# Annual school process reflection

The checklist below is available for optional use. It could be distributed as a staff survey or completed collaboratively in a face-to-face workshop.

| **Item** | **How effective have the follow****ing been?** | **Not yet effec****tive** | **Ef****fective** | **Highly effectiv****e** |
| --- | --- | --- | --- | --- |
|  | A school team responsible for implementation of the NCCD has been established. |  |  |  |
|  | Requirements including revisions to the process have been understood and shared with the school team. |  |  |  |
|  | Planning and preparation for the NCCD has been communicated to all staff. |  |  |  |
|  | The NCCD process has been collaborative.  |  |  |  |
|  | Where appropriate, relevant stakeholders have been engaged in the process. |  |  |  |
|  | Regular meetings with the school team have been scheduled throughout the process. |  |  |  |
|  | Beginning teachers and teachers new to the process have been supported. |  |  |  |
|  | Appropriate professional learning activities for staff have been organised to support an understanding of the NCCD and its relationship to personalised learning. |  |  |  |
|  | Appropriate professional learning has been undertaken on the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005 by all staff. |  |  |  |
|  | Information about the NCCD been communicated to parents/guardians/carers and students. |  |  |  |
|  | The evidence collected for students included in the NCCD is appropriate, sufficient and accurately supports students’ inclusion in the data collection.  |  |  |  |
|  | The processes for maintaining evidence to support the NCCD is part of standard school practice. |  |  |  |
|  | Evidence has been recorded and maintained in accordance with school, sector and/or jurisdiction policy and practice requirements for records keeping. |  |  |  |
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 | Moderation processes have been collaborative and understood by participants. |  |  |  |
|  | NCCD processes are supported by a whole school approach to personalised learning and support. |  |  |  |

## In-depth reflection

Having collected feedback using the statements, data is collated and analysed. The school team may use the results to indicate areas for further in-depth analysis. The results should be shared with all school members to form the basis of a process improvement strategy.

## Additional questions for the school team

* What worked well and what didn’t work in this team?
* Will the team stay the same next year? If not, how will information be passed on to new members?
* What communication strategies might be undertaken to improve collaboration in the team?
* Who will be responsible for locating new or updated support information; when will this occur and who will be responsible for sharing this information with the school team next year?
* What could be implemented to ensure that all staff are engaged in the future?
* What professional learning opportunities will need to be provided to support staff?
* How well does this process integrate with the school’s approach to personalised learning and support?

It is important to be able to provide evidence to justify how schools know whether agreed learning and support practices and processes, including evidence of personalised learning and support and its maintenance, are understood by all staff and implemented with consistency across the school.

## Further professional learning activities for the whole school

A key role of the school team is to ensure that all staff have relevant professional learning regarding the NCCD. Using data from the annual review to identify areas requiring further work will enable school teams to focus future learning opportunities for staff.

Professional learning opportunities may include the school team and/or the school leadership team leading whole school workshop sessions related to:

* the relationship of the NCCD to personalised learning and support
* an understanding of the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005.