

SELF REVIEW POLICY: RAISING STUDENT ACHIEVEMENT

ANNUAL SCHOOL SELF REVIEW PLAN

Key Goals Related To Vision

- To develop key competencies as attributes evident in all our students.
- To have all students with the capabilities achieve at the national standards in reading writing and mathematics.
- To develop student metacognition / voice.
- To value and enhance the diverse characteristics of our students.
- To develop the emerging adolescent.
- For the curriculum to connect more to the lives of our students in order to be more meaningful e.g. the use of social media.
- To move towards an integrated / inquiry approach.

1. Strategic Reviews

Board review. One strategic goal per month and adjustments made to Charter. If necessary any actions further reviews etc. delegated to Principal.

Learning

Community survey to be carried out in 2017. This will form the basis for our strategic plan and will be the foundation for our strategic goals.

- Education Review Office on a scheduled basis.
- Board reviews. One strategic goal per month. If necessary any actions further reviews etc. delegated to Principal.
- School wide reviews in reading writing and mathematics. Beginning of year - Analysis and recommendations made by deputy principal curriculum.
- Staff discussion and input at staff meetings.
- Snapshots - Midyear to determine progress and achievement. End of year to establish value added and achievement. (Internal and CEM testing by college).
- Discussion by lead teachers at Otumoetai Cluster Schools meetings.
- Student sample of their voice sought around learning and issues.
- Parental consultation both oral and written. PTA, Maori Iwi, International Student group.
- Review of research and exploration of an Integrated Curriculum approach by a group interested in developing this within their classrooms.
- A working party to be formed to research and develop ideas for the use of social media for learning and communication in all areas.

Pastoral

- Education Review Office on a scheduled basis.
- Staff climate surveys and dialogue meetings.

- Annual consultation with contributing schools and college.
- Parental consultation and meetings with appropriate stakeholders.

2. Regular Reviews

Students Strengths and Learning Needs

- Whole school trends – school wide snapshot of data - Feb/Nov. analysed and discussed. Midyear snapshots as necessary. Cohorts considered: ESOL. Maori, NZ European.
- Formative assessment from school wide data plus teacher own judgment.
- Analysis of above and actions identified reading, writing maths reports.
- Team discussions around specific learning for students and interpretation of data information. Programmes to meet identified needs developed, led by teaching team leaders.
- Student Meta cognition reviewed both oral and using templates on a regular basis.
- Learning conversations around specific students and their needs a part of each team meeting.

Teacher Professional Strengths and Learning Needs (Teacher Inquiry)

- Teacher strengths and needs identified using Dr Kevin Knight's model of differentiated teacher development.
- Feedback given individually on review of progress after each observation by Dr Kevin Knight. Time frame appropriate to each teacher.
- Mentoring coaching pairs reflection. Where appropriate supported by a guide. Reflection notes kept in Professional Learning Journals.
- Reflection by teachers around "What do effective teachers do that others do not"
"Discussion in coaching pairs and at team meetings.
- Annual appraisal discussion / attestation meetings with Principal and deputy principal curriculum to reflect on year and meeting of goals.
- Senior management appraisal and attestation.
- Individual teacher identification of what they are going to research to meet and enhance their self-identified learning needs.
- As a result of staff discussion a focus will be on the transfer of what the data is telling us into the planning and success criteria for student learning.

Teacher Engagement in Professional learning

- Attendance at seminars / conferences with experts to enhance identified needs in terms of curriculum knowledge and skills.
- Teacher strengths used to support others; this may guide pairing of teachers.
- Staff meetings to moderate and discuss student learning.

- Discussion between coaching pairs and as appropriate guides around their own learning with professional learning journals at the centre of this.
- Professional learning conversations at team meetings around reflection and review of actions and programme development.
- Meetings, observations and moderation of learning with contributing schools and college.
- Teacher observation of others as part of the coaching / mentoring.
- Participation in CoL PLD provision: Dr Roberta Hunter - Maths
Dr Ian Hunter - Writing
Dr Viviane Robinson - Leadership

Students Engagement in New Learning

- 80% or greater student engagement at any given time in the learning. (Dr Kevin Knight)
- Student reflection on their own learning.
- Students able to articulate their needs and the success criteria to meet these.
- Feedback / forward reflected and acted upon by students.
- Peer assessment / review occurring against identified success criteria.
- Parental reading / mathematics evenings to support student engagement in the learning.
- Behaviour support (deputy principal, support worker, kaiwhakahaere and school liaison RTL) constantly reflecting and reviewing on student behaviour and making changes to actions as appropriate.
- Review meetings held weekly with the above plus Principal.
- Otumoetai Student Action Group meets regularly to review students of concern from a community perspective. Interagency – Oranga Tamariki, MOE, NZ Police, PHN and all local school reps.
- An approach using Integration of the curriculum under development to enhance student engagement.

Outcomes of Actions

- Diagnostic data gathered.
- Action plans reviewed and updated.
- Snapshots of progress taken at appropriate times and when scheduled.
- Outcomes reflected on and reviewed at team meetings.
- Reporting to parents - Term 1 social and initial academic data, midyear report reading, writing and mathematics, end of year summative and where to next encompassing all aspects.
- End of year summative assessment school wide trends.
- Meeting with parents organised e.g. reading / mathematics meetings to assist readers having difficulty and to establish a home school relationship.

3. Emergent Reviews

Initiated by any personnel who have an interest, are stakeholders or community based groups. They may arise from “bright ideas”, a concern or based on an identified need. The purpose will always be enhanced learning outcomes for our students. They may take a variety of forms e.g. oral, written surveys or an inquiry approach.

NB: The CoL has identified a need to survey student welfare across the CoL using the NZCER Well-being in schools survey during 2017.

Some that regularly occur are:

- Education Outside the Classroom reviews annually at the end of the cycle.
- Sports - Immediately after the event is held.
- Behaviour in the playground as these is identified either by staff, students or teams.
- The Arts – Annually and also after the events. May be all staff, or groups interested to participate or at team meetings with Principal in attendance.
- Learning areas such as technology will be through group dialogue / discussion involving teachers involved e.g. laptop classes or technology specialist area technology teachers.
- Gifted and talented student learning. Teachers with those groups in their classrooms meet to reflect and review on a regular time schedule.
- Emotional environment – promoting a safe environment for all on the school site.
- Health and safety systems and procedures including records kept.
- Effective use of resources both human and physical.

Personnel: Raising Student Achievement

- New BOT participate in professional development around their new roles
- Comply with legislative responsibilities as a good employer
- Ensure all provisions of personnel policy are met.
- Recruit and enable staff with the ability to meet school expectations.
- Implement and support an effective staff development programme which includes personal professional growth that will enhance the quality of teaching and learning.