

Cashmere Primary Critical School Wide Self Review 2010 -2012

Ministry of Education Statement of Intent 2010-2015

The Ministry of Education's Statement of Intent 2010 - 2015 sets out the key elements of how we will contribute to the delivery of the Government's priorities for education.

Every child achieves literacy and numeracy levels that enable their success

According to international studies, New Zealand students achieve well on average in the areas of literacy and numeracy. However, the education system continues to underperform for some learners. There is significant disparity between the high and low performing groups, with a particular spread of performance within each school. There are a disproportionate number of Māori students and Pasifika students in the low achieving groups.

Every young person has the skills and qualifications to contribute to their and New Zealand's future

Successfully completing a secondary school level qualification is the platform on which young people base their next steps into employment, further training and higher-level education. In 2008, 29 per cent of school leavers (15,837 young people) left school without achieving NCEA Level 2. Māori and Pasifika students are overrepresented in this group.

Cashmere Primary's Historical Position:

Cashmere Primary has understood for several years the importance of school wide self review and its link to school improvement. Our review procedures have been cyclic and NAG focused. Since 2006 we have systematically reviewed against all NAG headings, we have completely revised our curriculum to give effect to the NZC 2007 and we have reviewed our reporting and assessment processes to give effect to NZC 2007, revised NAG 2, NAG 2a 2009, and National Stds 2010.

We have completed the cycle of school review started in 2006 and scheduled to be completed in 2009. Each review report has been audited by the BOT: *see timetable below*. We have collected and analysed literacy and numeracy data two times a year and used this information to improve the outcomes for students and to empower teachers to reflect on their practice. We have a cyclic review of the curriculum to ensure teaching practices and coverage reflects the current curriculum. Since 2008 there has been a major curriculum review to give affect to NZC in 6 out of the 8 learning areas and major reviews of assessment.

We regularly survey students and whanau with a view to improve how we cater for the learning, social and emotional needs of students. Cashmere Primary has a rigorous performance management system which has both formative and summative aspects to it and in recent years has included school wide and teacher focused inquiry and coaching models.

BOT CYCLE OF MAJOR AUDIT AND REVIEW 2006 - 2009

	2006	2007	2008	2009
Nag 1	1.2,	1.1	1.4	1.6
	<i>Each year the BOT will receive cumulative data from classroom manager showing learning trends in the school in literacy and numeracy and progress against our targets</i>			
Nag 2	2.2	2.1	2.3	
Nag 3			3.2	3.1
Nag 4	4.2	4.3		4.1
Nag 5	5.2		5.1	
Nag 6	<i>Each year the principal will report on progress towards compliance</i>			

Self Review Report: The reports to the BOT have been presented using the template below:

Results and trends:

Recommendations to the board:

Nag	Where we want to be	Where we are at now	Evidence	Future direction
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*Data/ evidence can be collected through surveys, literature search, data analysis, action research and or interviews
Policy and procedures relating to the NAG will be reviewed at the same time*

There has also been one off major reviews leading to a change of direction in the school:

e.g.: The Restructuring plans for the admin and for leadership Unit distribution in the school 2008 and revised in 2009

e.g.: The bullying investigation in the Totara team 2009

The 2010 self review is focused on *Critical School Wide Self Review* with the principal sabbatical inquiry in term 2 being the catalyst for reviewing how Cashmere Primary will do future reviews. Refer to the *Sabbatical Inquiry School Self Review Report* which is separate to this School Self Review Plan

Why Change?

- The MOE intent 2010 – 2015 requires schools to focus on student achievement and to ensure success of all students
- The Education Review office has run principal work shops in 2009 and 2010 on what effective *Critical School Wide Self Review* looks like with a student learning and achievement focus
- Cashmere Primary's 2006 – 2009 School Review process has been NAG focused and fragmented. This new plan will be learning and teaching focused, outcome focused and holistic in design
- The Education Review Office *Draft Evaluation Indicators 2010* have identified six dimensions of good practice and these are the new preferred conceptual framework
- Revised NAG 2 and the addition of NAG 2a (gazetted in 2009) requires a re alignment of the school's review processes to the planning and reporting process and the schools teaching, learning and assessment process
- The teachers Council 2010 *Registered Teacher Criteria for Quality Teaching* also requires a re alignment of the school's performance management system which is part of the schools overall review process
- BES Leadership, John Hattie's research and other research clearly demonstrates the important link between evidence based learning conversations, decision making and pedagogical leadership (See principal sabbatical report)
- Recent research has lead to greater understanding of the importance of teacher inquiry and how this is used to improve learning and teaching. This means school self review practices now need to involve staff inquiry as part of that process
- Recent research has lead to a greater understanding of the importance of students being a partner in their learning and being able to set goals, articulate progress against the goals and identify their next steps. This dimension is also part of school review
- Recent school wide PD i.e. EHSAS and in depth literacy PD with its emphasis on evidence based inquiry has resulted in an awareness of the need to review our school review process
- MOE has published self – review tools (2010) for schools to use. These fit nicely with the Education Review Office's 2010 Draft Evaluation Indicators for School Reviews and this presents another opportunity to re think the self review process at Cashmere Primary
- Although the school does review the curriculum we have not written reports on these curriculum reviews and instead have made the relevant changes to curriculum areas and the change has been the evidence that a review took place. We haven't used an evidence based approach to these reviews

Revised self Review process 2010 – 2012 will:

1. have student engagement and achievement as its centre
2. have an inquiry focus: *Teacher Inquiry and knowledge – building cycle to promote valued student outcomes* H Timperley, A Wilson, H Barrar and I Fung (2007) *Teacher Professional Learning and Development: BES*
 - What are our students' learning needs?
 - What do they already know?
 - What sources of evidence have we used?
 - What do they need to learn and do and how do we build on what they know
 - What are our own learning needs?
 - How have we contributed to existing student outcomes?
 - What do we already know that we can use to promote valued outcomes?
 - What do we need to learn to do to promote valued outcomes?
 - What sources of evidence / knowledge can we utilise?
 - Design of tasks and experiences?
 - Teaching actions?
 - What has been the impact of our changed actions?
 - How effective has what we have learned and done been in promoting our student learning and well being
3. have specific focus on the following five dimensions which all contribute to number 1 above:
 - Effective teaching (quality teaching)
 - Safe and inclusive school culture
 - Engaging with parents, whanau and communities
 - Governance of the school
 - Leading and managing the school
4. be layered to ensure self review practices happen at all levels of the school as set out below:
 - Students
 - Teachers and staff
 - Leadership
 - BOT
 - Across school and peer review
5. be cyclic, open, honest, transparent and evidence based and future focused
6. come out of the schools strategic planning which comes out of the charter and have rigor and accountability
7. be linked to principal and staff performance management systems and include the Teachers Council's *Registered Teacher Criteria 2010*
8. Have a specific, cyclic and evidenced based curriculum review as set out in the curriculum review timetable 2011 - 2015

Type of Reviews:

- Strategic self review – In depth longer term reviews on important issues that affect the whole school and or community. They are ongoing to meet the schools vision and higher level goals through school wide analysis (highlighted in yellow below)
- Regular self review – Business as usual i.e. data that is regularly gathered (highlighted in green below)
- Emergent self review – Spontaneous reviews to an unplanned event that needs to be addressed promptly (highlighted in red after the event below)

2010						
NAG	1					2 and 2a
ERO Dimensions →	Effective teaching	Safe inclusive school	Engaging parents and whanau and community	Governance of the school	Leading and managing the school	Student learning engagement Achievement
Who↓						
Students	Year 8 and year 6 exit survey term 4 Students can share their progress and attainment against goals to teachers and whanau term 3	Survey across the school on bullying term 3				Goal setting term 1 Student lead conferences and next goal setting term 3 Review of the school learning year Term 4
Teachers	Survey by teachers with their class on an aspect of teacher effectiveness term 3			Review EEO policies and practices term 3	Review performance management processes to fit registered teacher Criteria Term 4	
Leadership and management	Survey of 2009 year 8's on how they have transitioned into high school term 3 Use of feed back in classes Principal Walks term 2 and report term 3	Report on compliance and health and safety practices as set out in the policy and procedures Term 3	Maori Whanau consultation term 4 Health consultation Term 3	New self review plan written Term 2 Approved: term 3	Review procedures on curriculum delivery, assessment and reporting to align with NZC and national stds Term 1 and 2	
Reporting and planning			Seek feed back on new reporting practices Term 4		Review reporting practices in relation to national stds Terms 2 and 3	
BOT				Review student achievement Policy term 3		Send in 2009 charter with achievement data on literacy targets term 1 Approve 2010 targets term 2 Approve new school review process Term 3
Inter school					Principal Arika terms 1 - 3 Principal sabbatical Inquiry Term 2 Participate in the RTLB cluster review term 3	
Curriculum	Mathematics and English: Assessment Review to align them to national stds Reporting to parents: To align practice with NAG 2 and NAG 2a Science Enviro schools					

2011						
NAG						
ERO Dimensions →	Effective teaching	Safe inclusive school	Engaging parents and whanau and community	Governance of the school	Leading and managing the school	Student learning engagement Achievement
Who↓						
Students						
Teachers						
Leaders						
Reporting and planning						
Inter school						
Curriculum						

2012						
NAG						
ERO Dimensions →	Effective teaching	Safe inclusive school	Engaging parents and whanau and community	Governance of the school	Leading and managing the school	Student learning engagement Achievement
Who↓						
Students						
Teachers						
Leaders						
Reporting and planning						
Inter school						
Curriculum						

A School Self Review Inquiry Plan will include the following:

Focus on what matters by:

- Stating which of the six dimensions of good practice is the focus of the review
- Considering: Where are we? How did we get there? What do our findings show
- Using the MOE Self review tools as reference points where appropriate to determine *where we are now?*
- Using Inquiry Questions: refer to the MOE review tools and ERO *Evaluation Indicators for School Reviews Draft 2010* pages 17 – 56
- Identifying the audience of this review and how the information will be used towards school improvement

School Self review reports will contain the following:

Analysis of where we are now → information and trends on the data collected → information used as evidence to support judgements and to explain trends → use of the information to inform decisions and or recommendations → identify future directions → recommendations to the board:

Dimension and NAG being covered	Where we want to be: outcomes	Where we are at now: Information against indicators	Evidence/ proof	Future direction
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*Data/ evidence can be collected through surveys, literature search, data analysis, action research and or interviews
Policy and procedures relating to the NAG will be reviewed at the same time*

Curriculum Review:

From 2011 each of the 8 curriculum learning areas will be reviewed every 3 years except for English and mathematics with are on a yearly cycle reporting in relation to National Stds using the questions below.

The curriculum review will be inquiry based and answer the following questions:

Scope of the Curriculum Review:

Curriculum Area being reviewed:

Leader of the Review:

Dates of the Review:

Dimension and NAG being covered	Where we want to be? outcomes	Where we are at now? Information against indicators	Evidence/ proof	Future direction
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In seeking information to answer the above we will be able to answer the following:

- What are our students' next steps?
- What are our own (teachers) learning needs?
- What are the leadership teams future actions
- What are our teacher future actions?

Later:

- What has been the impact of our changed actions?
- How effective has what we have learned and done been in promoting our student learning and well being?

Tools we can use at school to collect evidence for Curriculum and other Reviews:

- Analysis of multi sourced norm referenced or criterion referenced data in relation to national stds
- Analysis of multi sourced norm referenced or criterion referenced data in relation to Curriculum levels
- Ariki presentation summaries
- PLG summaries
- Literature search
- learning walks
- Student work samples
- Student presentations
- Interviews
- Observations
- Inquiry based research questions
- Evidence from other reviews

These tools lend themselves to be used in a variety of ways and in conjunction with each other