



## Operational Policy 8

### Planning, Assessment and Self Review

#### National Administration Guideline 2

Each School Board, with the Principal and teaching staff is required to:

- i. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
- ii. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information\* on ākongā progress and achievement;

#### Outcome Statement

Through regular self-review, Miramar Christian School Board systematically identifies successes and challenges in teaching, learning and school operations whilst fostering a sustainable culture of professional reflection that is focused on ākongā achievement and school improvement.

#### Our Commitment

To commit to self-review to ensure the Miramar Christian School Board is appropriately constituted, meets its obligations, conducts its business in a fair, open, and effective way; giving priority to the interests and needs of its ākongā and school community.

\* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of ākongas and build a comprehensive picture of ākongā learning across the curriculum.

#### a. Definitions (as per ERO and MoE guidelines)

- i. **Strategic Self-Review:** This is long term and focused on key goals related to the school's vision and strategic plan. For example, review of charter and strategic aims, review of target groups achievement/progress.
- ii. **Regular Self-Review:** These are 'business as usual' reviews – smaller, focussed and ongoing that feed regular data into the strategic self-review. It includes the analysis of variance required by the MOE in relation to evaluation of the progress made towards achieving the aims and targets set out in the charter. For example, review of board policies and school review, self-evaluation and ERO six dimensions.
- iii. **Emergent Self-Review:** These are in response to unplanned events, issues as they arise or as a result of feedback from teachers and parents. They are spontaneous reviews that fit with and link to other goals and reviews. For example, review of behaviour management in response to behaviour concerns.

#### b. Scoping

- i. To ensure the MCS is achieving the best possible learning outcomes for all ākongā, with reference to the National Education Guidelines (NEGs) as well as the National Education Priorities

- ii. To ensure the MCS is meeting their obligations, with reference to the National Administration Guidelines (NAGs).
- iii. To ensure the MCS resources are being effectively used to meet the needs of ākongā.
- iv. To undertake a regular cycle of self-review of MCS's strategic goals and targets to ensure ongoing improvement.
- v. Self-review will:
  - Acknowledge what the school is doing well.
  - Be the basis for planning to improve an aspect of the school's performance.
  - Enable the board to demonstrate to its community and external agencies how it is meeting its charter obligations and the requirements of legislation.
  - Lead to improved learning outcomes for ākongā.
  - Provide a basis for ongoing training and development.

### **c. Delegations**

Ultimately accountability sits with the School Board. However, the School Board delegates the following day-to-day responsibilities and authority to the Principal, and in the Principal's absence, the acting Principal, to:

- i. undertake regular reviews in accordance with ERO and MOE guidelines, and report to the School Board in accordance with the Programme of Self-Review and annual schoolwork plan and when necessary.
- ii. Ensure the school administration meets its day-to-day tasks in school management and operations, including financial, personnel and school property, communications, and complaints.
- iii. Follow appropriate legislation and MOE guidance in relation to privacy, ākongā attendance and truancy, stand-downs, and suspensions.

### **d. Expectations**

Reviews will generally be guided by evaluative questions arising out of evidence from research, day-to-day operations of the school and the analysis of ākongā achievement data. The best evidence synthesis will also inform reviews, ERO's evaluation indicators and other toolkits published by ERO, TKI or the Ministry of Education.

#### **School Board Strategic Self Reviews**

- i. The School Board will have at all times a long-term strategic plan in accordance with regulatory requirements and this will be updated annually, taking into consideration the results of self-review.
- ii. The School Board will undertake a regular self-review about how well it is governing the school and have in place a documented cyclical programme of self-review covering all operational areas.
- iii. The School Board will have up-to-date plans for all areas of its operation, which will consist of the charter, strategic plan, annual plan and ākongā achievement targets.
- iv. The School Board's annual plan will be prepared by the Principal in consultation with teaching staff and reflect outcomes of self-review.
- v. The School Board will monitor the implementation of self-review in the School through ongoing Principal's reports, the results of internal reviews, the analysis of variance, termly updates against annual plan goals and targets, the annual report and the results of internal reviews.
- vi. The Board and Principal will accept responsibility for reviewing their own operations.
- vii. The Board's policies will be reviewed on either a 1, 2 or 3-year cycle, and the policy review plan for each year, showing each policies cycle, will be confirmed at the start of each year by the Board at its first meeting.

- viii. Ākonga achievement data will be reviewed annually and reported to the School Board as appropriate. The analysis of variance will be presented to the School Board annually and form part of the annual report.
- ix. The School Board will consult with staff and with the community, and groups within the community such as our Maori and Pasifika communities, as appropriate, through surveys and parent meetings. This consultation will inform the setting of ākonga achievement targets and strategic goals.

### Regular Self Reviews

- i. For each review a team or staff member responsible will be appointed to conduct the review.
- ii. Once an initial review has been carried out a report will be presented by the reviewer or review team to the Principal.
- iii. Any final report will be presented to the School Board and will document details of the review and any evidence-based recommendations for change.
- iv. Recommendations arising from self-review, if accepted, will be incorporated into the annual plan for the following year. Where immediate action is called for, recommendations may be implemented without delay.

### Emergent Reviews

- i. Emergent reviews may be instigated as a result of feedback from teachers and parents or from events which arise in the course of day-to-day operations.

### e. Procedures related to Planning, Assessment & Self Review include:

8.00	Contents
8.01	School Board Members
8.02	School Board Members Planning & Self-Review Cycle 2022- 2024
8.03	School Administration and Management
8.04	Delegations to the Principal
8.05	Communications and Complaints
8.06	Privacy
8.07	Ākonga Attendance and Truancy
8.08	Stand Downs and Suspensions
8.09	Complaints Procedure

Signed: 

On behalf of, and with the authority of the School Board on

Date: 18-9-23

Presiding Member: Andrew Green  
(Name)

Next review date: June 2025