SCHOOL DEVELOPMENT PLANNING

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"Those who do not plan, plan to fail"

"SDP should be about maximising success and reducing failure."

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The Education Division, while retaining certain powers for itself, is seeking to locate more and more decision-making at the school level.

Development of decentralised school management, with the school taking increasing responsibility for the quality of the education it offers, depends on the school ability to be proactive rather than reactive.

This can begin to happen if a clear vision is set down and effective means are put forward to achieve that vision. Research has shown that the only way of achieving this is to engage in a meaningful process of school development planning.

SDP should be about maximising success and reducing failure.

The purpose of the school development plan is to aid te development of areas of the school's organisation and practices.

The SDP is the main factor influencing where the school concentrates its efforts and spends the funds available. The backdrop for the whole process of

producing the SDP should be an agreed vision and the changing needs of both those who serve in the school and those which the school serves.

The process of producing the SDP has the following four stages:

The Audit: The school reviews its strengths, weaknesses and omissions and then identifies which areas need to be developed;

Plan Construction: The priorities for development in the following three years are

AREA	PROPOSED ACTION	96/97
1. CLIMATE	1.1. Develop, implement, evaluate a profiling system; 1.2 Develop, implement, evaluate a positive discipline policy; 1.3 Provide an attractive, happy, healthy, safe learning environment (see 3. Buildings); 1.4 Introduce a primary/secondary co-operative teaching/learning project; 1.5 Promote individual/group/class/whole school achievements (internally/externally); 1.6 Evaluate school's vision, mission and curriculum statements;	Develop Develop Form 1 News-letter
2. MANAGEMENT	2.1 Introduce new organisational system; 2.2 Improve internal and external communications; 2.3 Decentralise decision-making/delegate new responsibilities to teams; 2.4 Study lettings/sponsorship possibilities 2.5 Provide time for management; 2.6 Computerise administrative tasks;	Introduce Internal See 2.1 See 4.6
3. CURRICULUM	3.1 Develop, implement, evaluate new s.o.w. (all depts) which match our mission/curriculum statements; 3.2 Introduce a new system of assessment and of recording achievement; 3.3 Establish and introduce performance indicators; 3.4 Develop and implement a language policy; 3.5 Introduce media-education through cross-curricular themes; 3.6 Review progress reporting to parents and parents' days;	Develop Introduce
4. STAFF	4.1 Designate new roles and responsibilities (new organisational system); 4.2 Identification of staff development needs in terms of the school's new needs; 4.3 Build and develop management teams; 4.4 Develop teacher skills in self-evaluation and introduce voluntary appraisal; 4.5 Provide training to office staff: (i) computer; (ii) finance; (iii) secretarial; 4.6 Evaluate teacher performance;	Introduce Identify Train (i)
5. BUILDINGS AND SITES	5.1 Reconstruct new main entrance and administration block; 5.2 Refurbish/redecorate classrooms, corridors, display areas; 5.3 Provide special purpose classrooms (Teaching of modern languages); 5.4 Convert existing hall into multipurpose hall; 5.5 Provide new accommodation for Library - to include resource room for teachers; 5.6 Develop one of the football grounds into an athletics pitch;	Reconstruct Form 1 Finalise plan
6. CONSTITUENCY	6.1 Revitalise the Friends, Parents and Teachers Association; 6.2 Continue work on the twinning programme with "Scuola ...."; 6.3 Produce and Implement FPTA fund raising plans; 6.4 Improve home-school links/promote parental involvement; 6.5 Improve public relations; 6.6 Initiate links with the Community.	Reorganise Exchange 1

identified in outline. Detailed action plans with the targets (what?), explained in terms of the implementation strategies (how?), of the persons responsible (who?), of a time scale (when?) and for measuring success are constructed.

Implementation of the SDP: The plan becomes a working document and begins to be put into practice. At the same time the detailed action plan for the following year is constructed.

Evaluation of the SDP: The implementation process is monitored regularly and updated. It is also evaluated against the pre-established performance indicators.

This is an example of how the school can translate the audit into a plan (stage two of the development plan). The lead up to this stage can be found on page 34.

SCHOOL DEVELOPMENT PLAN

TIME SCALE		ACTION PLAN FOR SCHOLASTIC YEAR		
97/98	**98/99**	**WHAT (+) / HOW (*)**	**WHO (+) / WHEN (*)**	**SUCCESS**
Implement Implement Forms 2, 3 Develop Annual	Evaluate Evaluate Forms 4, 5 Implement Evaluate	1.1 (+) Develop a profiling scheme which ensures objective continuity; (*) Consultative committee /discussions.	1.1 (+) Asst. Hd Curriculum Dev. and Form Teachers; (*) Draft for discussion Draft for approval	1.1 An efficient profiling system known to all (pupils, teachers, parents) ready to be implemented.
		1.2 (+) Develop a policy which takes views/abides all parties; (*) Consultative committee/discussions with pupils, parents.	1.2 (+) Asst Hd Pastoral Care and Year Masters (*) Draft for discussion Draft for approval	1.2 An agreed policy ready for circulation and implementation
Review External See 2.1 Study Provide Hardware	Devolve further Plan Software	2.1 (+) Designate new roles (special duties covered by Lm120); (*) Brief individuals/teams and explain details of new system.	2.1 Hd. Asst Hd. Year Masters. Form Teachers. Teachers; Designate Brief/explain. Monitor (schedule).	2.1 A new organisational system - functioning.
		2.2 (+) Review present system and propose changes; (*) Consultation especially with team masters/form teachers (see 4.1).	2.2 (+) All staff (teaching + non-teaching); (*) Review Propose Implement	2.2 A more efficient and effective communication.
Implement Implement Establish Discuss Investigate	Refine Review Introduce Develop Pilot Review	3.1 (+) Produce new s.o.w. indicating possibilities/areas for integrated learning; (*) Departmental meetings.	3.1 (+) E.O.s, Asst Hd. Curr. Dev., subject coordinators, all teachers; (*) Produce: 4/97; Outline for parents: 5/97.	3.1 S.O.W. (outcomes based & crosscurricular approach); and outline document for parents.
		3.2 (+) Evaluate present system ; propose changes; introduce. (*) Consultation with the various departments.	3.2 (+) SMT and subject coordinators. (*) Evaluate: 11/96; Propose: 12/96; Introduce: after H/Y exams.	3.2 An objective system of assessment and efficient system of recording.
Review Implement Yr. Masters Develop Train (ii)	 Implement F.Teachers Train (iii) Evaluate	4.1 See 2.1	4.1 See 2.1	4.1 Clear role descriptions: for both individuals and teams.
		4.2 (+) Identify and prioritise needs: schedule; (*) questionnaire, consultation, monitoring (see 2.1), congruence with SDP.	4.2 (+) Asst Hd Staff Development, all teachers (*) Identify: 5/97; Prioritise: 6/97; Schedule: 6/97;	4.2 List of staff development needs with details (time, type of development) ready to be implemented.
Forms 2, 3 Rooms 1, 2 Convert Plan	Forms 4, 5 Rooms 3, 4 Provide Plan	5.1 (+) Propose changes to proposed plans. subcontract, reconstruct. (*) discussion of plans: tendering procedure.	5.1 (+) New main entrance committee of architects; subcontractors (*) Plans Subcontract Reconstruct	5.1 New main entrance (attractive & welcoming) and complimentary administration block.
		5.2 (*) Action plan (rolling programme). subcontract, refurbish.	5.2 (+) SMT, year masters Forms 1& 2, subcontractors; (*) Plan Subcontract Refurbish	5.2 Two fully refurbished blocks (Forms 1& 2).
		5.3 (+) Discuss proposed plan, refine. costings.	5.3 (+) SMT, Modern Languages Depts (*) Discuss Refine Costings	5.3 Finalised plans including action plan and costings.
Exchange 2 Produce Review Parents	Exchange 3 Implement Improve Community Initiate	6.1 (+) Update data base; revitalise. (*) questionnaire; organise meetings/social evenings for various target groups, form various sub-committees.	6.1 (+) Asst. Hd., friends, parents and parent teachers; (*) Questionnaire: 12/96; Meetings: 3/97; Sub-committees: 4/97.	6.1 Sub-committees formed and submission of draft proposals of plans.
		6.2 (+) Finalise arrangements for 1st exchange. (*) Plan the Malta visit exchange programme & prepare two school based projects (music/history).	6.2 (+) Asst.Hd., exchange co-ordinator, teachers of English, Italian, Music, History; (*) Arrangements Programme Projects	6.2 Exchange visits (Malta visit & Italy visit); signing of formal twinning agreement for 3 years).

SCHOOL DEVELOPMENT PLAN : AUDIT STAGE

SUBMISSION FROM (INDIVIDUAL/GROUP/DEPARTMENT):   Number of endorsees: Date:

OUR ...	STEP 1. WHERE ARE WE?			STEP 2. AREAS FOR DEVELOPMENT		
	DESCRIPTION OF	REASON WHY YOU CONSIDER IT TO BE SO	DETAILED DESCRIPTION		TIMETABLE	ESTIMATED COST
STRENGTHS (things we do well)	1. .... 2.	1.	Choose **one** item of the two listed and describe how it could be further developed to meet future needs. 1.		1.	1. ....
WEAKNESSES (things we are doing badly and could be improved)	1. .... 2. .... 3.	1. .... 2. .... 3.	Choose **two** items of the three listed and describe how they could be improved. 1. .... 2.		1. .... 2.	1. .... 2. ....
OMISSIONS (things we are not doing at all, that we should be doing)	1. .... 2. .... 3.	1. .... 2. .... 3.	Take all **three** items and describe how they could be developed. 1. .... 2. .... 3.		1. .... 2. .... 3.	1. .... 2. .... 3. ....

Please return this questionnaire by the 15th of June 1996.   Thank you for your cooperation.

This is an example of how an audit can be conducted (stage 1). The schematic diagram reproduced on pages 32 and 33 is the finished product (stage 2), which leads to the actual implementation.

The Audit stage: beginning to share in the control of the school

The purpose of this document is to carry out the audit stage.

Through this exercise we will find out where we are. Your views are important. You are asked to:

Step 1

Think about/discuss the strengths, the weaknesses and the omissions of the school. It is felt that you should think particularly about the areas which will represent the main headings of the schematic diagram forming the whole school plan.

These are:

a. The Climate (school's philosophy and ethos);

b. The Management (school's organisation systems);

c. The Curriculum (school's curriculum statement and its sub-units for every department);

d. The Staff (school's teaching and non-teaching staff);

e. The Resources (school's physical resources; buildings and sites);

f. The Constituency (school's external links from parents to central government).

List down the **strengths**, the **weaknesses** and the **omissions** of the school and state your (individual/group/departmental) reason/s for considering them to be so.

Step 2

Prioritise the areas which you feel should be included in our three-year SDP and suggest how and when these developments should be implemented.

Please remember that we have to plan for the next three years.

Research has shown that the plan should be realistic, neither too ambitious, not too insufficiently' demanding. There should be no more than two major priorities in each key area in each year.

At this stage, it might be useful to know, according to the latest projections, what the school's budget (government grants and fund raising) over the next three years will be. However, it is most important that finance should be seen as neither the starting point nor as a separate activity from the education process.

Therefore, the funds available should be seen in the context of what the school is trying to achieve and not as a factor predetermining the debate of where we want to go.

"List down the *strengths*, the *weaknesses* and the *omissions* of the school"