School Improvement Framework (SIF)
The Research

• **How** has the implementation of the School Improvement Framework affected school improvement planning processes?

• **What aspects** of the implementation of the School Improvement Framework contributed positively to school improvement planning processes?

• How can the implementation of the School Improvement Framework be improved to contribute better to school improvement planning processes?
Mixed Method Approach

**Phase 1:**
Quantitative data based on responses to SAQ in November 2005 & May 2007
All 2006 review schools approached

**Phase 2:**
Qualitative data based on interviews of 7 – 9 staff at 4 schools
4 case studies – one from each region
Phase 1: Who participated?

<table>
<thead>
<tr>
<th>Regions</th>
<th>Number Of Review Schools 2006</th>
<th>Number of Schools involved in Phase 1 Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>East</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>North</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>South</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>West</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>31</td>
</tr>
</tbody>
</table>
1. To what extent do you have clear goals and intended outcomes that have been driving improvement over the past 3-4 years?

2. To what extent have you been monitoring your achievement of these goals and intended outcomes on an annual basis?

3. To what extent do you have data that you have been using to assist in monitoring the achievement of your goals and intended outcomes?

4. To what extent can you describe the process used to regularly evaluate the achievement of your goals?

5. To what extent can you describe your performance in regard to improvements over the past 3-4 years?
# Self-Assessment Questionnaire

## Discussion 1

<table>
<thead>
<tr>
<th>Common Questions</th>
<th>Current Status</th>
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<tbody>
<tr>
<td>1. To what extent do you have clear goals and intended outcomes that have been driving School Community over the past 3-4 years?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1. To what extent have you been monitoring your achievement of these goals and intended outcomes on an annual basis?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1. To what extent do you have data that you have been using to assist in monitoring the achievement of your goals and intended outcomes?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1. To what extent can you describe the process used to regularly evaluate the achievement of your goals?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1. To what extent can you describe your performance in regard to School Community over the past 3-4 years?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Sphere</td>
<td>Mean 2005</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Education in Faith</td>
<td>2.32</td>
</tr>
<tr>
<td>Learning &amp; Teaching</td>
<td>2.83</td>
</tr>
<tr>
<td>Student Wellbeing</td>
<td>2.26</td>
</tr>
<tr>
<td>Leadership &amp; Management</td>
<td>2.27</td>
</tr>
<tr>
<td>School Community</td>
<td>2.27</td>
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</table>
## Average Ratings

<table>
<thead>
<tr>
<th>Sphere</th>
<th>Mean 2005</th>
<th>Mean 2007</th>
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</thead>
<tbody>
<tr>
<td>Education in Faith</td>
<td>2.32</td>
<td>3.99</td>
</tr>
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<td>Learning &amp; Teaching</td>
<td>2.83</td>
<td>4.32</td>
</tr>
<tr>
<td>Student Wellbeing</td>
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<td>4.04</td>
</tr>
<tr>
<td>Leadership &amp; Management</td>
<td>2.27</td>
<td>3.97</td>
</tr>
<tr>
<td>School Community</td>
<td>2.27</td>
<td>3.85</td>
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</table>
### Average Ratings

<table>
<thead>
<tr>
<th>Sphere</th>
<th>Mean 2005</th>
<th>Mean 2007</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education in Faith</td>
<td>2.32</td>
<td>3.99</td>
<td>1.66</td>
</tr>
<tr>
<td>Learning &amp; Teaching</td>
<td>2.83</td>
<td>4.32</td>
<td>1.49</td>
</tr>
<tr>
<td>Student Wellbeing</td>
<td>2.26</td>
<td>4.04</td>
<td>1.76</td>
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<tr>
<td>Leadership &amp; Management</td>
<td>2.27</td>
<td>3.97</td>
<td>1.70</td>
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<tr>
<td>School Community</td>
<td>2.27</td>
<td>3.85</td>
<td>1.59</td>
</tr>
</tbody>
</table>
Figure 4.5 Comparison of Ratings by Spheres from 2005 to 2007
Figure 4.6 Comparison of Ratings by Question from 2005 to 2007

Mean Scores 1-5

Questions

Question 1
Question 2
Question 3
Question 4
Question 5
Significant Differences 2005

Average rating = 2.30

Learning & Teaching was the strongest sphere (M=2.83)

Q3 provided the lowest value: To what extent to you have data that you have been using to assist in monitoring the achievement of your goals and intended outcomes (M=2.17)
Significant Differences 2007

Average rating = 4.03

Learning & Teaching was the strongest sphere (M=4.32)

Q1: To what extent do you have clear goals and intended outcomes that have been driving development over the past 3-4 years; (M=4.19)

Q4: To what extent can you describe the process used to regularly evaluate the achievement of your goals (M=3.90)
Significant Differences 2005 - 2007

- The overall mean increase in ratings during this period was calculated at 1.64.
- The increase is consistent across all spheres and questions.
- Such significant increases provides stark evidence that the implementation of the SIF has had a remarkable impact on the Leadership Team’s perceptions of their school improvement planning processes.
## Phase 2: Case Studies

<table>
<thead>
<tr>
<th>Key Features</th>
<th>School A</th>
<th>School B</th>
<th>School C</th>
<th>School D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location in Melbourne</td>
<td>East</td>
<td>North</td>
<td>South</td>
<td>West</td>
</tr>
<tr>
<td>Enrolment</td>
<td>365</td>
<td>276</td>
<td>285</td>
<td>601</td>
</tr>
<tr>
<td>SES Score &amp; per Capita Rate of Funding</td>
<td>110</td>
<td>97</td>
<td>104</td>
<td>98</td>
</tr>
<tr>
<td>LBOTE %</td>
<td>31.9%</td>
<td>41.3%</td>
<td>20.4%</td>
<td>32.5%</td>
</tr>
<tr>
<td>Ranking according to mean ratings on SAQ in 2005</td>
<td>11</td>
<td>2</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>Ranking according to mean ratings on SAQ in 2007</td>
<td>17</td>
<td>30</td>
<td>7</td>
<td>21</td>
</tr>
</tbody>
</table>
Structured Interviews

1. What was your school’s attitude in approaching the SIF for the first time?
2. Who was involved in the process? How were you supported in the implementation?
3. Outline the key steps in the process from your school’s perspective
4. What were the greatest challenges?
5. How does the previous review process compare to the SIF?
6. Has the implementation of the SIF in your school had an impact on or changed any of the school improvement planning processes?
7. What specific aspects of the SIF have contributed positively to school improvement planning processes in your school?
8. What specific aspects of the SIF have hindered school improvement planning processes in your school?
9. What changes would you suggest to the implementation of the SIF?
10. What advice would you offer to schools approaching the implementation of the SIF?
11. Do you think your school will approach the review component of the SIF differently next time?
Arising themes..

1. Use of School Data
2. Direction for improvement
3. Role Clarity
4. Shared Ownership
5. Building Capacity
6. Implications for further implementation of SIF
97% confirmed that all teaching staff had been involved in the SIF review process.

77% were convinced that the direction and focus provided through the SIP and AAP was further strengthened by the shared ownership of the SIP by the wider community.

53% argued that the structure and templates provided in the SIF worked to promote a collaborative approach.

73% advised schools to persevere in the engagement of their whole staff in the process.
Quotes...

I really think that if you don’t include the staff you create an ‘us and them’ situation. With this process, it was all of us together. And even though our decisions may have been smaller, in the end, the decision-making as a team was phenomenal. I have been at a school where teachers don’t get that opportunity and you don’t feel like a member. You don’t feel like you’re valued. In this process, we were valued, no matter what level we were at.

(Classroom Teacher)
Parent Engagement

Discussion 2:

- How are parents at your school involved in the SIF External Review Process?
Parent Engagement

• An opportunity to engage the wider community in their vision for the future.
• Parent involvement in the surveys and external review process had made it natural to maintain their involvement in the ongoing monitoring and evaluation of the resultant SIP and AAP.
• Two of the participants at School D identified this as one of the significant outcomes of the SIF process...
Parent Engagement

One of the key changes that came out of the process for us has been the emphasis on the parent community. The External Reviewer helped us to recognise how this group felt unwelcome within the processes that we had set up and tackling those in a manner that addresses their needs rather than ours has been challenging but significant. (SLead2)
Parent Engagement

- Completion of opinion surveys
- Interviewed in the external review process.
- Participation in the closure day workshops with staff
- Contribution to the self-reflection questions for the School Community sphere
- Parent representative involved in the SIF Panel day
Student Engagement

• School D was the only school that specifically engaged students in the preparation process when they involved them in the making of a short film that illustrated a student perspective.

• All other schools commented on the engagement of students in the external review process and implementation of surveys.
What do others say?

The self-review structure of the SIF should be comprehensive and systematic in the range of evidence that is used and encourage impartial judgements by the key stakeholders that can be substantiated and validated.

The external review process in the SIF model situated as complementary to the self-review process should provide an opportunity for powerful and informed conversations between those within the school community who have led the self-review component with the external reviewer who is able to provide subsequently a more objective perspective.

(Southworth & Connor 1999; Miliband 2004; MacBeath & McGlynn 2002 and Earl 2005)
However...

Only 37% indicated that parents had been involved in the review process.

School improvement planning is not situated in a void. It needs to be perceived as one component of a wider values-led and futures visioning within the whole school community. Parents, parish priest and students are critical components of this broader school community culture.

(Davies et al 2005)
What do our parents say?

2010 parent opinion – actual scores

LEGEND
- Top 25% of Victorian Schools
- Middle 50% of Victorian Schools
- Lower 25% of Victorian Schools

1. School Improvement
2. Approachability
3. Teacher Morale
4. Parent Input
5. Stimulating Learning
6. Behaviour Management
7. Reporting
8. Learning Focus
9. Transitions
10. Extra-Curricula
11. Homework
12. General Satisfaction
13. Student Safety
14. Classroom Behaviour
15. Connectedness to Peers
16. Student Motivation
17. Social Skills
18. Connectedness to School
19. Attitude to Survey

"Your school compared to the range for Victorian schools (top 25%, middle 50%, lower 25%)"
"Finally, to help those of us counting carbs, we’ve moved to bar graphs instead of pie charts."
Leadership in Catholic Schools: Development Framework and Standards of Practice (LSF)
Leadership Standards Framework

Has been implemented since 2006 with 2 aims:

1. To guide the professional learning and development of aspiring leaders and to encourage teachers to consider movement to leadership positions

2. To unite catholic schools around a vision of agreed leadership practices for leaders and to provide a foundation for formalised assessment against these practices
The Framework...

...sets out to cultivate the leadership potential that exists within the system...

http://lsf.vic.catholic.edu.au
The Framework...
The Framework - Organisation

**Two Facets:**

1. A guiding conception of leadership
2. Areas of leadership action
The litmus test of all leadership is whether it mobilises people’s commitment to putting their energy into actions designed to improve things. It is individual commitment, but above all it is collective mobilisation.

(Fullan 2001:9)
Guiding Conceptions

Definition of what leaders:

KNOW
BELIEVE
DO

...teacher leaders mobilise colleagues around concerted efforts to improve learning opportunities for students.
Five guiding conceptions

1. Having a clear moral purpose
2. Relationship building
3. Understanding and managing change
4. Creating and sharing knowledge
5. Ensuring coherence and alignment of structures

Five Key Areas Of Leadership Action

1. The Faith Community
2. A Vision for The Whole School
3. Teaching and Learning
4. People and Resources
5. Community
LSF: Faith Community

School leaders actively and collaboratively promote, maintain and enhance…

1.1 The Catholic identity of the school
   The Catholic identity of the school

1.2 Education in life and faith
   An education in faith, and opportunities for faith development

1.3 Celebration of life and faith
   Processes for reflection, prayer and liturgical celebration

1.4 Action and social justice
   A commitment to social justice and action in the school and wider community
Principal Narratives
Five Key Areas Of Leadership Action

1. The Faith Community
2. A Vision for The Whole School
3. Teaching and Learning
4. People and Resources
5. Community
LSF: Community

5.1 Communication with families
School leaders actively and collaboratively encourage and facilitate effective communication with families

5.2 Partnerships
School leaders forge partnerships with individuals and groups who can have a positive impact on students’ growth and learning

5.3 Service to the wider community
School leaders emulate the model of Jesus Christ in providing service to the wider community
<table>
<thead>
<tr>
<th>Standards</th>
<th>What does this look like in action?</th>
<th>Where am I at present?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Communication with families</td>
<td>School leaders actively and collaboratively encourage and facilitate effective communication with families</td>
<td>![1 2 3 4 5]</td>
</tr>
<tr>
<td>5.2 Partnerships</td>
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<td>![1 2 3 4 5]</td>
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<tr>
<td>5.3 Service to the wider community</td>
<td>School leaders emulate the model of Jesus Christ in providing service to the wider community</td>
<td>![1 2 3 4 5]</td>
</tr>
</tbody>
</table>
Principal Narratives
What is aitsl?
Principal Standard

• The Standard is a public statement which sets out what principals are expected:
  • to know
  • to understand and
  • to do to achieve in their work.
• It is represented as an integrated model that recognises three leadership requirements that principals draw upon within five areas of professional practice.
Excellence in school leadership

The standard for principals: The role in action

Leadership requirements

Vision and Values
Knowledge and understanding
Personal qualities, social and interpersonal skills

Context: School, sector, community: socio-economic, geographic: and education systems at local, regional, national and global levels
Excellence in school leadership

The standard for principals: The role in action

Professional practices

Vision and Values

Leadership requirements

Knowledge and understanding

Personal qualities, social and interpersonal skills

Leading teaching and learning

Context: School, sector, community: socio-economic, geographic: and education systems at local, regional, national and global levels
Excellence in school leadership

The standard for principals: The role in action

Professional practices

- Vision and Values
- Knowledge and understanding
- Personal qualities, social and interpersonal skills

Leadership requirements

- Leading teaching and learning
- Developing self and others

Context: School, sector, community: socio-economic, geographic: and education systems at local, regional, national and global levels
Excellence in school leadership

The standard for principals: The role in action

Professional practices

Vision and Values

Knowledge and understanding

Personal qualities, social and interpersonal skills

Leadership requirements

Leading teaching and learning

Developing self and others

Leading improvement, innovation and change

Context: School, sector, community: socio-economic, geographic: and education systems at local, regional, national and global levels
Excellence in school leadership

The standard for principals: The role in action

Leadership requirements

Professional practices

Vision and Values

Knowledge and understanding

Personal qualities, social and interpersonal skills

Leading teaching and learning

Developing self and others

Leading improvement, innovation and change

Leading the management of the school

Context: School, sector, community: socio-economic, geographic; and education systems at local, regional, national and global levels
Excellence in school leadership

The standard for principals: The role in action

Professional practices

Leadership requirements

Vision and Values

Knowledge and understanding

Personal qualities, social and interpersonal skills

Leading teaching and learning

Developing self and others

Leading improvement, innovation and change

Leading the management of the school

Engaging and working with the community

Context: School, sector, community: socio-economic, geographic; and education systems at local, regional, national and global levels
Excellence in school leadership

The standard for principals: The role in action

Professional practices

Leadership requirements

Vision and Values

- Leading teaching and learning
- Developing self and others
- Leading improvement, innovation and change
- Leading the management of the school
- Engaging and working with the community

Knowledge and understanding

Personal qualities, social and interpersonal skills

High quality learning, teaching and schooling

Context: School, sector, community: socio-economic, geographic: and education systems at local, regional, national and global levels
Excellence in school leadership

The standard for principals: The role in action

Professional practices

- Vision and Values
- Knowledge and understanding
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- Leading the management of the school
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Context: School, sector, community: socio-economic, geographic: and education systems at local, regional, national and global levels

Successful learners, confident creative individuals and active informed citizens*
The Five Professional Practices

Model of Professional Practice

- Develop strategy
- Align resources
- Implement plan

Plan & Act

- Consolidate how we do things
- Change what we do
- Change how we decide what to do

Review

- Gather information
- Analyse data
- Make decisions

Respond
5. Engaging and working with the community

Principals embrace inclusion and help build a culture of high expectations that takes account of the richness and diversity of the school’s wider community and the education systems and sectors. They develop and maintain positive partnerships with students, families and carers, and all those associated with the school’s broader community. They create a culture of respect taking account of the intellectual, spiritual, physical, moral, social and cultural wellbeing of students. They recognise and use the rich and diverse linguistic and cultural resources in the school community. They recognise the multicultural nature of Australian people and promote understanding and reconciliation with Indigenous cultures. They recognise and support the needs of students, families and carers from more challenging circumstances. They make a contribution to the development of education at the system and sector levels.

Professional practices

- [Plan and act] Develop strategies to counter discrimination and the impact of disadvantage in order to secure equity and entitlement. Seek opportunities to engage with families and carers, and partner, where appropriate, with community groups, agencies and individuals, businesses or other organisations to enhance and enrich the school and its value to the wider community. Develop and maintain structures for effective liaison and consultation.

- [Review] Make sure learning experiences for students are linked to the wider community and invite and facilitate the community’s participation in student learning. Actively seek feedback from families and carers and the wider community about the quality of learning and their ambition for education.

- [Respond] Create and maintain an effective partnership with families and carers to support and improve students’ achievement and personal development. Contribute to the development of the education system by sharing effective practice, working in partnership with schools and others to develop integrated provision. Co-operate and work with relevant agencies to protect and support children and young people.
Karen Mapp

Former Deputy Superintendent of Family and Community Engagement in Boston Public Schools and co-author of

The challenge....
CEOM Charter for promoting Outward Facing School Communities

• **Asserts** the important of school community partnership in contributing to successful learning experiences for all children & young people

• **Affirms** that partnerships engenders support for the development and wellbeing of young people and their families and serve to maximise student engagement and achievement

• **Recognises** that parents are the first educators of their children and that the partnership of principals, staff and parents working together with their wider community is central to the development of the whole child.