SABBATICAL REPORT

SCHOOL SELF REVIEW

Louise Shannahan

Principal

Fairlie Primary School

Fairlie

Term 3 2011

Globe Academy (London)

Colleagues I visited and surveyed and who shared their knowledge and wisdom so generously with me

Purpose and Rationale

Effective school self-review has always been on the radar for me with a view to school self-improvement and thereby enabling a lift in student achievement. The Strategic and annual plan model we have had in place for a number of years whilst meeting the MOE criteria was not the living document for the BOT/staff and school community that it could be. I set about gathering information and viewing models from other school which enriched the knowledge and possibilities that could be applicable in my school.

How are schools developing a rigorous evidence based quality whole school self-review cycle which demonstrates knowledge and understanding of their strengths and next steps in the implementation of NZC?

Activities Undertaken(Methodology)

In order to gain a broad perspective I determined to visit a range of schools in a variety of settings. I also undertook professional readings and discussions.

The objective being to produce a useful, purposeful and meaningful document .Whilst the previous model of our Strategic and Annual plan met the MOE requirements it appeared to be more a case of meeting compliance than being a living action plan. This change was timely.

Based on the Chch South Intermediate Strategic and Annual plan model the idea was to produce a concise and streamlined format that was easy to follow and logical in its presentation and relevant to the needs of pupils at Fairlie Primary School. The other aspect that entered in the picture towards the end of 2011 was theme requirement for schools to furnish their Charters by February 1 of any year.

With the implementation of the NZC our school vision and values had been reviewed and the community and Board consulted. The draft of the Strategic and Annual Plan was presented to the BOT in February 2012 and changes and inclusions made. Staff was also consulted and had input into the final presentation.

Relevant information on school self-review was gleaned from numerous MOE publications and hand-outs and seminar attendance. A further consideration was that decisions are informed by knowledge about effective pedagogy and understanding of the actions required to lift student achievement levels.

The development of this model has required;

- clear delineation of goals and expectations
- resourcing strategically
- planning, coordinating and evaluating the curriculum
- promoting and participating in teacher development
- ensuring an orderly and supportive environment
- selecting smart tools and ensuring their reliability
- understanding that each layer of the Strategic and Annual plan is underpinned with associated actions and documentation

So what was the result?
The final formatted layout was separated in to 60 page document that includes the following

Vision Statement

Description of School and Community Special Features

Summary of Self Review

Student Achievement

National Education and Schooling Strategy

Cultural diversity

Procedural Information

Strategic Plan 2012-2014

Strategic Goals 1-7

Annual Plan 2012

Student Achievement Targets 2012 Reading

Student Achievement Targets 2012 Mathematics

Annual Report

Student Achievement 2012

Our school areas of self-review are summarised as follows

SUMMARY OF SELF REVIEW

Strategic Goal 1

To measure and monitor student achievement.

Strategic Goal 2

To support learning through liaison with appropriately skilled personnel and outside agencies.

Strategic Goal 3

To support student learning through the provision and use of appropriate resources which support a variety of learning styles.

Strategic Goal 4

To consult, involve, communicate with and report to parents, caregivers, students, staff and the wider community.

Strategic Goal 5

To provide governance and management that ensures the schools strategic goals are achieved.

Strategic Goal 6

To apply financial and physical resources to achieve other strategic goals.

Strategic Goal 7

To provide a safe, attractive and stimulating environment for students and adults.

The key areas of strategic development are described

STRATEGIC PLAN 2012-2014

MAIN AREAS OF STRATEGIC DEVELOPMENT

The school has established the following main areas of strategic development;

- **Curriculum Development** - implementation and ongoing review of NZC document developed by our School **(2012-2014).**

- **Literacy** - enhance the teaching of literacy through professional development initiatives and PLD **(2012).**

- **ICT -** continue to sustain and enhance our progress. Develop portfolios and extend the use of the LMS (Ultranet) as per the Ultranet Action Plan. Further develop the use of ICT technologies in learning programmes. Complete the website development for the school **(2012-2014).**

- **Teaching Practices** - Promote leadership throughout the School through participation in relevant PD and the JSIF funded Curriculum Leadership project (**2012-2013**).

- **Property Development** - The Board is committed to maintaining the grounds and completing the paving of the carpark area. It also has a systematic plan to upgrade the facilities at the school house. In 2012 there will be a Broadband upgrade, construction of a school vegetable garden, tier of shelving in the resource room and updating of the 10yr plan **(2012 -2014).**

These are then further elaborated on in the strategic goal section of the charter with a sub goal, indicators and priorities

STRATEGIC GOAL 1

To measure and monitor student achievement   (NAG 1- Curriculum)

SUB GOALS	INDICATORS	PRIORITIES		
		2012	**2013**	**2014**
1.1 Set and monitor student achievement targets	Annual Student achievement targets are established (for all students, Maori and Pasifika) to promote continuous improvement in literacy and numeracy and other priority areas. Analysis of aggregated and individual student achievement information shows that predetermined targets are achieved.	Annual Student Achievement Targets in Literacy and Numeracy set and progress evaluated. Annual student achievement targets in priority areas set and progress evaluated. Support and consultation of whanau. Teachers document specific strategies to be employed to raise Maori student achievement.	Annual Student Achievement Targets in Literacy and Numeracy set and progress evaluated. Annual student achievement targets in priority areas set and progress evaluated. Support and consultation of whanau. Teachers document specific strategies to be employed to raise Maori student achievement.	Annual Student Achievement Targets in Literacy and Numeracy set and progress evaluated. Annual student achievement targets in priority areas set and progress evaluated. Support and consultation of whanau. Teachers document specific strategies to be employed to raise Maori student achievement.

This is then further detailed in our annual plan with key result indicators, performance indicators, actions required, responsibility ,budget and timeframe. There is also a section for on-going review to enable completion of the annual report and analysis of variance

ANNUAL PLAN 2012

ANNUAL PLAN - STRATEGIC GOAL 1

To measure and monitor Student Achievement

Key Result Indicators	Performance Indicator	Actions Required	Responsibility	Budget	Timeframe	Outcome/ Annual Report
1.1 Set and Monitor student Achievement Targets.	Annual Student Achievement targets are established (for all students, Maori and Pasifika) to promote continuous improvement in Literacy and Numeracy and other priority areas.	SA targets identified and known to all staff. Progress towards targets evaluated and reported to BOT. Inform community of targets.	Principal/staff/ BOT	As per budget 2012	Weeks 1-9 Term 1	

	Annual Student Achievement Targets in Literacy and Numeracy set and progress evaluated.	Consultation of Maori Targets will be met- achievement raised.				

We selected Student Achievement targets in Reading and Mathematics based on data gathered previously and constructed an action plan for achieving these goals. We also have a process target in Writing which identifies trends and patterns and also underserved pupils. Whilst not specifically included in this document they are very much on the radar for teachers and the raising of their achievement in writing This document is one we constantly refer to to discuss and identify barriers and determine next steps.

STUDENT ACHIEVEMENT TARGETS 2012

STRATEGIC AIM - READING

All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to National Standards

Annual Aim

1.1   To increase the number of students achieving at or above the National Standard for Reading
        Baseline Data; analysis of school-wide reading data in November 2011 identified some concerns in reading achievement for each year group.

Targets

- The target group in each year of Maori students below or well below the standard in 2011 will have made more than one year's progress and will be reading at or above the standard

- Those in each year group who are reading below or well below the standard in 2011 will have made more than one year's progress and will be reading at or above the standard

Baseline Data

- Analysis of school-wide reading data in November 2011 identified some concerns in reading achievement for each year group.

While the data showed that…. of all students were at or above the National Standard for their year group the …. performing below or well below were of concern. These students will be the target group. Collected data indicated the following:

STUDENT ACHIEVEMENT MAORI

A cohort of pupils) 2011, a cohort of … pupils 2012 (Percentages in brackets)

WELL BELOW		BELOW		AT		ABOVE	
Nov 2011	Nov 2012	Nov 2011	Nov 2012	Nov 2011	Nov 2012	Nov 2011	Nov 2012

…% of Maori were functioning below or well below in Reading   …%   of Maori were functioning at or above in Reading

STUDENT ACHIEVEMENT FOR ALL CHILDREN IN READING AT FAIRLIE PRIMARY SCHOOL

November 2011 Student Achievement Gender: a cohort of …. pupils ( )
….. children had not reached 40 weeks at school(Percentages in brackets)

	WELL BELOW		BELOW		AT		ABOVE		COHORT	
	Nov 2011	Nov 2012	Nov 2011	Nov 2012	Nov 2011	Nov 2012	Nov 2011	Nov 2012	Nov 2011	Nov 2012
Male										
Female										

% of males were at or above	*% of females were at or above*
% of males were below or well below	*% of females were below or well below*
Overall the school population % were below or well below whilst % were at or above	

NOVEMBER 2011 STUDENT ACHIEVEMENT (GENDER)
A cohort of ….Pupils Student Achievement by year group in Reading (Percentages in brackets)

	WELL BELOW		BELOW		AT		ABOVE		COHORT	
	Nov 2011	Nov 2012	Nov 2011	Nov 2012	Nov 2011	Nov 2012	Nov 2011	Nov 2012	Nov 2011	Nov 2012
Year 6										
Year 5										
Year 4										
Year 3 (120 weeks at sc)										
Year 2 (80 weeks at sc)										
Year 1 (40 weeks at sc)										
Year 0										

As elements are actioned they are highlighted and summarised

ACTIONS REQUIRED	RESPONSIBILITY	PERFORMANCE INDICATOR	BUDGET	TIMEFRAME
2011 data analysed-target group identified	Principal	Data analysed SA targets identified and known to all staff Targets reported to community Consultation of Maori		Weeks 1-9 Term 1
Fortnightly monitoring meeting to discuss progress of target students	Literacy Leader/Principal	Progress towards targets will be documented. This progress will be reported to the BOT and community at mid and end of year		Terms 2,3 & 4
Professional Development around reading practices	UC Ed plus facilitator/Literacy Leader	There will be clear documentation of this PD Evidence of required actions being undertaken by all staff	As per PD budget 2011	Terms 2,3 & 4
Running record procedures will be moderated to ensure school wide consistency	RT lit/Literacy leader/all staff	A statement in the FPS Curriculum outlining expectations for administering Running Records Data inputted into Classroom Manager		Terms 1 & 2
Process put in place for teachers to reflect on and improve practice	Principal/Literacy Leader	Evidenced in Appraisal Peer support Observations and feedback Analysis of common successful practices	As per PD budget 2011	Ongoing throughout the year
Analyse year end data to inform progress and planning for the following year	Principal and Leadership team	Graphs will be available through Classroom Manager informing of results		End Term 4
Staff discussion to determine trends and patterns over time	Literacy Leader/Principal All staff	Classroom Manager data inputted and analysed Staff meeting scheduled on this topic		End Term 4

A section for the annual report has also been included. This will assist in the completion of the analysis of variance

ANNUAL REPORT

ACTIONS What did we do?	OUTCOMES What happened?	REASONS FOR VARIANCE Why did it happen?	EVALUATION Where to next?
Strategic Goal 1 To measure and monitor student achievement.			

ACTIONS	OUTCOMES	REASONS FOR VARIANCE	EVALUATION
What did we do?	What happened?	Why did it happen?	Where to next?

Implications

The implications arising from the production of this self-review model are numerous. It is a comprehensive planning document and provides a solid foundation for raising student progress and achievement. It incorporates concise evidence based indicators of success which in turn links to the action plan for each strategic and annual goal.It meets the initial objective of being a useful, purposeful and meaningful document .It also meets the legislative requirements for charters contained in section 61 of the Education Act.

Conclusion

The sabbatical has allowed me to focus on the practise and purpose of school wide self-review and allowed time for reflection and interaction with colleagues and has seen the production of a document that sets the benchmark for the future directions of the school

References

MOE (2011). Annual Reports; Guidance for reporting on Student Progress and Achievement

MOE (2010) School Charters. Incorporating National Standards

ERO (2010) Evaluation Indicators for School Review

ERO (2010) Framework for School Reviews

MOE (2008) Ka Hikitea Managing for Success/Maori Education Strategy