



Coastal Taranaki School

Self-Review 2016

Introduction:

Self-review in schools plays an important role in promoting achievement, and in school improvement and development. A school's self-review information is a critical part of a review and informs ERO's overall judgement about the school (ERO, 2014).

Schools are expected to undertake their own self review. Research provides reasons for its importance:

- Good school self-review can improve student outcomes
- Good self-review can improve teacher performance which in turn has an impact on student outcomes
- Increased ownership and participation in evaluation can lead to increased use and understanding of evaluation
- Increased meaningful use of evaluation tools and processes can build evaluation capacity, which in turn can lead to continuous improvement
- Where self-review is seen as important in its own right as a continuous process, not just preparation for external review, it is more likely to become a valuable part of an institution's way of operating.
- Improved outcomes are more likely when external and internal reviews are complementary
- Self-review can benefit from skilled facilitation and school-wide professional development
- There are no "quick fixes;" self-review capacity building needs a comprehensive long-term focus backed by appropriate resources and support
- Collaborative staff and agreed embedded systems are important for long-term sustainability of self-review.

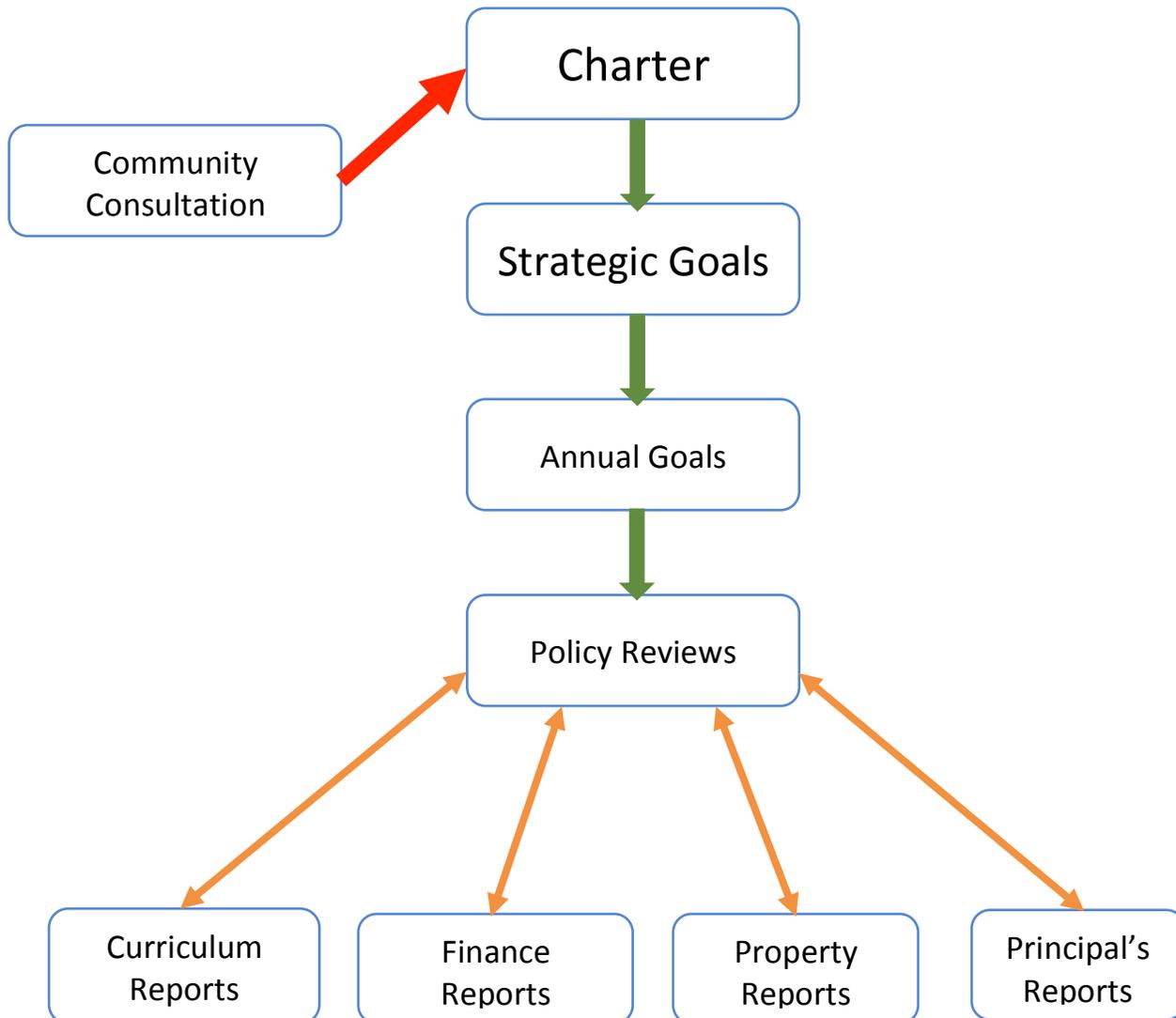
As a school we have a strong culture of self-review. Everything we do is reviewed on a regular cycle, in line with a philosophy of continual improvement. We underpin everything with the Schooling Strategy goal of all students achieving their potential.

Self-review happens at all levels of the school:

- Students – through reflection, goal setting through guided mentoring, leadership goals, School Council, ad hoc student voice groups, sharing learning intentions
- Individual staff - through planning and evaluation of work
- Departments – through baseline data gathering, annual analysis of cohort data, course development and evaluation, reporting to BOT, professional development, appraisal, NZQA moderation
- Cross department – through sharing data in core teacher groups, learning groups
- Whole school – through professional development, ongoing implementation of NZC and the school curriculum
- SLT – through annual goals, department liaison, department reviews, appraisal, guidelines & procedures, staff handbook, all school publications, course development, course booklets, NZQA moderation summaries, PRT programme
- BOT – through charter development, annual plan, Principal's appraisal, monthly reports, reporting of major pieces of self-review to BOT (for example, NCEA analysis, moderation reports)
- There is open communication between all levels in the self-review process. Information is shared and everyone is encouraged to ask questions of each other with a view to always improving opportunities and outcomes for all students so that all students can achieve to their potential.

This diagram below attempts to show the major links and steps in the self-review process at Board level. What it cannot show is the multitude of informal links that help determine much of what really happens in self-review.

The Review Structure



The Current Situation:

In previous years the school has had a Charter which has included a mission statement and general goals. From this Strategic Goals and then an Annual Plan have been drawn up. The Charter had a major review in both structure and content for the 2016 year to ensure it met Ministry guidelines and address challenges raised in the 2016 ERO Review. The aim is to provide greater guidance for the school.

From this a full scale review of the review process is to be undertaken during 2016 to ensure the Board and School review processes map each other. This will provide much greater consistency across the school, make reporting and analysis of data and other information more effective and streamlined and ensure systems, procedures and practices within the school meet required standards.

The evaluative questions below provide our school's template for the self-review process. They help us to determine what is working well and where there are areas for improvement. These questions can help us to:

- Contribute to long-term planning and decision-making
- Set goals, targets and priorities

- Look broadly across the school’s policies, procedures and practices
- Select an area to focus on and examine in-depth
- Determine areas of good practice and areas of need
- Compile reports for the board and community.

How to Use the Template:

The questions below are in a grid format. This allows them to be answered and expanded upon as you go through the review process. It is important to note that this is not a closed process – the questions, once the bottom one is answered, start again in a cycle of renewal. They are in a series of grid steps for ease of writing up responses.

This template is to be used for all self-review processes within the school – no matter what level of review or what the review is regarding.

Questions for Self-Review:

What is so?	This looks at what the situation is at the moment – base data from which to move forward
<ul style="list-style-type: none">• What is happening here?	
<ul style="list-style-type: none">• What is important?	
<ul style="list-style-type: none">• What data/information is there?	
<ul style="list-style-type: none">• What does the school do with this data/information?	
<ul style="list-style-type: none">• What do we need to ask or discuss?	
Why is it so?	This looks at the reasons behind what the current situation is, why we do what we do. It is the collecting of evidence
<ul style="list-style-type: none">• Why are things like this?	
<ul style="list-style-type: none">• What is important to consider?	
<ul style="list-style-type: none">• What are our investigations showing?	
<ul style="list-style-type: none">• How does this compare with the school's picture of itself?	
So what?	This looks at what steps might be put in place to change the current situation, and explores the reason why we might decide to use a particular intervention or make a particular change

<ul style="list-style-type: none">• What is the significance of these findings?	
<ul style="list-style-type: none">• What is important and material?	
<ul style="list-style-type: none">• What judgements are we making?	
<ul style="list-style-type: none">• What is our evidence for these?	
Now what?	At this stage you should be evaluating what you have done to see what needs embedding or what further changes might be required
<ul style="list-style-type: none">• What are the next steps?	
<ul style="list-style-type: none">• How achievable are these?	