

A School Profiling Template for the *Principals as Literacy Leaders Project (PALL)*

Purpose

The purpose of the *School Profiling Template* is to provide a common framework for Principals and Regional Leadership Consultants to gather and discuss general information and specific data about participating schools.

Information, Data fields and Guidelines for assembling a school profile

In preparing each school profile, Principals and Regional Leadership Consultants (RLCs) should use text, tables and figures. The guidelines offered for each profile field below, sketch the scope of the information sought. The report should be assembled using the profile fields as headings. Where tables are employed they should be followed with brief explanatory text relating to key points in the data. A document of no more than **12 pages** is anticipated. *Remember, the profile should record what has been happening at the school up until March this year.*

Your School's Name: _____

Please circle your school's Index of Disadvantage: 1 2 3 4 5 6 7

Profile Fields

Guidelines for Principals and RLCs

<p>1. the school's demography – (i) its SES index as used for classification purposes by sector authorities; (ii) where necessary, the indigenous student profile; and (iii) significant local factors in the community such as particular cultural groups; (iv) the school size; (v) class size; (vi) transience; and any other relevant demographic information considered informative</p>	<p>The introduction to the profile should combine some explanatory text about the school with tables and figures addressing each of the six items in this field.</p> <p>For SES, principals could use their school's Index of Disadvantage or Index of Community Socio Educational Advantage (ICSEA), or both. Scales should be used which show the relative SES index compared with other schools in the system.</p>
<p>2. the school's mission and values - as they are represented in school documents</p>	<p>The school's mission and values (or like terms) should appear as text.</p>
<p>3. the school's governance processes – the structure and function of the school's Board, Council or Advisory Council as applicable.</p>	<p>This information could be produced in diagram form where appropriate. If not, a brief description should be provided.</p>

<p>4. the school's leadership positions and responsibilities (i) those represented in official positions; and (ii) those created informally within the school itself (eg a <i>literacy coordinator</i>)</p>	<p>A list of official positions with a brief description of their responsibilities should be provided (positions for which there is dedicated level-specific remuneration) followed by a description of unofficial or informal positions (those for which there is no added remuneration)</p>
<p>5. the school's staff complement and demographics– (i) age bands of staff; (ii) gender breakdown (iii) years of experience; (iv) duration at school; (v) how staff are deployed; (vi) whether there is specialist support available for particular needs; and (vii) whether the Principal has the authority to recruit and appoint teaching staff.</p>	<p>The information here should be provided in tabular form supported by text. For (i) use the age bands 21-30; 31-40; 41-50; 51-60; and over 60. For (ii) use the following experience bands; 0-5 years; 6-10 years; 11-15 years; 16-20 years; and more than 20 years. Use the same bands for (iii). Use text to provide brief explanations for staff deployment, specialist support and authority to employ staff.</p>
<p>6. committee/organisational structures – how the school is organised for key purposes (e.g. curriculum programming, teaching, assessment, reporting)</p>	<p>This information could be produced as a diagram showing school committees and their responsibilities. If not, brief descriptive text will be necessary.</p>
<p>7. the school's approach to aspects of literacy learning – features of literacy learning as they apply across the year levels. Are there specific literacy programs in place? Interventions? If so how are students identified? Who is responsible for intervention? What model/s of intervention is/are used?</p>	<p>A general description of the school's approach complemented by explanations of specific programs or interventions. Brief descriptive text addressing the five questions will be helpful.</p>
<p>8. literacy related co-curricular programs relevant to aspects of literacy (eg a writers' group, public speaking or debating groups, school newspaper, drama or musical productions etc)</p>	<p>Again, brief descriptive text outlining the nature of and participation in these programs will be helpful. A table recording participation could be included where appropriate and available.</p>
<p>9. facilities and resources for the school's literacy program - are there dedicated resources or facilities for particular literacy purposes. Are these readily available?</p>	<p>Descriptive text outlining available literacy related resources including the extent of the school's library, student borrowing patterns (with figures if possible), whether the school has quiet reading corners, outside reading courts, accessible visual media resources, special relaxed writing spaces and so on.</p>

<p>10. literacy targets – are there specific goals articulated for different year levels, particular children or groups of children Who determines these?</p>	<p>School targets may have been derived from NAPLAN data or from state wide standardised testing. Targets could be in the form of improving ‘distance travelled’ by students or they may be related to ‘narrowing the gap’ between one school’s achievements and other ‘like schools’. List specific targets as they have been defined in words and figures as appropriate and applicable.</p>
<p>11. teachers’ professional development – (i) Who is responsible for literacy PD; (ii) how is professional learning organised and accessed by teachers; (iii) the extent of professional development specific to literacy amongst the staff; and (iv) how is PD disseminated across staff / year levels / school?</p>	<p>Each of the four questions should be addressed in brief descriptions of what has been occurring in the school up to this point in time. Where it is known how many staff members have attended specific literacy in-service education programs in the last one to three years, this should be reported (along with how many have not)</p>
<p>12. teacher induction - How does a teacher new to the school know what to teach and what to assess?</p>	<p>A brief description of the induction procedure extended by the school to new teachers should be outlined here. Particular reference should be made to how teachers are made aware of the school’s approach to literacy learning and assessment.</p>
<p>13. teacher satisfaction – reports of how satisfied teachers are with their place and conditions of employment (schools usually have access to existing data on this matter)</p>	<p>For the next three data fields (13, 14 and 15) brief descriptions providing analytical and interpretive accounts of teacher, student and parent satisfaction should be provided. This would be best outlined in a series of conclusions drawn from survey data where this is available.</p>
<p>14. student satisfaction – reports of student satisfaction with their school (again usually available in existing data)</p>	<p>As for 13</p>
<p>15. parent satisfaction – reports of parent satisfaction with their children’s school experience (again usually available in existing data)</p>	<p>As for 13 and 14</p>
<p>16. attendance and absentee figures – usually available in existing school data</p>	<p>These data should be reported in tabular form. If historical data are available (say for the last three years) this may prove helpful for comparative purposes when data are collected again in 2013.</p>

<p>17. student literacy achievement – measures already obtained through State and national testing regimes. What school-based measures are already in place? What baseline data are available?</p>	<p>The NAPLAN data should be employed to show as a minimum; (i) where the school lies above or below the benchmark; and (ii) where the children are placed in band levels of achievement in each area of literacy at each year level.</p>
<p>18. parental involvement in literacy learning – a description of the ways in which parents are included and involved in the school’s literacy program either within the school or at home</p>	<p>A brief description of how parents are engaged (or not) is essential. Text could be accompanied by figures reporting parental participation where these are available.</p>
<p>19. links to the community for particular literacy purposes – including the professional community</p>	<p>Again, a brief description of particular community links would be helpful (eg is there school engagement with a local library, is students’ writing shared in the community and so on, are researchers and other professionals engaged in any way directly with the school?)</p>
<p>20. literacy strengths and needs – a description of the school's greatest strengths, areas of expertise, and/or programs in the area of literacy.</p>	<p>This may be a qualitative judgment statement but it may also be a conclusion backed by referring to data available to the school.</p>
<p>21. literacy priority area – an open question such as the following: What do you believe is a priority area for your school if it is to improve literacy outcomes for students?</p>	<p>Again, this may be a judgment call but it may also be a priority backed up by reference, for example, to data relevant to teachers’ professional development, students’ performance or parents’ participation and engagement.</p>

The PALL Pilot Project Materials

Neil Dempster, Greer Johnson, Margaret Fletcher, Gary Woolley
Griffith University