Rationale:
The National Administration Guidelines 1993 require the Board to follow sound governance and management practices pertaining to curriculum, personnel, financial, property, operations, health and safety, and legislative requirements. The school will have in place a cyclical self-review programme which will identify and acknowledge those areas successful, and those areas needing improvement or development.

Purposes:
• To gain valid information about how well the Board is governing and managing the school to enhance educational outcomes for all learners
• To use this information as the basis for planning to improve aspects of the school's management / school goals / strategic planning
• To bring about continuous school improvement through effective governance and management - to identify those areas well provided for, and highlight those areas needing improvement or development.
• To enable the Board to demonstrate to its community and external agencies how it is meeting charter obligations and the requirements of the legislation.
• To provide a basis for on-going training and development.

Guidelines:
The Board of Trustees will carry out three main types of self-review:

1. Strategic Review:
    The Board of Trustees will ensure that the School Charter (including the Strategic and Annual Plan) is reviewed and updated annually.

    The School's Annual Strategic Plan will identify the focus areas for review each year.

    Reviews will:
    • Document progress towards the annual goals.
    • Identify strengths and areas for further development
    • Inform the future direction of the Board's strategic planning.

2. Regular Review:
    The Board will implement a timetable for a review of the school's policies that will ensure all policies are reviewed on a regular cycle. The review will include, but not be limited to:
    • Review of policy.
    • Review of school procedures supporting the policy, in particular effectiveness and known to staff.
    • Reviewing the policy remains in line with both the National Education Guidelines and the National administration guidelines.

3. Emergent Self Review:
    Review in response to an unplanned event, issue or a change that needs to be addressed promptly.

3. Review at Sir Keith Park School is conducted on three levels:
    ➢ Governance
   ➢ Management
    ➢ Teaching and Learning

4. The responsibility for self-review projects may be formally delegated to specified board/staff members/parents/whanau/students.

5. All interested groups should be involved in the review process (trustees, staff, learners, parents/whanau, wider community).

6. The school template will be used to guide and document reviews.

7. Adequate budgeting and resourcing will be available to ensure effective school review.

8. Ensure that review findings lead to appropriate action to enhance the quality of education offered by the school, and to improve the learning achievement for all students.

Board Statement:
Self-review involves trustees, staff, students, and parents / caregivers in identifying what the school does well, and what changes may be necessary to enhance performance. A systematic self-review process will provide a sound basis for improving educational outcomes for learners.

Self-Review at Sir Keith Park School
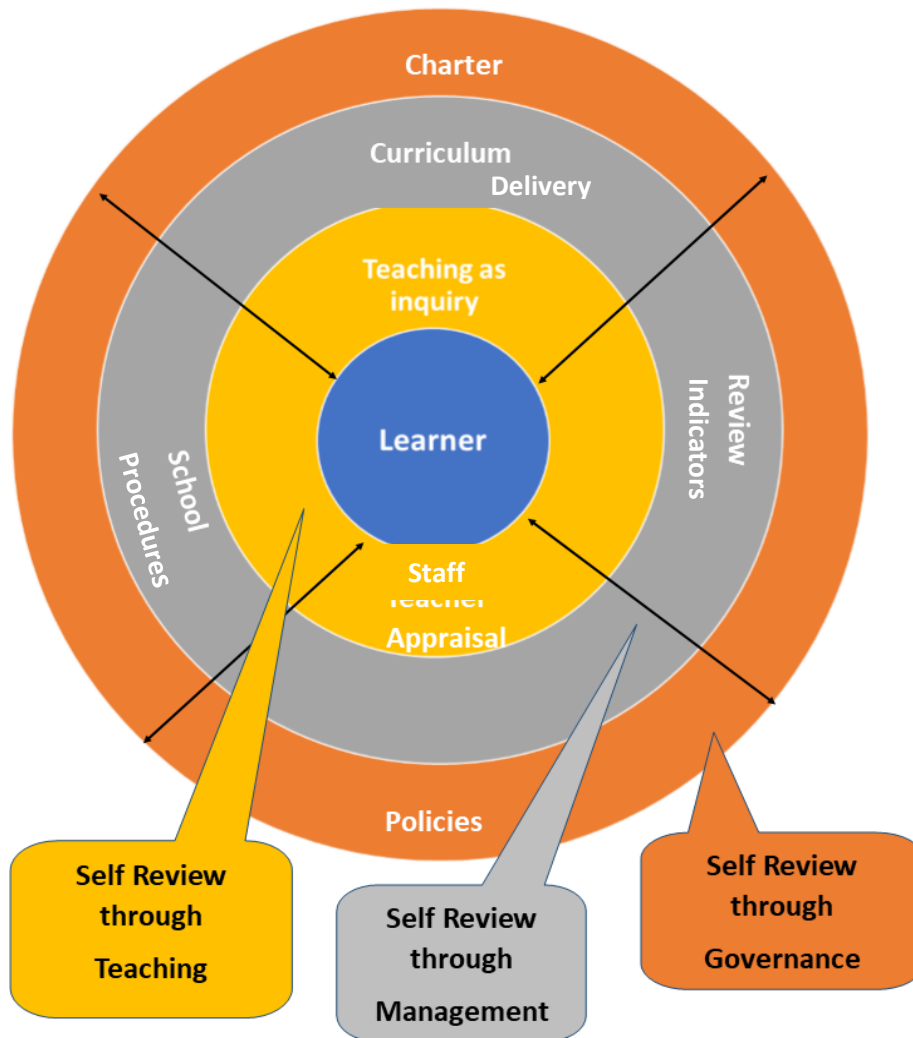
Approved by the Board of Trustees 19.10.1998
Reviewed by the Board of Trustees October 2014
Reviewed by the Board of Trustees November 2019   Signed: …………………….............

Sir Keith Park School
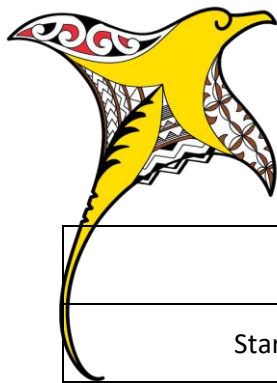
Review of ………………..	
Start Date: ….. / 20…	Completion Date: …….. /20…..

Noticing: Hunch • What are we noticing? • What is happening? • Why does it matter? How does this relate to student outcomes?	
Investigating / Gathering Data re Hunch • What do we need to find out? What data do we need and have we got it to hand? • How might we find out more information? • How do we capture all voices?	
Collaborative Sense Making Analysis: What our data / evidence is telling us … • What is working or not yet working? Why? • How does this correlate with 'Best Practice"?	
Prioritising to take action • What do we need to do and why? What is your plan? Next steps? Will this improve service provision & enhance student outcomes? • Who will do what? How? By When? • What support, resources or new learning might we need?	
Monitoring and evaluating Impact and New Learning • What is happening? What is our data / information / evidence telling us? • Do we need to modify / change / adjust what we are doing? • What impact has this action had? Has it improved service provision & outcomes for students? How do we know this?	
Next Steps • What have we learnt? • What next?	