

# Self Review Policy



## Rationale

Self review is central to school improvement and the various forms of it need to be embedded in the culture of the college.

There are three types of self review:

### 1. Strategic Self Review

This is long term and focused on key goals related to the school's vision and values. Reviewing our Strategic Plan itself fits under this heading, as does our reviewing our policies on a three year cycle (that is, during the life of each Board).

### Regular self reviews

These are about 'business as usual'. They will involve 'investigating evidence about student outcomes and current ways of doing things to find out where improvement is needed' (Ministry of Education, Planning and Reporting, 2003, cited in ERO's ppt on Self Review). It includes the analysis of variance we have to do for the Ministry of Education in relation to each year's annual plan.

### 2. Emergent Self Reviews

These are in response to unplanned events. For example, a while ago we created a Lockdown Procedure following an attack on a teacher at another Auckland secondary school. We used the procedure shortly after on the request of the local police who were using dogs to pursue a person near our boundary. They asked if our students could be kept inside our buildings so we initiated a lockdown. We reviewed that experience and the effectiveness of our protocols thereafter.

## Guidelines

### Effective self review at Rosehill College will involve the following characteristics:

1. Strong leadership at all levels (BOT, SLT, within teaching faculties and departments, with key leadership teams such as our LLT and PLT and so on) to promote self review.
2. Professional learning and development and other relevant resources to support the process and its outcomes.
3. Staff who will collaborate effectively in self review processes.
4. Effective analysis of the data the school has.
5. Moving beyond description to relevant actions
6. Having a commitment to effective evaluation actions.
7. A commitment to consult widely
8. A commitment to ensuring that our self review provides effective learning for all our students.

### Self Review of Board Policies

Term 1 2011	Self Review and Planning (NAG 2) (catch-up – Complaints Policy - due Feb 2011)
Term 2 2011	Curriculum and Assessment (NAG 1)
Term 3 and 4 2011	Personnel (NAG 3)
Term 1 2012	Finance (NAG 4)
Term 2 2012	Safe School and Discipline (NAG 5) (including Health and Safety Policy)
Term 3 2012	Property and Buildings (NAG 4)

These reviews will be carried out by the relevant Board of Trustee committee, working with the relevant senior leadership person responsible who is also responsible for reviewing the relevant procedural documents.

This will involve the following:

- 1 Checking the policy against the relevant NAG
- 2 Ensuring that there is an appropriate focus on the key initiatives and success indicator milestones outlined in the Strategic and Annual Plan and associated action plans
- 3 Gathering evidence about the effectiveness of the policy. This evidence should include both subjective and objective data. Where appropriate evidence about the impact of policies on student achievement must be gathered

Sources/methods for the gathering of evidence include:

- i. Review of previous year's Annual Plan based on reports written about each initiative in the plan
  - ii. Staff appraisals/feedback on the annual cycle
  - iii. Staff meetings/student meetings
  - iv. Principals appraisal on the annual cycle
  - v. Survey/questionnaires as appropriate – staff, students, parents including the PTSA, community
  - vi. Parent cottage meetings as appropriate
  - vii. Use of outside consultants as appropriate
  - viii. Student achievement information based on departmental reports to the BOT
  - ix. Annual Department reports to the Board
  - x. Reports to the BOT from staff committees including PD and ICT and safe schools committees
  - xi. Consultation with Te Roopu Awhina Māori community especially on issues relating to the welfare of Māori students
  - xii. Consultation with the Pacific Island communities especially on issues relating to the welfare of Pacific Island students.
- 4 Making judgments, in consultation with staff and where appropriate the community, about how effective the policy is
  - 5 Making recommendations to the full Board of Trustees for change as appropriate
  - 6 Writing a full report on the review for the Board of Trustees and the community, which will be available on the college web site

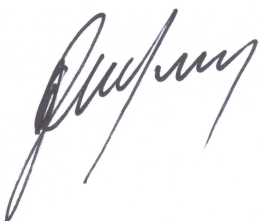
### **Annual and Strategic Plan**

Each year an Annual Plan is written; this plan highlights the major objectives of the college for the year. This Annual Plan itself is derived from a longer-term Strategic Plan which should be based on a full scale and comprehensive client based review of all college operations.

The Annual Plan should:

- Identify major initiatives and goals
- Outline key success indicators
- State supporting actions that need to be taken to achieve the goal
- Be published in the newsletter and college web-site

Each goal will be allocated to a Senior Leadership Team person who will have responsibility of writing and implementing an action plan, with timelines, and providing review evidence to the Board of Trustees annually. As appropriate, the action plan and review evidence should correspond to the stated success indicators, which in turn, as appropriate, should be based on objective student achievement data.



Signed for the Board of Trustees