**Evaluation plan for: *Title of your program, project or initiative***

**Part A: What we are evaluating**

**Description**

*Provide a brief description of the project, program or initiative being evaluated.*

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**Logic model**

*If you have developed a logic model, paste a photo or screen capture below.*

*Preparing a logic model is highly recommended (although not compulsory) for evaluation planning. Developing a logic model is a good way of clarifying and articulating your thinking about a project, and summarising it into a diagram. See the Evaluation Resource Hub for an* [***overview of logic modelling***](https://education.nsw.gov.au/evaluation-resource-hub/key-concepts/logic-modelling) *and a* [***step-by-step guide***](https://education.nsw.gov.au/evaluation-resource-hub/step-by-step/step-by-step-logic-modelling)*.*

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| *Paste a picture of your logic model here.* |

**Intended outcomes**

*Clearly state what the intended outcomes are for the project, indicating the short, medium, and long term goals of your efforts.*

*If you are evaluating something retrospectively, think back to the outset of the project and state the outcomes you intended then, not what you believe has now been realised by the project. This is important for avoiding* [***confirmation bias***](https://education.nsw.gov.au/evaluation-resource-hub/key-concepts/evaluative-thinking/cognitive-bias)*.*

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**Part B: Why we are evaluating it**

**Purpose**

*Identify the purpose(s) of your evaluation (select all that apply and modify to suit). Delete redundant options.*

*It’s important to be clear about what is motivating your evaluation. It’s fine to have multiple purposes for an evaluation, but don’t just tick every box without pausing to consider it. For background notes on this, go to the* [***purpose section***](https://education.nsw.gov.au/evaluation-resource-hub/key-concepts/setting-the-scope-of-an-evaluation/evaluation-purpose) *of the Evaluation Resource Hub.*

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| The purposes of this evaluation is to:   * enable ongoing improvements and adjustments * identify factors that need to be taken into account as the program is expanded * stand back from the program and assess it on its merits and against its claims * guide your decisions about whether to continue it, and if so in what form * identify emerging needs, gaps or priorities * collect baseline data for use in future evaluation * provide accountability (make sure you think carefully about the ‘anticipated use’ question below) * (other – specify) |

**Anticipated use**

*Describe who will receive the findings and how they will use the findings in their decision making.*

*As part of your notes here, identify any key decisions that the evaluation will need to inform. When do these decisions need to be made? This should have a bearing on your evaluation timeframe.*

*If you aren’t sure whether key members of the school and community will use the findings, or how they will use the findings, ask them.*

*For notes, see* [***setting evaluation questions***](https://education.nsw.gov.au/evaluation-resource-hub/key-concepts/setting-the-scope-of-an-evaluation/evaluation-questions) *in the Evaluation Resource Hub.*

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**Part C: Evaluation questions**

**Key questions**

*Use your notes in Parts A and B as stimulus for developing your questions. Ideally no more than 2-3 key questions. In particular, consider the purpose of the evaluation and the logic model developed for the project.*

*These questions will form the structure for the rest of the evaluation plan, and therefore it is important to pay attention to the wording. Collaboratively developed and well considered questions will better guide you in which methods of data collection and analysis to use.*

*Consider these three types of evaluation when developing your questions:* [***process evaluation***](https://education.nsw.gov.au/evaluation-resource-hub/key-concepts/process-evaluation)*,* [***outcome evaluation***](https://education.nsw.gov.au/evaluation-resource-hub/key-concepts/outcome-evaluation) *and* [***economic evaluation***](https://education.nsw.gov.au/evaluation-resource-hub/key-concepts/economic-evaluation)*. Don’t feel compelled to have questions under each evaluation type heading. Remember, it’s better to focus on a small number of questions than spread your evaluation resources too thinly.*

*If one of your questions fits under two or more of the evaluation types, you should think about narrowing the focus of the question. If you have an economic evaluation question, you may need an outcome evaluation question if the outcomes are not clearly known.*

*There are examples and notes about* [***setting evaluation questions***](https://education.nsw.gov.au/evaluation-resource-hub/key-concepts/setting-the-scope-of-an-evaluation/evaluation-questions) *in the Evaluation Resource Hub.*

**Process questions: These questions should focus on key activities in the project to understand ‘what we did’ and ‘how well we did it’**

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| *Process Q1:*  *Process Q2:* |

**Outcome questions: These questions should focus on key outcomes to understand ‘what difference we made, for whom, and under what circumstances’**

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| *Outcome Q1:*  *Outcome Q2:* |

**Economic questions: These questions should focus on the costs and benefits of the project to understand cost effectiveness and efficiency. Remember, to answer this question you need to clearly know all costs related to the project and its outcomes, both positive and negative.**

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| *Economic Q1:*  *Economic Q2:* |

**Part D: Approach**

*Follow the steps below for each of your key questions. Repeat Part D for every evaluation question.*

**Question (Type:** *Write in type of evaluation, i.e. process, outcome or economic***)**

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| *Paste your question here, from Part C* |

**Data**

*Identify relevant data that will help you to answer this question. Delete redundant rows from the table below and add any relevant data not identified below.*

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| **Data type** | **Source/area** |
| Feedback | * Feedback from students (specify method, e.g. survey, interviews, focus groups?) * Feedback from teachers (specify method) * Feedback from parents/carers (specify method) * Other feedback (specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) |
| Observation | * Observation of teaching * Observation of learning * Observation in other settings (specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) |
| Assessment | * External assessment data, e.g. NAPLAN, HSC, Best Start (specify: \_\_\_\_\_\_\_\_\_\_\_) * Internal, teacher-devised assessments (specify: \_\_\_\_\_\_\_\_\_\_\_) * Other assessment (specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) |
| Administrative data | * Attendance * Retention * Finance * Wellbeing-related data (e.g. referrals, suspensions) * Other administrative data (specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) |
| Document analysis | * Lesson plans * Syllabus documentation * Meeting minutes * Professional Development Plans * Other documents (specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) |
| Other | * Specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

*For more, visit the:*

* *Evaluation Resource Hub notes on* [***collecting data***](https://education.nsw.gov.au/evaluation-resource-hub/collecting-data)
* *page in the SEF evidence guide that identifies* [***possible data sources for each element***](https://education.nsw.gov.au/sef-evidence-guide/sources-of-evidence) *in the SEF*
* *SEF evidence guide pages on working with* [***qualitative***](https://education.nsw.gov.au/sef-evidence-guide/guidelines-for-using-data/intro-qualitative-data) *and* [***quantitative***](https://education.nsw.gov.au/sef-evidence-guide/guidelines-for-using-data/intro-quantitative-data) *data and* [***collecting school data***](https://education.nsw.gov.au/sef-evidence-guide/guidelines-for-using-data/collecting-internal-school-data)
* [***Tell Them From Me***](http://surveys.cese.nsw.gov.au/) *resources, including* [***case studies***](https://www.cese.nsw.gov.au/publications-filter/case-studies-using-tell-them-from-me-data-to-make-school-improvements) *of how schools have used these survey results*
* *CESE learning curve on* [***student voice***](https://www.cese.nsw.gov.au/publications-filter/learning-curve-15-capturing-and-measuring-student-voice)*.*

**Data interpretation notes**

*Describe how the data will answer your question. This may include:*

* *defining key terms*
* *establishing the standards by which you make judgements*
* *anticipating how you will interpret the data before you go about collecting it.*

*For notes on this, review the Evaluation Resource Hub material on setting* [***evaluation criteria***](https://education.nsw.gov.au/evaluation-resource-hub/key-concepts/setting-the-scope-of-an-evaluation/evaluation-criteria)*and* [***evaluation standards***](https://education.nsw.gov.au/evaluation-resource-hub/key-concepts/setting-the-scope-of-an-evaluation/evaluation-standards)*.*

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**Part E: Implementation plan**

*For each data source you identified in Part D, make a plan for who is going to do what, when.*

*Note that the one data collection or analysis effort may help address multiple questions (e.g. a student survey).*

*Remember that the worked example provided is simply to illustrate the thinking needed for using this template, not as a guide for what every evaluation should be. This process could be applied to short intensive evaluations done on small projects, year-long reviews of aspects of your school plan.*

*If the amount of work in the worked example seems too much or too little, you can reduce/increase the:*

* *scope of your evaluation questions*
* *range of data sources/areas.*

*If the number of staff in the worked example seems too many or too few, you can:*

* *Adjust the responsibilities according to capacity of your school’s staff.*

*If the timeline seems too long or short, you can:*

* *Adjust your timeline according to the amount of time and staff you have in your school.*

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| **Data Source/area**  *Paste from Part D* | **Description**  *Refer to Part D to answer:*  *Which evaluation questions will it answer?*  *Which topics will it cover?* | **Responsibilities**  *Who will oversee?*  *Who will conduct the work?* | **Timeline**  *What are the key steps? When will these happen?* | **Key risks**  *What are the main risks of using/collecting this data? What ethical issues need to be considered?* | **Resource requirements**  *What resources are needed to undertake this? E.g. teacher relief, funding, equipment, etc.* |
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*Don’t forget, the Evaluation Resource Hub has helpful resources for collecting data, including step-by-step notes on:*

* [***Surveys***](https://education.nsw.gov.au/evaluation-resource-hub/collecting-data/surveys)
* [***Interviews and focus groups***](https://education.nsw.gov.au/evaluation-resource-hub/collecting-data/focus-groups-and-interviews)