

MIMI SCHOOL SELF-REVIEW PROCEDURE

Self review is the ongoing process where Mimi School examines the way it operates through considering:

- how it gives effect to National Education Guidelines and legislation (Charter and Policies)
- how learning and teaching is structured at Mimi School, policies-planning-teaching-assessment-staff PD (Curriculum Delivery)
- most importantly, how students are achieving within our school organization against national norms (Assessment Information)
- how students, parents, the schools community are reported to on the achievement of individual students, as well as groups and school-wide information. (Reports)
- how aspirations of students, parents, whanau, iwi, and community are gathered in the process of three-yearly strategic planning, annual planning, and target-setting. (Planning)
- how the school manages finance and property as governors of public resources (Financial and Property Management)
- how the school meets its obligations as good employers (EEO Programme)

The Self Review Process

Charter and Policies

The Board of Trustees shall implement all National Education Guidelines through the creation of annual charters which will include a shared vision, and mission statement. The charter will also include a three-year strategic section, that reflects the aspirations of our learning community. The charter will also include an annual plan that sets a specific plan for achieving our long-term goals. Annual Student Achievement targets will also be included as well as reports on previous year's targets.

The Board of Trustees is responsible for ensuring that copies of the charter are sent to the Ministry for approval.

The Board of Trustees, through the principal shall regularly review the Charter to ensure its intent and direction are being met in giving effect to the National Educational Guidelines.

The Board of Trustees shall regularly review its policies relating to Curriculum, Documentation, Administration, Health and Safety, Personal, and Finance and Property following a cycle of review that ensures all policies are reviewed at least once every three years, (or more frequently as legislation and best practice requires)

The Board of Trustees shall carry out reviews of their own effectiveness in carrying out the above processes and set programmes of training and review each year.

Curriculum Delivery

The Board of Trustees through the principal and staff shall ensure that a balanced curriculum is delivered at Mimi School through reviewing curriculum procedures and plans relating to BoT policy, and receiving regular reports from the principal on progress towards targets and curriculum delivery at Mimi School.

Assessment Information

The Board will receive regular reports on student achievement through curriculum reviews which outline student achievement and draw comparisons to national norms where they exist. These curriculum reports will follow an annual schedule and will also highlight achievement of target groups and Maori.

Reports

Through the principal and staff, The Board of Trustees shall ensure that parents receive quality reports concerning the achievement of individual students at least twice each year. This will be done through clear formats that share success, achievement levels, and next learning steps.

The Board of Trustees shall ensure that curriculum reports are shared with Ngati Mutunga and that highlight Maori achievement and progress toward targets set.

The Board of Trustees shall ensure that achievement information for the school as a whole, and groups of students are shared with the community through its annual reports and reports included in the Community Newsletter produced each term. The Annual report will also be made available to the annual audit team when requested.

Planning

The Board of Trustees shall ensure that all stakeholders are given an opportunity to share aspirations during the setting of strategic direction through community consultation and engagement in the design of each three-yearly strategic plan.

The Board of Trustees shall set meetings with Maori families and local iwi to ensure their aspirations are heard in all strategic and annual planning, and setting of targets. This will be achieved through parent meetings and Iwi Authority Meetings at least once each year.

Financial and Property Management

The Board of Trustees through the finance sub-committee shall set an annual budget that reflects the achievement targets for the year.

The Board of Trustees, through the finance sub-committee, shall ensure that financial reports are prepared and monitored each month against the budget set at the beginning of each year.

The Board of Trustees shall ensure that its financial legislative requirements for financial reporting are met each year, an annual audit is carried out, and are reported to the Ministry of Education.

The Board of Trustees shall ensure, through the property sub-committee, that regular checks of school property are carried out to maintain a safe environment is maintained for students and staff. This will be carried out at least once per term and reported to the BoT

Recommendations made by auditors will be considered by the finance sub-committee and our contracted accountant to ensure best practice is followed.

The Board of Trustees, through the principal and staff, shall ensure that the Schools Systems and Features Handbook is followed and maintained, and is available for annual inspection by Argest representatives.

The Board of Trustees, through the property sub-committee, shall ensure the 10YPP is reviewed and followed with cyclical maintenance and capital works being carried out according to the plan.

Review Guidelines

Policies can be conducted by a small team selected by the Board or may consist of a single person delegated by the Board. Usually, persons forming any relevant sub-committee of the Board would take responsibility for review.

If additional information or data is required by the Board or sub-committee, it will decide how best to gather the information in partnership with staff as well as put in place a timeline to complete the process. It may take the form of questionnaires, interviews, or surveys.

Any findings and recommendations will be shared at the next Board meeting where any suggested changes to documentation/procedures are discussed.

Final adoption of documentation/procedures will be carried out at a later meeting giving all members time to consider changes.

Policies will be updated in each Board member's Governance Manual as well as be made available for the community to view through the school office.

Questions to consider when reviewing

Is it up to date? Is it working? Can it be improved? Is it needed at all? Is anything missing?

Are we compliant? Is it sustainable? Does it reflect our local priorities?

HOW IS IT IMPROVING THE LEARNING OUTCOMES FOR OUR CHILDREN?

Community Engagement and Consultation

Community engagement can be carried out in a number of formal and informal ways for specific issues when it is felt necessary or appropriate.

Information from the community will be presented to the Board and community unabridged and with a summarizing statement, action plan, or request for additional information.

Individual respondents will not be identified when sharing information unless it is specifically requested by the respondent themselves.

All community input will be respected and considered in any decision-making process.

The community will be thanked and informed of actions resulting from community engagement/consultation.

The Health and PE curriculum consultation requirement will be treated as a separate consultation item to be carried out every two years.