

Success Criteria for School Improvement Partners

In reviewing the performance of SIPs, the following will be used as success criteria:

1. Ability to analyse a school's strengths and area of improvement including competency in analysing relevant data

Highly effective	Effective	Ineffective
<ul style="list-style-type: none"> Cuts through complex data and information to quickly identify key strengths and areas for improvement. Provides high quality analysis of evidence that helps schools become more effective and efficient. 	<ul style="list-style-type: none"> Able to highlight key strengths and relevant areas for improvement. Provides accurate analysis of evidence identifying relevant ambiguities and inconsistencies in data. 	<ul style="list-style-type: none"> Gets over-involved with detail and fails to focus on the key priorities for improvement. Provides insufficient accurate analyses and insight of evidence and data.

2. Able to make relevant judgements about effective strategies for school improvement

Highly effective	Effective	Ineffective
<ul style="list-style-type: none"> Demonstrates sharp clarity of judgement and provides very pertinent strategies for schools to develop and improve. Consistently passes on expertise to support schools. 	<ul style="list-style-type: none"> Provides helpful ways forward to improve based on sound judgement about strengths and weaknesses and what needs to be done. Suggests relevant range of strategies that provide support for schools. 	<ul style="list-style-type: none"> Judgements are not sufficiently based on relevant evidence and fail to address areas for improvement. Strategies are inconsistent with requirements to improve.

3. Interacts well with leaders in a variety of schools, tailoring their challenge and support to particular circumstances

Highly effective	Effective	Ineffective
<ul style="list-style-type: none"> Is highly regarded and respected by school leaders as being very professional. Is highly perceptive and sensitive to schools' needs and priorities; challenges, supports and guides them despite some opposition. 	<ul style="list-style-type: none"> Forms constructive relationships with school leaders and is regarded as credible and well-informed. Is able to influence actions of school leaders effectively and provide relevant challenge, support and guidance. 	<ul style="list-style-type: none"> Is not well respected by schools and is unable to provide sufficient insights to improvement. Judgements are regarded with scepticism and is unable to challenge schools or influence action for change.