Thanks to
Fairlie Primary School Board of Trustees
Bluestone School Timaru Board of Trustees
Sharlene Heaphy (Acting Principal)
Fairlie Primary School staff for their support
Christchurch South Intermediate
Ministry of Education for providing this opportunity
George Street Normal School (Dunedin)
St Marys Primary School (Hampton , Melbourne)
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 into a 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**
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 school's 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)*

<table>
<thead>
<tr>
<th>SUB GOALS</th>
<th>INDICATORS</th>
<th>PRIORITIES</th>
</tr>
</thead>
</table>
| 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. | **2012**  
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. | **2013**  
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. | **2014**  
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

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

<table>
<thead>
<tr>
<th>WELL BELOW</th>
<th>BELOW</th>
<th>AT</th>
<th>ABOVE</th>
</tr>
</thead>
</table>

…% 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)

<table>
<thead>
<tr>
<th>WELL BELOW</th>
<th>BELOW</th>
<th>AT</th>
<th>ABOVE</th>
<th>COHORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

% 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)

<table>
<thead>
<tr>
<th>WELL BELOW</th>
<th>BELOW</th>
<th>AT</th>
<th>ABOVE</th>
<th>COHORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>(120 weeks at sc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>(80 weeks at sc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>(40 weeks at sc)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 0</td>
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</tbody>
</table>
As elements are actioned they are highlighted and summarised

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

**ANNUAL REPORT**

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>OUTCOMES</th>
<th>REASONS FOR VARIANCE</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did we do?</td>
<td>What happened?</td>
<td>Why did it happen?</td>
<td>Where to next?</td>
</tr>
</tbody>
</table>

**Strategic Goal 1**
To measure and monitor student achievement.
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 (2008) Ka Hikitea Managing for Success/Maori Education Strategy