

## Self-Review and Planning Policy

### **Policy Statement**

The Greymouth High School Board of Trustees is committed to continuous improvement. To accomplish this, all aspects of Board and management operations are reviewed and evaluated in an efficient, objective and meaningful way. We believe that self-review links to all key aspects of school improvement –strategic planning, professional development, quality of teaching and learning, raising student achievement and breaking down the barriers that hinder achievement.

### **There are three types of Self -Review:**

- **Strategic Self Review** - is long term and focused on key goals related to the school's vision.
- **Regular Self Reviews** - are about 'business as usual'. They are smaller focused and ongoing, feeding regular data into the strategic self-review.
- **Emergent Self Reviews** - are in response to unplanned events or issues as they arise. They are one-off spontaneous reviews but should fit with the school's overall goals and feed into other reviews.

### **Self-Review Guidelines**

Effective self-review at Greymouth High School will have the following characteristics:

1. Strong leadership at all levels across the school to promote self-review.
2. A regular cycle of review developed with the Board and Principal (NAG 2 (b) and documented in the Board's Annual Plan.
3. Curriculum reviews and all related matters are led by the Principal.
4. Professional learning and development.
5. Relevant resources to support the process and outcomes.
6. Staff who collaborate effectively in self-review processes.
7. Alignment with ERO's six dimensions of best practice:
  - Student Learning (Engagement, Progress and Achievement)
  - Effective Teaching
  - Leading and Managing the School
  - Governing the School
  - Safe and Inclusive School Culture
  - Engaging Parent, Whanau and Communities.
8. Effective analysis of the review data.
9. Moving beyond description to appropriate and meaningful actions.
10. A commitment to consult relevant parties.
11. The Board reviewing its own operations and effectiveness.
12. A commitment to ensuring that our self-review results in improved learning outcomes for our students.

## **School Charter**

1. The Board consults with the parents, staff, students, community, the Maori community and other stakeholders in preparing and updating the Charter.
2. A review of the Vision and Values is conducted every three years or as otherwise decided by the Board and using a process determined by the Board.
3. The Charter meets the requirements as set out by the Ministry of Education.

## **Strategic Plan**

1. The Strategic Plan is updated annually, with a full review, along with the vision and values, every three years.
2. The plan includes goals and expected outcomes for each goal which guide us to our vision, align with our values and are underpinned by the key competencies.

## **Annual Plan**

1. Each year the Principal develops an Annual Plan which is approved by the Board. This plan highlights the major aims for the year and is derived from the strategic plan. The annual plan should:
  - Identify major initiatives and goals
  - Outline key success indicators
  - State supporting actions that need to be taken to achieve the aim
  - Be published in the newsletter and on the school's web-site.

The Annual Report follows legal requirements and timeframes and is forwarded to the Ministry of Education annually.

## **Review of Board of Trustees Policies**

A programme of review is developed by the Board of Trustees. Policy reviews are carried out by a process determined by the Board.

This should involve the following:

1. Developing Terms of Reference for the review.
2. Ensuring the policy is in line with current law and regulations.
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. (*see appendix*)
4. Making judgements about the effectiveness of the policy.
5. Preparing a report on the review and including recommendations to the Board of Trustees for change as required.

## **Appendix 1**

Sources/methods for the gathering of evidence should include:

- Review of previous year's Annual Plan based on reports on the plan.
- Review of management procedures.
- Principal's appraisal.
- Surveys as appropriate-staff, students, parents, community.

- Parents' Association.
- Use of external consultants as appropriate.
- Student achievement information.
- Reports to the Board on professional development, appraisals, ICT, health and safety, finances etc.
- Consultation with our Maori community especially on issues relating to the welfare of Maori students.
- Consultation with our Pasifika community especially on issues relating to the welfare of Pasifika students.

### Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through reports and commentaries from the Principal on:

- Annual Plan progress
- Analysis of Variance (AoV)
- Internal Reviews
- Policy Reviews ( Board Review Committee)
- Strategic Plan Updates and Review (Board and Principal)

Greymouth High School meets its obligations under NAG 2 through the implementation of this policy. ***Refer also to Reporting to Students, Parents and Community on Achievement.***

The Board expects that the following documents outlining management policies and procedures or practices exist in the school and are regularly reviewed by management. These documents will be available to the Board on request.

<p><b>RELATED</b></p> <p><b>PROCEDURES</b></p> <p>and</p> <p><b>DOCUMENTATION</b></p>	<ul style="list-style-type: none"> <li>○ Board Annual Plan</li> <li>○ Board Policy Review Plan</li> <li>○ Internal Review and Evaluation</li> <li>○ School Charter, Strategic and Annual Plans</li> </ul>
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Signed: .....  ..... Date: ..... 11 Sept 2014 .....

Review Date: ..... 2017 .....