. A thorough internal evaluation needs to be conducted with different stakeholders.

Questionnaire templates for parents, teachers and learners are are meant to offer guidelines towards lines of enquiry to be considered. The results of these questionnaires can serve diverse purposes. They can provide the school with the necessary information leading to the choice of action plans and they can also supply further insight into initiatives already undertaken.

Heads of School and SMT may amend these questionnaires to fit their specific needs. Working sheets for the evaluation of the questionnaire are also provided.

Once the internal evaluation is carried out, results are inputted in the working sheets. The main issues which emerge from the analysis of these questionnaires are then to be inserted in the indicated tables in the School Profile.

The detailed internal evaluation to be included in the School Profile is that carried out during the current year. (2nd Term)

The Head of School is to include any other form of evaluation which might lead to the identification of priorities.

Summary of Internal Evaluation- Specific Target measures

Specific Target Measures – comparison of results obtained in previous and current internal evaluation. (Table 20P/19S: Data of the Specific measures identified by the school.

This table includes the internal evaluation of the current year as compared to the internal evaluation carried out during the previous scholastic year.

This section includes the two main areas of concern outlined and identified during both internal evaluations.

To produce graphical representation information has to be inputted by accessing the table and enable inputting of information through the right click function.

Specific Target Measures (QAD) – Refer to latest internal evaluation questionnaire results

(Table 21P/20S: Data of the specific measures indicated by the QAD)

This table focuses directly on the areas of concern which have been highlighted in the internal evaluation of the current year.

These specific target measures takenfrom the internal review questionnaires are compulsory and have to be kept as areas of investigation by the school during the internal review exercise.

(Graphical representation of the specific measures indicated by the QAD (% of respondents indicating agree or strongly agree)

To produce graphical representation information has to be inputted by accessing the table and enable inputting of information through the right click function.

Evaluation of Action Plans (drafted during previous year and implemented during current year)

(Table 22P/21S: Evaluation of success criteria for effectiveness in action plans implemented during 20__-20__)

This table asks for an evaluation of the action plans which were set as a result of the internal review of the previous scholastic year and implemented during the current scholastic year.

The table asks you to focus on the priority development targets which had been identified and detail the success criteria for (effectiveness) which were drafted for the separate priorities.

The part on the right hand side of the table then asks for the evaluation of the detailed success criteria and what the outcomes where when actually implemented during the current scholastic year.

SWOT Analysis

What are the strengths, weaknesses, opportunities and threats you feel have been identified through the internal evaluation? How can these elements be translated into priority areas to be developed during the coming scholastic year?

SWOT analysis (Table 23P/22S)

This SWOT exercise is to be completed after the analysis of the internal evaluation process of the current year and may include questionnaires, focus groups, SMT meetings, staff meetings, parents' meetings, student council meetings etc. (N.B. Keep available a record of the outcomes.)
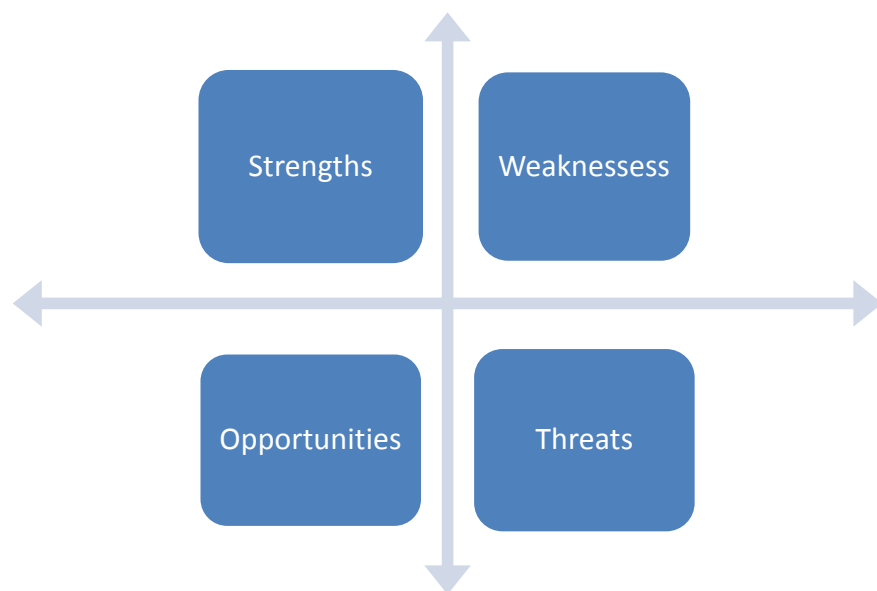
School Priorities

This table should identify the priority development targets which were identified during the school self evaluation.

These are the priorities which can be discussed and developed into action plans during the School's SDP Day.

Action Plans

Key area and defining your development targets

Key Area

Which area does your objective fall under?
- **Leadership and Management** (Leadership, Management and Administration, Professional Development).
- **Teaching and Learning** (Learning and Teaching, Resources for learning, Curriculum, Achievement and Assessment).
- **School Ethos** (Links with parents and external agencies, School Ethos, school climate and Support for students).

Priority Development Target

This section of the action plan concentrates on the areas of development which have emerged from the internal evaluation carried out with the different stakeholders or from any other form of prioritization exercise.
- What is the objective or target you want to achieve through the development of this action plan?

Link to Framework for Education strategy:

1. Reduce the gaps in educational outcomes between boys and girls and between students attending different schools, decrease the number of low achievers and raise the bar in literacy, numeracy and science and technology competence, and increase student achievement.
2. Support educational achievement of children at risk of poverty and from low socio-economic status, and reduce the relatively high incidence of early school leavers.
3. Increase participation in lifelong learning and adult learning.
4. Raise levels of student retainment and attainment in further, vocational and tertiary education and training.

Success Criteria [effectiveness}

Success criteria for effectiveness should follow the smart criteria but be linked to the **Priority Development Targets** highlighted.

Priority development target:
Indicate your objective for the action

Success criteria effectiveness:
Success criteria have to follow SMART objectives and aimed at achieving the declared objectives of the priority development targets.

Person Responsible for monitoring:

In this part of the action plan **one person** should be identified to be responsible for the monitoring of the entire action plan. This individual will not necessarily be involved in the development of the action plan.

The person responsible for monitoring would ideally be a member of the SMT as this would help advocate whole school involvement.

Resources needed:

Does the success criteria for effectiveness need specific training? Can PD sessions be dedicated to reach our targets? Is external help from the directorates needed?

Implementation:

Target Action:

This section of the action plan details the actions which will be taken up by the school to reach the objectives identified in the Priority Development Target section as well as identify specifically the success criteria for effectiveness.

Time scale:

The time scale should be set for every action included in the action plan.

Success Criteria {implementation}

Success criteria for implementation should follow the smart criteria but be directly linked to the direct objectives declared by the **Target Actions.** Each target action can have more than one success criteria. This obviously depends on the complexity of the action.

Tools and resources needed for evaluation and implementation:

This section asks for the identification of the specific tools to be used to implement as well as evaluate the actions outlined.

Target action: Indicate the specific actions that will be taken by the different stakeholders to reach the objectives indicated by the Priority Development Targets and the Success Criteria.

Success Criteria (Success criteria for both effectiveness and implementation have to follow the SMART objectives model)	
SPECIFIC	State exactly what you want to achieve. Can you break a larger task down into smaller items ?
MEASURABLE	Establish clear definitions to help your measure if you are reaching your goal.
ACTION-ORIENTED	Describe your goals using action verbs and outline the exact steps you will take to accomplish your goal.
REALISTIC	Give yourself the opportunity to succeed by setting goals you will actually be able to accomplish. Be sure to consider obstacles you may need to overcome.
TIME- BOUND	How much time do you have to complete the task? Decide exactly when you will start and finish your goal.

Summary of Action Plans Page:

Priority Development Targets:

This section of the SDP includes a concise summary of the priority development targets identified. This will give a general overview of the areas the school is about to be tackled during the coming scholastic year.

Success Criteria {effectiveness}

The success criteria for effectiveness directly related to the riority development target should be included. These success criteria will indicate what the school is envisioning as a result of the set action plan.

This section should be directly connected to the action plans filled after all the action plans for the coming scholastic year have been set.

Activity Diary:

Templates and evaluation tools

- Templates of questionnaires used in internal review – especially if they were modified by the SMT.
- A record of outcomes of meetings/ focus groups held which led to the identification of priorities.

Celebration of Success:

- Celebration of good practice
- Successful activities which are being maintained by the school.
- Any material – books, magazines, projects produced by the school.

Important School Documentation and Review of school policies:

- Any school policy which has been revised.
- Rationale which led to this revision.
- Changes which were implemented.
- Calendar of events.

Different Roles in the School Evaluation Process

College Principal	• **Promoting the emergence, sharing and adoption of best practices;** • **In collaboration with the schools' Senior Management Teams, stimulating staff and school development processes;**
Head of School	• Facilitating a participatory team building and collegial process leading to the formulation and on-going review of the School Development Plan; • Ensuring that members of the Senior Management Team are regularly assigned focus areas for the better implementation of the school policies and development plan;
Assistant Head	• Adopting and working towards the implementation of the school development plan of the particular school they are giving service in; • Monitoring of SDP process and Action Plans
Head of Department	• Performing the duties of Teacher (see Job Description of a Teacher) • Adopting and working towards the implementation of the school development plan of the particular school they are giving service in • Monitoring of Action Plans
Teacher/LSA/ KGA	• Adopting and working towards the implementation of the school development plan of the particular school they are giving service in

References

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Ministry of Education, Employment and the Family, Malta (2010) *Agreement between the Government and the Malta Union of Teachers.* Malta: Ministry of Education, Employment and the Family.

Ministry of Education and Employment (2012) *A National Curriculum Framework for All.* Malta: Ministry of Education and Employment.

Quality Assurance Department, Malta (2012) *Guidelines on how to use the Performance Management and Professional Development Plan for Newly Qualified Teachers in their First Year of Practice.* Malta: Ministry of Education and Employment.