

Self Review of Amuri Area School
A timetable and outline of the processes 2012 - 2014

	Student Learning	Effective Teaching	Engaging Families and Community	Safe and Inclusive School Culture	Governing (BOT)	Leading & Managing
Term 1 2012	2011 NCEA Analysis	Appraisal	Student exit surveys	Special Education	Charter – all policies Annual Report <i>Curriculum Self Audit</i>	Analysis of Variance Procedures MNA
Term 2 2012	2011 School Leaver Analysis	Staff Training (PD)	Parent views	Health and Safety	Budget	Annual Plan progress Personnel, Procedures
Term 3 2012	Attendance data	Student Views		Student Views	Budget, Property <i>Asset Management Self Audit</i>	Annual Plan progress Procedures Staff Views
Term 4 2012	Year 1 – 10 Curriculum		Maori Achievement		Budget Principal's appraisal Board operations	Annual Plan for 2013 confirmed with targets Procedures
Term 1 2013	2012 NCEA Analysis	Appraisal	Student exit surveys	Special Education	Charter – all policies Annual Report <i>Finance Self Audit</i>	Analysis of Variance Procedures MNA
Term 2 2013	2012 School Leaver Analysis	Staff Training (PD)		Health and Safety	Budget	Annual Plan progress Procedures
Term 3 2013	Attendance data	Student Views	Wider Community views	Student Views	Budget, Property <i>Health Safety and Welfare Self Audit</i>	Annual Plan progress Procedures
Term 4 2013	Year 1 – 10 Curriculum		Maori Achievement		Budget Principal's appraisal	Annual Plan for 2014 confirmed with targets Procedures
Term 1 2014	2013 NCEA Analysis	Appraisal	Student exit surveys	Special Education	Charter – all policies Annual Report	Analysis of Variance Procedures , MNA
Term 2 2014	2013 School Leaver Analysis	Staff Training (PD)	Reporting/Conferences		Budget <i>Personnel Self Audit</i>	Annual Plan progress Personnel , Procedures Staff Views
Term 3 2014	Attendance data	Student Views	Parent views	Student Views	Budget Property	Annual Plan progress Long term strategic planning for 2015 – 17 Procedures
Term 4 2014	Year 1 – 10 Curriculum		Maori Achievement	Health and Safety	Budget Principal's appraisal Board operations	Annual Plan for 2015 confirmed with targets Procedures

Each review should comment on the sub headings for each area at least and using one or more of the tools in Section A of this report, note

- What we found or learnt in our review
- Recommendations for change if necessary and who, when and how
- How these changes will benefit children and their learning

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NCEA Analysis (Principal)

- Results by Year Level
- Comparative data with other schools
- Comparative data over time
- Summary statements

School Leaver Analysis (Careers Adviser)

- Destinations
- Qualifications

Attendance (Assistant Principal)

- All students
- Year levels
- Male/Female
- Stand-downs
- Suspensions

Year 1 – 10 Curriculum (HELA's)

- How well are our students achieving – a summary statement by level with achievement data using end of year reports, asTTLe and STAR where appropriate
- How well are our Maori students achieving – a summary statement by level with school and national comparisons
- How well are our students progressing – a summary by level with achievement data to support
- How engaged in their learning are our students – a summary statement using course evaluations as the basis
- How do our students rate the quality of teaching in their subjects – a summary of the surveys done at the end of a course
- Areas of concern from the previous year – what have we done and how well have we done to address these
- Areas for working on next year and plans to do this with targets
- Resourcing needs to support our plans

Appraisal (Principal)

- Completion

- Common Themes
- Teaching staff and support staff

Staff Training (Specialist Classroom Teacher)

- Programmes run
- Participation
- Classroom Practice

Exit Surveys (Principal)

- Destinations
- Values
- Positives/Minuses

Reporting/Conferences (Principal)

- Format
- Participation

Parent Views (Principal/Board Chair)

- Communication
- Programmes/Curriculum
- Discipline
- Learning
- Facilities
- Atmosphere

Maori achievement (Maori Achievement Coordinator)

- Attendance
- Leavers
- Achievement including NCEA
- Stand-downs/Suspensions
- Promotion
- Staff involvement

Special Education (SENCO)

- IEP's – number of students, resourcing
- Ethnic representation

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- Gifted and Talented
- Academy/STAR/Alternative programmes

Health and Safety (Chair of Committee)

- Hazards
- Accidents
- Emergency Drills
- External Audit

Student Views (Deputy Principal)

- Engagement
- Teaching Quality
- Bullying
- Atmosphere
- Extra curricular
- Curriculum

Staff Views (BOT Chair)

- Communication
- Leadership
- Atmosphere
- Learning
- Discipline

Charter (BOT Chair)

- All Policies
- Vision/Values
- Strategic Plan
- Annual Plan
- Targets

Annual Report (BOT Chair/Principal)

- Financial performance
- Analysis of Variance
- School position

Principal's Appraisal (BOT Chair)

- Development objectives
- Requirements

Budget (Principal/Solutions & Services)

- Income & Expenditure
- Assets
- Working capital
- Uncommitted funds

Board Operations (BOT Member)

- Meetings
- Facilitation
- Training
- Involvement
- Relationships

Analysis of Variance (Principal)

- Annual targets
- Results
- Explanation

Personnel (Principal)

- Staff exit surveys
- PRT's
- Appointments
- Registration
- Induction

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Managing National Assessment (NZQA Coordinator)

- Moderation results

Property – (School Support/Principal/BOT Member)

- State of the school (external)
- WOF
- Painting
- 5 Year Property
- Grounds
- School Houses
- Windy Point

Procedures (Principal)

- All procedures on cyclical basis

The person named in brackets after each review topic is the person responsible for conducting the review and preparing the report to the Board. This person is free to co-opt anyone they wish to assist in the process. This should be done so that the report is provided to the Board Secretary two weeks before a scheduled meeting.