School Evaluation - November 02, 2011

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Beverly Hills Girls High School Evaluation Survey

Page 1 - Heading

The Purpose of the Survey

Beverly Hills Girls High School is currently involved in a planned and ongoing self-evaluation process. The success of this evaluation largely depends on the valuable feedback provided by you. This feedback will be used to identify indicators of success and to set targets for planned school improvement. The survey serves as a diagnostic tool and as a reflective tool for teachers to evaluate their own teaching practices and to set personal improvement targets. Your participation in the survey will help to create a culture of continuous school improvement and teacher growth, We therefore invite all teachers to complete the survey to make this an inclusive process that will benefit the entire school community.

Page 1 - Question 1 - Choice - One Answer (Bullets)   [Mandatory]

Which of the following best describes your role at Beverly Hills Girls High School?

- ○ Principal
- ○ Deputy Principal
- ○ Head Teacher of a KLA
- ○ Other member of the executive
- ○ Permanent classroom teacher (full time)
- ○ Permanent classroom teacher (part time)
- ○ Temporary teacher
- ○ Casual teacher

Page 1 - Question 2 - Choice - Multiple Answers (Bullets)   [Mandatory] [Up To 12 Answers]

Which learning areas do you teach?

- ❑ English
- ❑ Maths
- ❑ Science
- ❑ PD/H/PE
- ❑ Social Science
- ❑ History
- ❑ LOTE
- ❑ TAS
- ❑ Visual Arts
- ❑ Drama
- ❑ Music
- ❑ VET courses
- ❑ Other, please specify

For how many years have you been teaching?

- ○ 0 - 1
- ○ 1 - 5
- ○ 5 - 10
- ○ 10 - 15
- ○ more than 15 years

For how many years have you been teaching at Beverly Hills Girls High School?

- ○ less than 1
- ○ 1 - 5
- ○ 5 - 10
- ○ 10 - 15
- ○ more than 15 years

This section of the survey is about your teaching practices.

Please check the box against any of the following teaching practices you have used on more than one occasion in the last 12 months.

Which of the following teaching practices have you implemented over the last 12 months?

- ❑ Located new information/resources for use in the classroom
- ❑ Drawn on resources such as past exam papers and notes from marking centres to ensure students are prepared for external exams
- ❑ Used exemplar student responses to model criteria
- ❑ Use strategies to make learning goals explicit
- ❑ Implemented a new literacy strategy
- ❑ Celebrated student achievements via displays, publication, awards, letter home
- ❑ Made notes about a lesson to inform future practice
- ❑ Integrated a new ICT strategy into a lesson to make content relevant and meaningful
- ❑ Provided extension work for gifted and talented students
- ❑ Integrated teaching strategies to cater for students' different learning styles
- ❑ Integrated teaching strategies to build on students' prior knowledge and interests
- ❑ Provided an opportunity for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
- ❑ Used strategic questioning techniques to probe students' understanding of the subject content
- ❑ Designed a lesson sequence
- ❑ Implemented a change to your lesson sequence to cater for learning needs of students
- ❑ Implemented a change to teaching practice to accommodate a special needs student
- ❑ Implemented group work to meet learning goals
- ❑ Created new resources/materials for use in the classroom
- ❑ Integrated explicit teaching strategies to meet the needs of ESL learners
- ❑ Used scaffolding to support students' learning
- ❑ Implemented a new classroom management strategy
- ❑ Participated in team teaching
- ❑ Provided a demonstration lesson
- ❑ Incorporated strategies to promote the safe, responsible and ethical use of ICT in learning and teaching

❏   Other, please specify

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Please provide examples of your teaching practices which you feel best supported student learning.

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This section of the survey focuses on curriculum and programming.

Please check the box against any of the following teaching practices you have used on more than one occasion in the last two years

Please check the box against any of the following activities you have been engaged in over the last two years.

❏   Analysed School Certificate results to inform programming
❏   Analysed Higher School Certificate results to inform programming
❏   Used Backward mapping to plan a sequence of lessons or unit
❏   Wrote or helped to write a faculty program
❏   Participated in the evaluation of teaching programs within your faculty
❏   Participated in the evaluation of teaching resources within your faculty
❏   Created a course outline for a unit being taught
❏   Accessed resources on the DEC intranet site to inform planning and programming
❏   Accessed copies of relevant syllabus documents when teaching or planning a unit of work
❏   Kept informed of Board of Studies up-dates
❏   Drawn on knowledge of your syllabus and curriculum documents when planning units of work or lesson sequences
❏   Drawn on knowledge of the Quality teaching Framework when planning units of work or lesson sequences
❏   Drawn on knowledge of the NSWIT Professional Teaching Standards when planning units of work or lesson sequences
❏   Other, please specify

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Consider each of the following statements. To what extent do you agree with each one?

	Not at all	low	moderate	high
I have a deep knowledge and understanding of syllabus documents	❍	❍	❍	❍
Faculty junior Unit programs are readily accessible to all teachers teaching the unit	❍	❍	❍	❍
Faculty programs clearly make links to the syllabus, e.g. outcomes	❍	❍	❍	❍
Faculty programs are regularly evaluated and updated	❍	❍	❍	❍

Please add any additional comments you may have on questions 7 and 8.

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This section of the questionnaire is about your assessment and reporting practices.

Please check the box against any of the following assessment and reporting practices you have used on more than one occasion in the last 12 months.

Which of the following assessment and reporting practices have you implemented in the last 12 months?

- ❑ Used SMART data to improve teaching/learning
- ❑ Developed marking rubrics/ guidelines for use with your assessments
- ❑ Integrated explicit formative assessment strategies to assess student learning
- ❑ Drawn on educational research to improve your understanding of assessment practices
- ❑ Provided written feedback to students about their achievements in assessment tasks
- ❑ Provided regular verbal and written feedback to students on their learning
- ❑ Created a rich assessment task which is challenging and engaging
- ❑ Used summative assessment tasks to assess student learning
- ❑ Used a new assessment strategy
- ❑ Integrated ICT into an assessment task
- ❑ Integrated peer assessment strategies into a lesson
- ❑ Provided opportunities for student self-assessment of their learning
- ❑ Embedded Assessment for Learning strategies into a lesson sequence/unit
- ❑ Differentiated an assessment task to cater for students with special needs
- ❑ Set a new test
- ❑ Collaborated on the design of assessments with your colleagues
- ❑ Used assessment information to evaluate teaching program
- ❑ Made effective and reliable records of student achievement to inform parents and carers
- ❑ Read the DEC 'Curriculum Planning, Programming, Assessing & Reporting to Parents K-12 and Assessment policy
- ❑ Shared information about students' achievement with other teachers of these students
- ❑ Other, please specify

Please indicate if you agree or disagree with each of the following statements.

	YES	NO
Faculty assessment tasks accurately reflect syllabus outcomes	❍	❍
Effective records of assessment and student results are maintained within the faculty for reporting purposes.	❍	❍
There is consistency in assessment of student learning across KLAs?	❍	❍
There is consistency in assessment of student learning within your faculty area.	❍	❍

Please provide examples of your assessment practices which you feel best supported student learning in classes taught this year.

This section of the questionnaire is about faculty policies, systems and processes.

Description

To what extent do you agree with each of the following statements about practices within your KLA?

Programs for junior units you have taught are comprehensive and easy to use

A faculty orientation or induction program is used to support new members of the faculty and/or less experienced teacher

Evaluation of teaching programs is planned and ongoing

Evaluation of faculty policies is planned and ongoing

The allocation of resources is managed effectively

The allocation of teaching units is preceded by consultation between head teacher and faculty members

A faculty plan for future development is implemented each year

Systems for keeping up-to-date with Board of Studies requirements are effective

Equipment register is easily accessible

Processes for organising an excursion are clear and readily available

Analysis of student results is regularly used to inform faculty planning

Opportunities are created for faculty development

Processes to track student results across units and semesters are effective

Faculty programs include explicit reference to cross curricular initiatives e.g. ICT; Literacy and Numeracy; Aboriginal I

This question is about communication within your faculty.

Description

Please check the box against any of the following practices that are regularly used in your faculty area for communication purposes.

- ❑ An agenda is set for faculty meetings
- ❑ Teachers are encouraged to have input into the faculty meeting agenda
- ❑ Minutes are recorded at faculty meetings
- ❑ A calendar or term planner is prominently displayed in the staffroom and is regularly updated with important dates
- ❑ A central communication board or folder is maintained to share information
- ❑ A weekly or fortnightly bulletin is used to share information
- ❑ Email is used as a communication tool
- ❑ Teachers are informed of minutes from executive meetings and have the opportunity to discuss issues arising
- ❑ Informal discussions occur in the staffroom about school events/policies/decisions
- ❑ Formal meetings are arranged by your head teacher or supervisor to discuss faculty policies/decisions such as budget management
- ❑ Formal meetings are arranged by your head teacher or supervisor to discuss school policies
- ❑ Faculty registers are used to give teachers the opportunity to provide feedback on the units they have taught for future planning
- ❑ Other, please specify

Please add any further comments you may have on questions 13 and 14.

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Page 1 - Heading

This section of the questionnaire is about your professional growth.

Description

Page 1 - Question 16 - Choice - Multiple Answers (Bullets)   [Mandatory]

Please check the box against any of the following professional learning activities you have been engaged in over the last two years.

- ❑ Shared resources, programs and activities within the faculty to inspire and 'upskill' others
- ❑ Evaluated professional learning activities
- ❑ Used the DEC MyPL site to record professional learning
- ❑ Invited other teachers to observe your lesson
- ❑ Shared ideas and experiences with colleagues to improve teaching practice
- ❑ Applied new learning to your teaching practices
- ❑ Accessed SchoolBiz to search for professional learning courses
- ❑ Accessed NSWIT website to search for professional learning courses
- ❑ Completed a DEC Classroom Teacher Program online module
- ❑ Completed a DEC Leadership Learning Program online module
- ❑ Used the NSWIT Professional Teaching Standards to identify and plan professional learning needs
- ❑ Kept a learning log of your professional learning
- ❑ Participated in a professional network or forum to broaden knowledge and improve practice
- ❑ Discussed your professional learning goals with your head teacher or supervisor
- ❑ Consulted support teachers within the school to improve teaching practices and student learning
- ❑ Attended a conference or externally offered professional learning activity
- ❑ Participated in a TARS/EARS meeting with your head teacher or supervisor
- ❑ Maintained a reflective or personal journal
- ❑ Offered constructive feedback to colleagues
- ❑ Sought constructive feedback from colleagues
- ❑ Participated in a committee(s) at school
- ❑ Attended Team Learning meetings at school
- ❑ Mentored an Early Career Teacher or been mentored by an experienced colleague
- ❑ Actively looked for appropriate professional learning courses to meet your learning goals
- ❑ Shared professional development you have received with others
- ❑ Acted as a teacher mentor for a pre-service teachers during their professional experience
- ❑ Undertaken postgraduate tertiary study in education or teaching subject-related field
- ❑ Participated in professional learning led by your head teacher
- ❑ Led a professional learning activity for teachers at the school
- ❑ Contributed to collegial discussions at staff meetings and School Development Days
- ❑ Adopted self-assessment practices to reflect on teaching practices and identify professional learning goals
- ❑ Used the School plan to identify school priority areas to help plan your professional learning
- ❑ Used the Quality Teaching Framework to help plan your professional learning
- ❑ Used the School Leadership Capability Framework to plan your professional learning
- ❑ Been encouraged by your head teacher or supervisor to participate in whole school activities or committees.
- ❑ Other, please specify

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Professional development undertaken by you in the last 2 years has mainly focused on:

- ❑ Assessment and Feedback
- ❑ ICT
- ❑ Literacy and Numeracy
- ❑ Teaching practices
- ❑ Mandatory policies
- ❑ Other, please specify

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Please provide examples of professional learning undertaken by you which you feel best supported your professional growth.

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This question is only to be completed by head teachers of a KLA.

Description
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This question focuses on your leadership and management role within your KLA.

- ✎ Please comment on the strategies you use to monitor and support the professional growth of teachers within your faculty.
- ✎ Please comment on the strategies you use to mentor Early Career Teachers who are teaching within your faculty.
- ✎ Please comment on the strategies you use to identify indicators of success and to set targets for planned faculty improvem
- ✎ Please comment on the strategies you use to monitor and manage faculty policies/systems and processes within your facu
- ✎ Please comment on the strategies you use to encourage the sharing of good practice within your faculty.

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