



GOVERNMENT OF MALTA
MINISTRY FOR EDUCATION, SPORT, YOUTH
RESEARCH AND INNOVATION
DIRECTORATE FOR QUALITY AND STANDARDS IN EDUCATION

Pre-external review school self-evaluation

Name of School:

Name of Head of School:

School Contact Number:

School Email address:

[Date]

Kindly fill in this document by answering the following questions and prompts related to the school context and the 9 different National Quality Standards.

School Context

Every school operates within a specific context which influences its operations and decisions. What is the context of your school?

Prompt for reflection

- *Overview of the physical structure of the school including number of classes / learners per year*
- *Setup of administration - administrative profile (e.g. school secretary, SLT members, financial controller)*
- *Ethos of the school*
- *Resources available at the school and those you have access to outside the school such as cultural and sporting facilities, partnerships within the community and support agencies*
- *Learners' profile (such as gender, race, religion and language competence of learners, special educational need learners, migrant learners, Skema 9, and alternative examination papers)*
- *Profile of parents/guardians and the home environment (such as socio-economic and cultural characteristics, including access to technology to facilitate home-learning and home language/s)*
- *Profile of the teaching staff (such as supply teachers, supply graduate teachers, regular teachers, shared teachers, supply LSEs, LSE (1, 2 and 3), number of years of educational experience)*
- *Profile of the school leadership team (composition, professional experience) and governance (e.g. board of governance)*

Response

Educational Leadership and Management

Standard 1.1

The Head of School embraces the school's vision and in collaboration with the rest of the Senior Leadership Team, fosters and supports a professional learning community.

<p>Success Criteria</p>	<ul style="list-style-type: none"> 1.1.1 The Head of School is aware of the strengths, needs and challenges of the school. This inspires commitment to promote and share the school’s vision and implement meaningful changes towards clear educational goals. 1.1.2 The Head of School nurtures and supports distributed leadership, broadening participation in decision-making across the school community. 1.1.3 By modelling ethical values and practices, the Head of School together with the Senior Leadership Team nurtures a positive and inclusive school culture, one based on trust, empathy, and respect. They also enhance motivation, commitment and collective responsibility to foster improvement and promote success. 1.1.4 The Head of School and the Senior Leadership Team invest in their own professional development, and provide opportunities for educators to work collaboratively and grow professionally. 1.1.5 The Head of School together with the Senior Leadership Team prioritises curricular and pedagogical matters. They are committed towards initiating and maintaining sound pedagogical discourse, as well as promoting good and inclusive practices. 1.1.6 The Head of School together with the Senior Leadership Team adopts a system of regular monitoring, evaluation and support that promotes quality learning and teaching. 1.1.7 The Head of School together with the Senior Leadership Team considers parents as important stakeholders and facilitates an effective home-school link. 1.1.8 The Senior Leadership Team fosters collaborative partnerships with the college network or equivalent, professionals and the wider community. This collaboration sustains the school community.
<p>Prompt for reflection</p>	<p>What is your vision for the school and how do you support stakeholders in your endeavour to achieve this vision?</p>
<p>Response</p>	<p><i>Please answer the question provided as prompt for reflection by considering carefully the criteria presented after each standard. Feel free to section your response according to the set criteria (1.1.1, 1.1.2, 1.1.3...)</i></p>

Standard 1.2

Internal quality assurance mechanisms are embedded in the school's culture and in its capacity for improvement.

Success Criteria

- 1.2.1 The school's culture is one that is open to constructive review and improvement opportunities. The Senior Leadership Team and educators own the internal review and the school development process.
- 1.2.2 The internal review process focuses on the school's vision and goals, the school's effectiveness as a learning community, and improvement processes.
- 1.2.3 The internal review process follows the principles of transparency and accountability. This reflects the school's context, involves various stakeholders, refers to national priorities, policies and initiatives, and employs different methods and tools for collecting data.
- 1.2.4 The Senior Leadership Team employs an effective data analysis exercise to interpret the data and understand trends. Together with educators they identify priority targets.
- 1.2.5 The chosen priorities for development indicate the way forward for the school community. Staff professional development linked to the chosen priorities forms an integral part of development planning.
- 1.2.6 The school development planning document has appropriate structure and content. It includes SMART action plans that are formulated by educators. These action plans clearly indicate the steps to be taken to address agreed-upon priorities.
- 1.2.7 Through appropriate monitoring, guidance and support, educators implement action plans. Led by the Senior Leadership Team, educators periodically evaluate action plans and modify them where and as necessary, to ensure successful implementation and achievement of targets.

Prompt for reflection

How effective is the school's internal evaluation and development planning process for school improvement?

Response

*Please answer the question provided as prompt for reflection by considering carefully the **criteria presented after each standard**. Feel free to section your response according to the set criteria (1.2.1, 1.2.2, 1.2.3...)*

Standard 1.3

Appropriate organisational, financial, and human resources management ensure effective school administration as well as continuity and consistency in all actions.

Success Criteria

- 1.3.1 The duties of the different members of staff are clearly defined to reflect the school's educational and organisational goals.
- 1.3.2 The school has open, transparent and effective tools and procedures that facilitate two-way communication within the school community and beyond.
- 1.3.3 The school has clear, effective and updated policies and procedures that are shared with, and owned by, the school community. These enable the provision of a meaningful educational experience to learners and ensure consistency in all actions and procedures.
- 1.3.4 The Senior Leadership Team works in synergy for the benefit of the school community.
- 1.3.5 The Senior Leadership Team works proactively to find timely solutions to potential issues and adapts to unforeseeable and challenging situations.
- 1.3.6 The Senior Leadership Team maximises the effectiveness of human resources by taking into account qualities, aptitudes and availability while identifying and addressing needs through continuous professional development and support. New members of staff benefit from an effective induction.
- 1.3.7 The school has the necessary structures that safeguard and promote the wellbeing of all employees. Support strategies offered help the Senior Leadership Team and educators reach a sense of professional fulfilment.
- 1.3.8 The school's infrastructure is regularly maintained and upgraded to support effective administrative structures, quality conditions for learning and teaching, the overall wellbeing of the school community and enhanced learner achievements.

1.3.9 The Senior Leadership Team manages appropriately the school's physical and financial resources. The provision of resources follows a plan and is in line with the school's educational and organisational goals.

**Prompt
for
reflection**

How do you ensure effective school administration through appropriate structures and good human resources management?

Response

*Please answer the question provided as prompt for reflection by considering carefully the **criteria presented after each standard**. Feel free to section your response according to the set criteria (1.3.1, 1.3.2, 1.3.3...)*

Learning and Teaching

Standard 2.1

The school's curriculum satisfies learners' entitlement as outlined in the National Curriculum Framework.

Success Criteria

- 2.1.1 The school curriculum reflects the vision and principles of the National Curriculum Framework, particularly with regards to entitlement, learning areas and cross-curricular themes, and is aligned with national policies and strategies.
- 2.1.2 The school provides flexible learning programmes to address the needs of learners in line with the principles outlined in the National Curriculum Framework.
- 2.1.3 The school enhances learning through crosscurricular, thematic, interdisciplinary, and collaborative approaches that reflect real life situations.
- 2.1.4 Learning is sustained through participation in preferably officially recognised projects, co-curricular activities (including nutrition and physical activities) and other initiatives. Learners make connections between different learning experiences and opportunities, take initiatives and design their own projects in collaboration with others

Prompt for reflection

How does the school curriculum satisfy learners' entitlement as outlined in the National Curriculum Framework?

Response

*Please answer the question provided as prompt for reflection by considering carefully the **criteria presented after each standard**. Feel free to section your response according to the set criteria (2.1.1, 2.1.2)*

Standard 2.2

The school fosters a positive learning culture in which learners thrive holistically. Educators sustain this culture by cultivating learner motivation, encouraging engagement and celebrating differences and abilities through an approach that is learner-centred.

Success Criteria

- 2.2.1 Educators' planning sustains lesson delivery. Planning includes clear learning outcomes as well as sequenced activities and contextualised tasks that are engaging, relevant, and target learners' different learning needs and abilities.
- 2.2.2 Teachers and Learning Support Educators plan and work collaboratively to provide quality education by ensuring access to learning and equitable assessment for all learners.
- 2.2.3 The positive relationships between the educators and learners, sustained by effective classroom management strategies, create an atmosphere in which learners can confidently participate in learning activities.
- 2.2.4 The learning environment created prioritises access for all, appeals to learners' interests and allows for meaningful interaction among them as well as facilitates the learning and teaching process.
- 2.2.5 Teachers scaffold learning, taking into consideration learners' prior experiences and adopt a clear lesson structure. They address learner variability by providing multiple means of representation and different options for action and expression.
- 2.2.6 Educators employ effective and multisensory learning and teaching approaches, strategies and resources to motivate and meaningfully engage all learners in the learning process by deepening their understanding, as well as helping learners develop effective learning strategies and problem-solving skills.
- 2.2.7 Learners take charge of their own learning, demonstrating a sense of commitment and resilience. They develop 21st-century competencies, augmented when viable through digital technology.

Prompt for reflection

Is the way teachers plan and deliver lessons leading to a successful learning experience for all learners whatever their needs, abilities or learning preferences?

Response

*Please answer the question provided as prompt for reflection by considering carefully the **criteria presented after each standard**. Feel free to section your response according to the set criteria (2.2.1, 2.2.2, 2.2.3...)*

Standard 2.3

The school's assessment policy and practices, which embrace both formative and summative assessment, sustain quality development at individual, classroom and school level.

**Success
Criteria**

- 2.3.1 Teachers implement ongoing formative assessment.
- 2.3.2 The school's assessment policy guides teachers to expose learners to a variety of assessment strategies that address different needs and abilities.
- 2.3.3 Teachers record and analyse learners' performance to inform development. Parents are regularly informed about their child's achievement and attainment.
- 2.3.4 The school performs well in national benchmark/SEC examinations taking into consideration its particular context. Learners' achievement and attainment are analysed to identify trends and inform development.
- 2.3.5 The school keeps record of learners' progress in non-formal activities organised by accredited or registered entities.
- 2.3.6 Learners' attainment and progress is analysed to identify trends and inform development. The school is aware of its performance in sectoral and/or national assessments/examinations and seeks improvement while taking its context into consideration.

**Prompt
for
reflection**

How are the school's assessment policy and practices sustaining quality development both at school and classroom level?

Response

*Please answer the question provided as prompt for reflection by considering carefully the **criteria presented after each standard.** Feel free to section your response according to the set criteria (2.3.1, 2.3.2, 2.3.3...)*

School Ethos

Standard 3.1

A sense of mutual respect amongst all stakeholders prevails, promoting positive behaviour and fostering a sense of belonging.

Success Criteria

- 3.1.1 There is a pronounced school identity and spirit as well as a sense of community. Stakeholders are happy to belong and are actively involved in school life.
- 3.1.2 The school atmosphere is welcoming. There is a positive school culture based on open communication and genuine relationships among the various members of the school community. The enhanced presence of school leaders contributes to establish and sustain relationships with the staff and learners. Through their awareness, empathy, and cultural competence, educators establish healthy relationships with learners.
- 3.1.3 The core values highlighted in national policy documents are actively promoted at school. Reciprocal respect prevails among the different members of its community. School leaders, educators and learners challenge instances of stereotypical assumptions in a respectful way.
- 3.1.4 The school has a policy which provides direction for the effective management of behaviour, promotes high standards of positive behaviour, outlines rights and responsibilities, and ensures the creation of a safe environment where learning takes place. It also promotes the use of restorative practices and effective disciplinary measures. This policy, formulated through the involvement of the main stakeholders, is in line with national policies. Stakeholders are committed towards implementing and respecting the behaviour policy of the school.

Prompt for reflection

How does the school support learners to reach their full potential?

Response

*Please answer the question provided as prompt for reflection by considering carefully the **criteria presented after each standard**. Feel free to section your response according to the set criteria (3.1.1, 3.1.2, 3.1.3, 3.1.4)*

Standard 3.2

The school community embraces diversity and fosters an inclusive and supportive ethos in which all learners feel safe to express themselves and reach their full potential.

Success Criteria

- 3.2.1 The authorities who manage or govern the school continuously ensure that the school infrastructure is accessible, inclusive, and learner friendly.
- 3.2.2 Through appropriate structures and procedures, the school identifies and addresses the different needs of learners. The school celebrates learners' diverse efforts, strengths and abilities.
- 3.2.3 Learner support structures and services, ranging from the pastoral to the curricular, are in place. The school organises meetings/sessions involving parents and support specialists for the benefit of learners as required.
- 3.2.4 The school adopts an integrated approach towards the learner's holistic development and wellbeing, one that maximises opportunities for the learner to succeed. Learners with a statement of needs are supported through the implementation of a well-formulated and reviewed individual educational programme (IEP). Other learners, including the gifted and talented, are supported through tailor-made programmes/activities that effectively address their needs.
- 3.2.5 The school embraces equity by providing right resources, strategies and support to all learners to help them overcome challenges.
- 3.2.6 The school lays the foundation for smooth and effective transitions, creates an environment of trust and sets high expectations for all learners to reach their potential.
- 3.2.7 The school takes the necessary steps to secure strong learner attendance.
- 3.2.8 Through various activities, the school provides learners with opportunities to develop competencies which enable them to become active citizens.

3.2.9 The democratically elected members of the Student Council are proactive, voice their own as well as their peers' opinion, offer solutions and take initiatives on matters affecting their life at school. The SLT provides the Student Council appropriate and other learner-led organisations the necessary means and support to function at school.

**Prompt
for
reflection**

How does the school promote mutual respect in a way that sustains positive behaviour and a healthy sense of belonging?

Response

*Please answer the question provided as prompt for reflection by considering carefully the **criteria presented after each standard**. Feel free to section your response according to the set criteria (3.2.1, 3.2.2, 3.2.3...)*

Standard 3.3

Parents take an active part in the life of the school.

**Success
Criteria**

- 3.3.1 Parents feel welcomed at school, readily cooperate with educators, volunteer their support, and participate in school activities.
- 3.3.2 There is a strong and effective two-way communication between the school and parents.
- 3.3.3 Parents are actively and continuously engaged in their child's educational development, both at home and at school. This includes but is not limited to participating in parents' days, open days and educational meetings set by the school, and making good use of the school's online portal.
- 3.3.4 Parents inform themselves about school practices and policies, show a high level of interest in school improvement/development, voice concerns and contribute towards quality education, especially through their representatives on the School Council (or equivalent).

**Prompt
for
reflection**

How does the school promote the active participation of parents in school life?

Response

*Please answer the question provided as prompt for reflection by considering carefully the **criteria presented after each standard.** Feel free to section your response according to the set criteria (3.3.1, 3.3.2, 3.3.3,3.3.4)*