

SELF EVALUATION REPORT

GUIDELINES FOR SCHOOLS

Introduction

The guidelines have been produced to help facilitate schools in completing the SEF and to make a professional judgement in their progress in attaining the standards set out in the Framework, *Looking at Our School – Effective Self Evaluation through Collaborative Partnership*.

The different steps involved in the completion of the SEF have been clearly outlined for schools to follow. The report should end in a concluding paragraph highlighting their successes using professional judgements formulated from the ratings for the different Performance Indicators in relationship to the Standards.

Completion of the Self Evaluation Report

- The Yearly Self Evaluation Report must be completed by schools at the end of each year to establish progress made within the Development Plan and the day to day running of the school.
- The report must emphasise major achievements for each Key Area chosen as priorities for the development plan and must also emphasise achievements and progress made in all the key areas for the day to day running of the school.
 - **Part A Development Planning must be completed** and rated for those areas chosen with priorities within the plan for each Key Area.
 - Use the themes listed in Part B that were addressed in the School Development Plan
 - Use the ‘Features’ and ‘What to look for’ and make professional judgements
 - From the professional judgements identify the major achievements and prioritise the major areas for development.
 - **Part B must be completed for all Key Areas or Performance Indicators** whether there is a development planning priority or not.

List the major achievements according to the following categories:

Crèche Y1-Y2;
P1-P2;
P3-P4;
P5-P6;
S1-S3; and
S4-S5.
- The following **must be used** to establish the judgements:
 - Performance Indicators
 - Themes
 - Features
 - What to look for.
- Reports must be typed. Times New Roman font size 12 is recommended.

- Use simple and clear language for reporting.
- Supporting evidence may be submitted as an appendix.
- Supporting evidence should be kept in a file at school level; it is not necessary to submit with the report.

Rating Levels

4	Very good	90 – 100%	Major strengths
3	Good	75 – 89%	Strengths outweigh the weaknesses
2	Fair	50 – 74%	Some important weaknesses
1	Unsatisfactory	0 – 49%	Major weaknesses

KEY AREA 1: Learning

Performance Indicator 1.1 Attainment

PART A: DEVELOPMENT PLANNING

PART B: IMPLEMENTATION (of other aspects of the Key Area not targeted in the Development Plan)

Major progress in the following areas needs to be considered for each subject:

- Attainment as measured through School-Based Assessment
- Attainment in National and International Examinations

Performance Indicator 1.2 Personal and Social Development

PART A: DEVELOPMENT PLANNING

PART B: IMPLEMENTATION (of other aspects of the Key Area not targeted in the Development Plan)

Major progress in the following areas needs to be considered:

- Social Behaviour
- Motivation and Personal Commitment to Learning
- Student Contribution to School Life
- Attendance and Punctuality
- Quality of Guidance in Gender Issues

KEY AREA 2: Teaching

Performance Indicator 2.1 Understanding the Curriculum

PART A: DEVELOPMENT PLANNING

PART B: IMPLEMENTATION (of other aspects of the Key Area not targeted in the Development Plan)

Major progress in the following areas needs to be considered:

- Quality of Planning
- Understanding the Subject

Performance Indicator 2.2 Quality of teaching process

PART A: DEVELOPMENT PLANNING

PART B: IMPLEMENTATION (of other aspects of the Key Area not targeted in the Development Plan)

Major progress in the following areas needs to be considered:

- Quality of Exposition and Explanations
- Classroom Management
- Teacher Student Interaction
- Meeting Students' Needs
- Use of Homework
- The Culture of Teaching

Performance Indicator 2.3 Assessment of Learning

PART A: DEVELOPMENT PLANNING

PART B: IMPLEMENTATION (of other aspects of the Key Area not targeted in the Development Plan)

Major progress in the following areas needs to be considered:

- Effective Use of Assessment
- Recording and Communicating Assessment Information
- Student Involvement in Self Evaluation

KEY AREA 3: Support, Guidance and Students' Welfare

Performance Indicator 3.1 Personal Welfare and Well-being of Students

PART A: DEVELOPMENT PLANNING

PART B: IMPLEMENTATION (of other aspects of the Key Area not targeted in the Development Plan)

Major progress in the following areas needs to be considered:

- Health and Safety
- Behaviour Management
- Pastoral Care

Performance Indicator 3.2 Curricular and Vocational Guidance

PART A: DEVELOPMENT PLANNING

PART B: IMPLEMENTATION (of other aspects of the Key Area not targeted in the Development Plan)

Major progress in the following areas needs to be considered:

- Quality of Guidance in Preparation for Choice

KEY AREA 4: Ethos, Liaison and Community Links

Performance Indicator 4.1 Ethos

PART A: DEVELOPMENT PLANNING

PART B: IMPLEMENTATION (of other aspects of the Key Area not targeted in the Development Plan)

Major progress in the following areas needs to be considered:

- Staff/Student Morale and Identification with School
- Communication and Relationships

Performance Indicator 4.2 Partnership with Parents and Community

PART A: DEVELOPMENT PLANNING

PART B: IMPLEMENTATION (of other aspects of the Key Area not targeted in the Development Plan)

Major progress in the following areas needs to be considered:

- Partnership with Parents
- Networking and Community Links

KEY AREA 5: Resource Development and Management

Performance Indicator 5.1 Management of Human Resources

PART A: DEVELOPMENT PLANNING

PART B: IMPLEMENTATION (of other aspects of the Key Area not targeted in the Development Plan)

Major progress in the following areas needs to be considered:

- Deployment of Staff
- Staff Development

Performance Indicator 5.2 Organisation and Use of Physical Resources

PART A: DEVELOPMENT PLANNING

PART B: IMPLEMENTATION (of other aspects of the Key Area not targeted in the Development Plan)

Major progress in the following areas needs to be considered:

- Accommodation and Facilities
- Quality and Accessibility of Learning Resources

Performance Indicator 5.3 Management of School Finances

PART A: DEVELOPMENT PLANNING

PART B: IMPLEMENTATION (of other aspects of the Key Area not targeted in the Development Plan)

Major progress in the following area needs to be considered:

- Administration of Annual Budget

KEY AREA 6: Management, Leadership and Quality Assurance

Performance Indicator 6.1 Development Planning

PART A: DEVELOPMENT PLANNING

PART B: IMPLEMENTATION (of other aspects of the Key Area not targeted in the Development Plan)

Major progress in the following areas needs to be considered:

- Structure, Content and Relevance of Plan
- Planning and Implementation Process

Performance Indicator 6.2 Leadership

PART A: DEVELOPMENT PLANNING

PART B: IMPLEMENTATION (of other aspects of the Key Area not targeted in the Development Plan)

Major progress in the following areas needs to be considered:

- Leadership Qualities of Headteacher
- Headteacher's Professional Competence and Commitment
- Headteacher's Relationship with Stakeholders
- Leadership Provided by Management Team
- Development of Management Capacity
- Participative Leadership.

Performance Indicator 6.3 Self Evaluation

PART A: DEVELOPMENT PLANNING

PART B: IMPLEMENTATION (of other aspects of the Key Area not targeted in the Development Plan)

Major progress in the following areas needs to be considered:

- Processes of Self Evaluation
- Monitoring and Evaluation by Management Team
- Teacher Involvement in Self Evaluation
- Self Evaluation by Management

Concerns the school feels unable to find a solution themselves

KEY AREA	PI	CONCERNS	HELP REQUIRED
LEARNING	1.1	▪ ▪ ▪	▪
	1.2	▪ ▪ ▪	▪
TEACHING	2.1	▪ ▪ ▪	▪
	2.2	▪ ▪ ▪	▪
	2.3	▪ ▪ ▪	▪
SUPPORT, GUIDANCE & STUDENT WELFARE	3.1	▪ ▪ ▪	▪
	3.2	▪ ▪ ▪	▪
ETHOS, LIAISON & COMMUNITY LINKS	4.1	▪ ▪ ▪	▪
	4.2	▪ ▪ ▪	▪
RESOURCE DEVELOPMENT & MANAGEMENT	5.1	▪ ▪ ▪	▪
	5.2	▪ ▪ ▪	▪
	5.3	▪ ▪ ▪	▪
MANAGEMENT, LEADERSHIP & QUALITY ASSURANCE	6.1	▪ ▪ ▪	▪
	6.2	▪ ▪ ▪	▪
	6.3	▪ ▪ ▪	▪

RECOMMENDED EVIDENCE / DATA COLLECTION FOR SCHOOL SELF EVALUATION

<p style="text-align: center;"><u>Quantitative Data</u></p> <p>There is a range of quantitative data which you can use to help you reach an evaluation, for example:</p> <ul style="list-style-type: none"> • Examination results • Results analysis • Levels of attainment crèche, P1/P2, P3/P4, P5/P6, S3, S4/ S5 • Students' progress in meeting targets • Overall progress towards set targets • Data collected nationally • Analysis of other key performance data such as: finance, student attendance & punctuality, inclusion/exclusion rates, reasons for pupils leaving (drop outs/job seekers) 	<p style="text-align: center;"><u>Direct Observation</u></p> <p>You can engage in direct observation of learning and teaching, for example:</p> <ul style="list-style-type: none"> • Shadow individual students • Follow a class • Observe lessons • Micro teaching – good practice • Exchange classes • Observe each other in pairs • Work alongside other teachers
<p style="text-align: center;"><u>People's Views</u></p> <p>You can ask people what they think. This list provides some suggestions:</p> <ul style="list-style-type: none"> • Individual interviews with parents • Individual interviews with members of staff • Group discussions • Discussions with members of the students forums • Working groups • Questionnaires and surveys to gauge satisfaction and to elicit suggestions for improving effectiveness • Written comments and detailed comments • Term meetings at all levels 	<p style="text-align: center;"><u>Examination of Documents</u></p> <p>You can scrutinise a range of documents, such as:</p> <ul style="list-style-type: none"> • Students' work • Reports to parents • Profiling of students' responses to tasks • Diaries or records of work • Programmes of study or schemes of work • Teachers' plans • Progress reports on the development plan • Course materials across the ability range • Policies and guidelines • Minutes of meetings • Monitoring records

Please that the lists above are neither prescriptive nor exhaustive.

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First Edition 2001
Second Edition 2010

Ministry of Education
Seychelles
February 2010