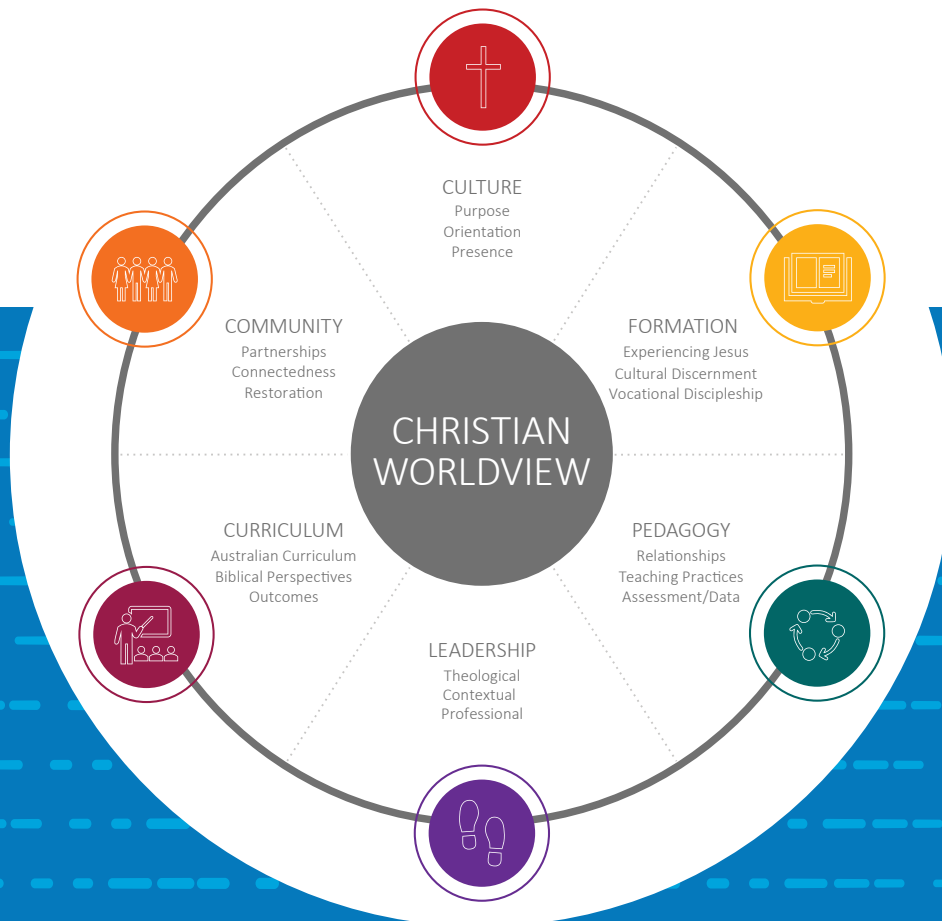


Architecture School Improvement Tool

Post-Review Process & Resources



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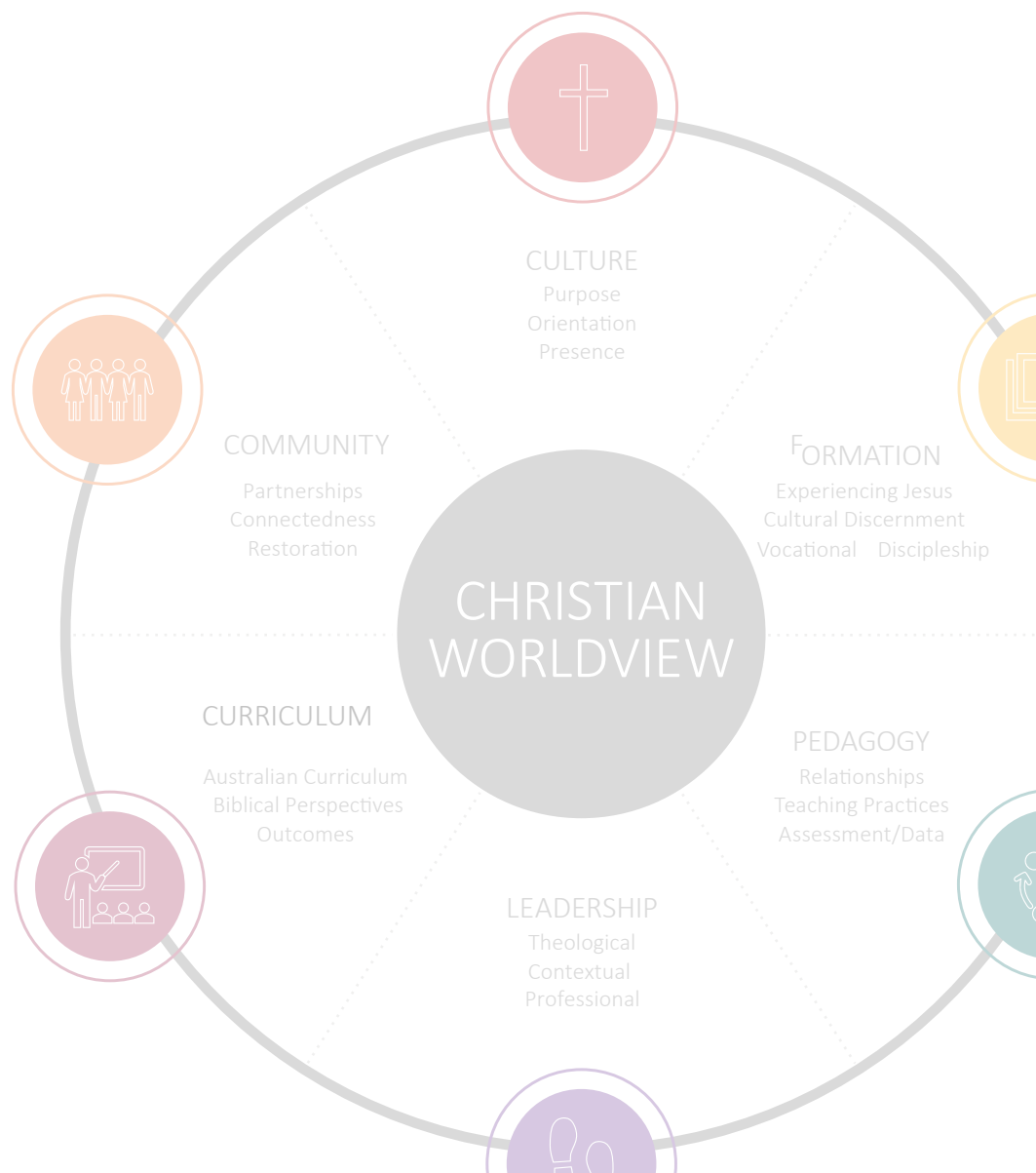
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School Improvement Framework | Review Process

1.

STAGE 1

School Improvement Review facilitated by External Review Team

The School Improvement Review facilitated by External Review Team stage is designed launch a rigorous school improvement review with an impartial and experienced team of school improvement professionals who facilitate a rigorous and objective review. The External Review Team will usually consist of 3-4 members and will consist of a Lead Reviewer, the relevant CSA Executive Officer, and a CSA Principal. The 'Lead Reviewer' will have extensive experience in school reviews and data gathering. One member of the External review team will always be a Principal colleague from a CSA school.

The External Review Team undertakes the following actions:

1. Collects relevant data and evidence of current reality framed by the elements of the framework. The External Review Team will collect this evidence via a range of means including interviews and focus groups.
2. Present an overview and analysis of this data to the School Improvement Team, including affirmations/commendations, and recommendations, and facilitate a discussion with the School Improvement Team as what this means to the school.

The State Executive Officer provides ongoing support for the School Improvement Team through the following actions:

1. Support the School Improvement Team in the decision as to the possible school improvement foci.
2. Support the School Improvement Team in the development of an action plan using the Action Research Cycle improvement methodology to identify, implement, monitor and modify improvement strategies that have high impact on student learning and outcomes.

2.

STAGE 2

Development and Implementation of an Action Plan, supported by an External Critical Friend

The Action Plan is designed as an annual check on progress and impact in the school improvement journey. The school improvement action plan is important because it provides a structured approach for setting goals associated with the review recommendations, and tracking progress towards achieving those goals. It helps the school improvement team to focus their resources, increase accountability, promote data-driven decision-making, and encourage collaboration among stakeholders. The external 'critical friend' is an essential element of the review process as the critical friend provides an objective lens to the process, as well as providing a level of collegiate accountability. It is strongly encouraged that the school will engage with a critical friend with extensive school improvement experience who can support, guide, challenge and facilitate the school improvement journey. The critical friend could be a CSA Executive Officer or a local Principal or other school leader.

School Improvement Framework | Review Process (cont...)

Over the term of the school improvement action planning process, the School Improvement Team undertakes the following actions:

1. Development of an action plan informed by the review recommendations (an action plan template is provided on page 40).
2. The school improvement team collects data/evidence during implementation of the action plan.
3. Other relevant data (quantitative and/or qualitative) is collected.
4. The data is analysed and discussed by the School Improvement Team, supported by the External Critical Friend.
5. The School Improvement Team celebrates any 'wins', no matter how small, and identifies areas of concern.
6. School Improvement Team agree to any modifications/adjustments to action plan as indicated by data
7. Action plan adjusted and implementation continues.

RECOMMENDED: STAGE 3

3.

End of Cycle School Improvement Review facilitated by External Review Team

At the end of the third year of the school improvement cycle an end of cycle external school improvement review may be undertaken. It would be recommended, but not essential, if the members of the original external review team returned to conduct this end of cycle review. The purpose of this review process is two-fold:

1. to reflect and celebrate, supporting the School Improvement Team in particular, and the broader school community in general, in recognising and celebrating progress on their school improvement journey, and
2. to initiate a new improvement cycle to support continuous school improvement.

The External School Improvement Review Team will follow the same process as the original external review, with a particular emphasis on identifying evidence of school improvement in the identified foci, and, if indicated, make recommendations as to a subsequent school improvement foci.

School Improvement Tool Template

Current Realities | Part 1: External Review

Where do the External Review Team believe the school is currently positioned, in reference to the CSA Architecture Levers?

The External Review Team identified a number of areas which could become the focus of a targeted school improvement strategy. These include:



School Improvement Tool Template

Current Realities | Part 2

List the components or combination of components, that could become school improvement 'lines of inquiry' (maximum of 3).

What topic, issue or concern that impacts on student learning does the feedback data suggest we address?

Line of Inquiry 1

Section A

Lever	Component(s) addressed
Rationale	
What are the perceived gaps between where the school is at now and where it wants to be?	
How do we know that it is an issue (i.e. what data do we need to gather to validate it as an issue that impacts on student learning)?	
Who will gather this data? When will it be gathered by? How will it be presented?	

Section B

What does the agreed data say? Does it align with the perception data?
What will we do – specifically – to improve teaching and students' learning outcomes as a result of this data?
What research and evidence support the proposed action or initiative?
What will we do to communicate with our colleagues about what we are doing?
How will we know the action has had the impact we aspire to?

School Improvement Tool Template

What topic, issue or concern that impacts on student learning does the feedback data suggest we address?

Line of Inquiry 2

Section A

Lever		Component(s) addressed	
Rationale			
What are the perceived gaps between where the school is at now and where it wants to be?			
How do we know that it is an issue (i.e. what data do we need to gather to validate it as an issue that impacts on student learning)?			
Who will gather this data? When will it be gathered by? How will it be presented?			

Section B

What does the agreed data say? Does it align with the perception data?
What will we do – specifically – to improve teaching and students’ learning outcomes as a result of this data?
What research and evidence support the proposed action or initiative?
What will we do to communicate with our colleagues about what we are doing?
How will we know the action has had the impact we aspire to?

School Improvement Tool Template

What topic, issue or concern that impacts on student learning does the feedback data suggest we address?

Line of Inquiry 3

Section A

Lever		Component(s) addressed	
Rationale			
What are the perceived gaps between where the school is at now and where it wants to be?			
How do we know that it is an issue (i.e. what data do we need to gather to validate it as an issue that impacts on student learning)?			
Who will gather this data? When will it be gathered by? How will it be presented?			

Section B

What does the agreed data say? Does it align with the perception data?
What will we do – specifically – to improve teaching and students' learning outcomes as a result of this data?
What research and evidence support the proposed action or initiative?
What will we do to communicate with our colleagues about what we are doing?
How will we know the action has had the impact we aspire to?

School Improvement Tool Template

Line of Inquiry Title:		Component(s)			
Lever:					
Description:					
Desired Outcome/s:					
Impact on Students:					
ACTION	OUTCOME/S	RESOURCES	RESPONSIBLE PERSONNEL	TIMELINE	EVALUATION
<<Step-by-step actions in chronological order>>	<<Statement/s about what the actions will achieve – linked to Success Indicators>>	<<Resources you will use to achieve the outcomes>>	<<The person/s who will take responsibility for leading this action>>	<<Scaffold of key dates and actions>>	Success Indicators / Evidence <<Insert indicators and evidence which will demonstrate achievement of the desired outcome/s>>



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