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A COLLEGE SELF REVIEW

A report on an Action Research Cycle conducted for the purpose of school improvement

Presented in partial fulfilment of the requirements for the degree

Master of Educational Administration

Massey University

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Mt Anglem College

2001

I certify that the report entitled "A College Self Review" and submitted as part of the degree of Master of Education Administration is the result of my own work, except where otherwise acknowledged, and that this report (or any part of the same) has not been submitted for any other degree to any other university or institution.

Gay Hughes

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EXECUTIVE SUMMARY

The purpose of this study was to carry out a school self-review at Mt Anglem College to determine after a period of two years how well the new school has implemented its Vision and Guiding Principles.

The self-review serves as the first cycle of action-research which will be ongoing during the following year.

The Principal believed it was important to be able to provide the Board of Trustees with an evaluation of the school's performance with respect to its initial standards and terms of reference, information which will not only give the Board members the sort of information they need to be confident the school is meeting its statutory obligations, but to provide data to inform their next cycle of strategic and development planning.

Using an action-research model, the school undertook planning and data collection based on targets and indicators developed from the base-line standards.

The data was collected through opinion surveys with initial trends evident from the results to be explored through focus group discussions and interviews, as time permits.

In the first cycle of action-research, data has been gathered from students, staff and the parent/caregiver community.

For the purposes of this study, only a sample of the Senior College students' responses have been collated and analysed. The outcomes from this initial cycle will direct the questions used to form the basis of discussion at the focus groups.

Their responses showed that the 'Vision' of the school requires further shaping for maximum ownership and implementation, and subsequently incorporated into the school's strategic plan.

The finding is consistent with the observations in the literature suggesting that 'Vision' should be developed later rather than earlier (Fullan, 1992). The report concludes with suggestions for the school to complete further cycles of action-research and to incorporate the findings of the review into staff development and the Board's strategic planning.

The findings of the self-review are confidential to the school.

CHAPTER ONE INTRODUCTION

A school self-review:

(i) • occupies a central role in the development of effective schools

and

(ii) • it is what we do to make sure that all of us who care about schools and pupils know what we are trying to achieve, how we check whether we have met our aspirations and

• how we use this information for further development.

This study is a school self-review which focuses on the requirements (including National Administration Guideline 1, (Ministry of Education, 2000) that relates specifically to learning) that were put in place by the Establishment Board of Trustees of a new school prior to the school opening at the beginning of the 1999 school year, i.e the school's Vision and Guiding Principles.

The study uses an action-research cycle to review how well the school has met these standards after a period of two years and will continue to use further action-research cycles to continue the process of review and development.

While this review has been initiated and lead by the Principal of the school, the school's staff has been, and continues to be actively involved in the data gathering process and it is envisaged that staff will be further empowered to complete this first cycle of action-research using the results to drive subsequent action-research cycles.

The completed review will be presented to the school's Board of Trustees to provide members with an opportunity to reflect on the development of the school since its opening and to assist with ongoing strategic planning.

It is believed that by placing the staff of the school in the role of researchers, the process will lead to increased motivation, collegiality and ownership of the school's vision and provide a method for ongoing institution-wide site-based school development.

Purpose

Sutton (1994) suggests there are powerful reasons, both extrinsic and intrinsic, why educators are interested in self-review.

The purpose of the school self-review in this study is threefold, including intrinsic and extrinsic factors. Many people, including the Establishment Board of Trustees and staff made enormous efforts and sacrifices during the two inaugural years of the school and it is only fair that these people be provided with feedback on how well the school is achieving the standards set prior to its opening.

It is important too, to all stakeholders, that the school does not sit back and wait for someone from the outside to decide how the school is doing. It is equally important that the process of finding out provides direction for acting on what is found out.

State schools in New Zealand are deemed to be self-managing. Section 75 of the Education Act 1989 sets out the functions of a Board of Trustees and provides the Board with the discretion to control the management of the school as it sees fit. Schools are able to define their own goals and directions within the National Education Guidelines (Ministry of Education, 2000) which establish the legal framework for school operation in New Zealand. The performance of schools is monitored on a regular basis against national and local standards by the Education Review Office.

Internal reviews carried out by the institution form the basis for the demonstration by the school that it is fulfilling the requirement of the National Administration Guidelines which specifies (Ministry of Education, 2000) that a Board is required to maintain an ongoing programme of self-review which establishes the legal framework for school operations in New Zealand.

This study will provide information and conclusions that will inform board practices and provide evidence to the Education Review Office that the school is acting responsibly with regard to compliance with the National Administration Guidelines.

A Principal, as Chief Executive Officer of a Board of Trustees, is generally required to report to their Board and community on at least an annual basis.
This report will provide information that will form the basis for such a report.

Aim

The aim of this study is to measure how well the school has achieved the terms of reference (standards), which were adopted by the Establishment Board of Trustees prior to the school opening.

The standards relate to the school's Vision, Guiding Principles and Values and National Administration Guideline 1 (Ministry of Education, 2000) that relates specifically to learning.

There is no attempt to assess the school against strategic or development plans as these were not completed before the opening of the school.

The study focuses on indicators which are derived from targets (relating to the Board's standards), with conclusions derived from the analysis of the data collected.

The study forms part of the first cycle of action-research. Subsequent cycles will be undertaken in the next school year.

CHAPTER TWO LITERATURE REVIEW

As a starting point, a review of current literature relevant to the study was undertaken by the school Principal.

As this could easily have become an overwhelming task with a disappropriate amount of time being spent on the initial stage of the review, the literature search was confined to those topics that related specifically to the review process and the standards being reviewed.

The readings proved to be essential preparation for the project providing advice and guidance on review and action-research processes, examples of similar research and theories on school effectiveness as well as useful comment which would later provide a framework for discussion and reflection following the data collection and analysis phase of the review.

The Literature Review is presented in five sections; each section representing a topic relevant to the review.

Literature Review

◆ **Section 1 - Leading/Managing Schools and the Principalship**

Duignan, P 1995 "Leaders as Learners : Building a Learning Organisation" *The Professional Reading Guide for Educational Administrators* **Vol.16, No.3, pp15-18**

The author places great store on leaders demonstrating reflective practice and creating a culture which is conducive to learning by all participants rather than the leader promoting learning but not being part of it themselves.

A brief overview of other literature on this topic is also provided.

Fullan, M 1992 "Visions that Blind" *Educational Leadership* **Vol. 49, No.5, pp19-20**

The author suggests that the concept of vision has its limitations as visions can be ordered and shaped by individuals, thus possibly running the danger of being flawed due to the lack of consultation and collaboration of other stakeholders.

The point is made that the principal's vision should be provisional, open to change and part of the collaborative mix.

Guidelines are provided highlighting ways leaders could approach the task of working towards a shared vision.

Fullan, M 1992 "The Evolution of Change and the New Work of the Educational Leader" *Opening Keynote Address Commonwealth Council for Educational Administration* **Seventh Regional Conference, University of Hong Kong, 17-21 August 1992**
In this article the author conveys the message that 'visions come later', highlighting the necessary merging of personal and shared visions, warning that leaders may expect others to sign up for the vision with ownership being lost in the process.

He concludes that the critical issue is more than having a vision, rather it is one of how visions can be shaped and reshaped by leaders and team members.

The above works by Fullan (1992) were particularly useful in the Mt Anglem College review process, drawing the researchers' attention to the importance of a strong shared vision for school effectiveness.

Hargreaves, David H and Hopkins, David 1991 *The Empowered School* **Cassell**
This book is a practical guide to school development using the outcomes of evaluation to enhance the school development plan and to assist the school to move on.

The authors provide an account of how planning and development need to be managed and what this implies for school organisation.

Further advice is provided for the situation when things go wrong, urging the school leader to analyse as openly and objectively as possible the factors that have prevented success.

The book concludes with discussion on the characteristics of individual schools that can make a difference to pupil progress, but highlighting that there are a number of problems with the practical application of a formula for effectiveness as a formula is not a panacea for addressing pressing education concerns. The book provides practical examples of development plans and evaluation models.

Sergiovanni, Thomas J 1991 *The Principalship - A Reflective Practice Perspective* **Allyn and Bacon**
Throughout this book the author makes reference to evaluation, providing discussions on the purposes and accuracy of evaluation, evaluation contrasted with measurement, interpretation and judgement in evaluation, and the Principal's role in evaluation.

The author advises (211), that central to the Principal promoting a concern for useful and meaningful evaluation is his/her ability to compellingly communicate the inherent subjective and value laden nature of evaluation. He further advises that reflective principals recognise that easy answers to questions of evaluation may not be the best ones, instead they are willing to struggle with the issues and to involve others in the struggle in an effort to make evaluation honest, useful and meaningful.

On the topic of characteristics of successful schools, the author explores the key factors of principal leadership and leadership density in successful schools and

considers the differences between the terms 'effective schools' and 'successful schools' concluding that 'successful schooling' is a broader definition of effectiveness.

The ways in which researchers identify successful schools are discussed with many different approaches considered. The author warns of uniform application of any particular list of features of a successful school, advising that research does provide general characteristics that can help when deciding what counts in one's own unique situation.

Sergiovanni's advice was critical for the Mt Anglem review ensuring that the value laden nature of the research was considered, that the researcher understood the process was not easy and that the school's uniqueness be the context for the interpretation and application of school improvement formulae.

◆ **Section 2 - School Improvement, Change and Research**

Barth, Roland S 1990 *Improving schools from within* **Josseys-Bass Inc Oxford**
This book focuses on the critical relationships among adults within the school, arguing that those closest to students are the most powerful sources for school effectiveness. The authors discuss how communication, collegiatity and risk taking among adults in the school can create an atmosphere of learning and leadership for all.

Leadership within schools is explored from the belief that everyone within a school, including students, parents and administrators is capable of leading and of becoming an active member in 'a community of leaders', stressing that the development of such a community is crucial to the very mission of a school.

The importance of vision in improving schools is considered, examining the possibility of gaining access to the individual visions of the teachers and leaders.

In conclusion, the book provides the elements of the authors personal vision of a good school, including recommitment, respect for diversity, a place for philosophers, humour, low anxiety and high standards.

MacNeill N, Silcox S 1996 "Schools as Learning Organisations" *The Practicing Administration* **Vol. 18, No. 4, pp29-33**
The authors suggest that while many schools learn to be learning organisations, they are in fact not. The article offers a checklist as to what learning organisations might look like with emphasis on the environment, management/leadership and the workers as well as focusing on children and their learning, teachers as learners, the school as a learning system, and the Principal as the leading learner.

The authors' stance calls to question what happens in schools, questioning whether teaching means learning is occurring and that teaching equals education.

The value of this writing was to assist the researchers at Mt Anglem College to keep the core business of the school, i.e children's learning uppermost in their minds.

Newton, C and Tarrant, T 1992 *Managing Change in Schools* **Routledge**
The authors who are educational psychologists examine planning for the future, arguing for vision and evaluation as the keys to success.

The book provides sound advice (based in psychological theory and practice) on ways to work alongside staff for maximum outcomes. School evaluation is assessed from the starting point of looking at how a school can prepare to move forward with effective baseline definition ensuring that intervention assists in enhancing efficiency.

The authors stress that the most important assets of an organisation are human skills, motivation and attitudes and emphasise that evaluation should look for ways forward rather than pointers as to where a school might be on a 'good-bad' spectrum.

They warn that evaluation depending on how it is managed can threaten and undermine self-belief or can create and build it. Further advice is provided on planning and the analysis and synthesis of the evaluative information obtained.

This warning was particularly important for the researchers at Mt Anglem College.

Reid, K Hopkins, D and Holly P 1987 *Towards the Effective School* **Blackwell**
The book offers a survey of research into effective schooling and presents strategies that can help make schools more effective with the view that schools can and do make a difference to a pupil's achievement in school, these differences being related to variations in the school climate, culture and their quality as social systems.

They highlight that the literature is in agreement on two further issues.

First, positive features of 'effective schools' are to do with process-type manifestations of schooling such as strong leadership, high expectations, a clean set of goals, schoolwide staff training, and efficient systems for monitoring students.

Secondly, that all the features of an effective school are amenable to alteration by concerted action on the part of the school staff.

The text focuses on different but related themes in the effective/ineffective school debate, moving from the more negative to the more positive features of schools.

Workable schemes for implementation in schools and classrooms are provided with the topics of disaffection in discipline and disruption featured.

The authors state that the whole book is predicated on the assumption that if schools are to be judged effective, a first priority is to have teachers and managers who are properly trained and know what they are doing.

Case data from the authors own research is provided.

Schreerens, Jaap 1992 *Effective Schooling* **Cassell**
This book explores the issue of school effectiveness and the use of school effectiveness research findings to improve educational practice. It discusses the existing large body of knowledge of school effectiveness and considers the link between school effectiveness and school improvement.

The first part considers the usefulness of school effectiveness research as opposed to organisational effectiveness, considering organisational effect criteria such as survival and adaptability to the environment.

Part two provides a review of research evidence with respect to school effectiveness with specific attention given to problems of interpreting results of school effectiveness studies.

Part three concentrates on educational practices offering general suggestions for improving education practice.

Schmoker, Mike 1996 *Results* **ASCD : Alexandria Virginia**
The author examines the theory that tangible memorable results can be the key to school improvement and under the right conditions, schools can produce incremental results.

The author declares that school improvement is not a mystery, that all school efforts should be focused on results and that schools can improve if they gear up to get better results. Schools should examine and refine the processes that contribute to designated results with attention to increased standards and appropriate measures of their attainment being key factors in the remedy for poor performance.

Much of the book is based on the processes of 'Total Quality Management' which affect results.

In the concluding chapter, discussion centres on the vital role of the leader in the improvement - result orientated process and the need for school's purpose and effort to unite.

Advice, which is helpful for the development of Mt Anglem College, includes the need to cultivate a goal orientated culture through regularly reinforcing and recognising improvement efforts both privately and publicly.

◆ Section 3 - Schools as Quality Organisations

Bonstingl, John Jay 1992 *Schools of Quality* **ASCD : Alexandria Virginia**
This book outlines the principles of 'Total Quality Management' as they apply to education. The author provides a rationale for why Americans originally abandoned TQM only to become interested in it again during post war years.

Deming's fourteen points are discussed in relation to education and the author recommends that schools must move away from teaching and testing towards establishing processes that foster continuous improvement.

Included are examples of how some educators are using TQM principles and practices.

The book provides a useful reference manual for a school about to engage in problem solving, data collection and analysis.

Bush, T and West Buchanan J 1994 *Principles of Education Management* **Longman**
In the chapter on evaluation, the authors analyse the relationship between inspection, evaluation, assurance and total quality and argue that the first two may be inadequate tools for managing the learning process, believing that while inspection and evaluation have fundamentally important roles in public accountability, they are of limited value in this context.

They advise instead that some form of quality assurance would be more appropriate and that total quality offers an holistic approach which has the potential to enhance outcomes, acknowledging that the tension may be one between quality and effective management and notions of political policy making and accountability.

In the context of schools' public accountability in New Zealand, the book provides particularly useful information focussing on quality assurance as a means of achieving effectiveness.

Murgatroyd, Stephen and Morgan, Colin, 1992 *Total Quality Management and the School* **Open University Press : Philadelphia**
The authors examine the practice of 'Total Quality Management' in the context of schooling and look at the nature of a school's management in the context of growing competition and expectation for performance, and at the positioning of the school in terms of vision and mission.

Commitment building as part of the culture of quality, and the involvement of stakeholders in the daily management of the school are discussed.

Practical and well illustrated examples of TQM in action based around Deming's points are provided.

The important concept of TQM and vision is explored with the underlying assumption that all successful TQM implementations involve key persons in an organisation (usually those with designated leadership roles) having a strong and compelling shared vision which will motivate stakeholders to achieve quality outcomes.

A checklist is provided for an effective vision statement (81). The nine points recommend that the vision be challenging, clear, memorable, involving, value driven, visual and mobilising, and be a guideline that links to the needs of students; information very relevant and appropriate for the Mt Anglem College review.

◆ **Section 4 - Self-Review of Schools**

Aspinall, K Simpkins, T and Wilkinson, John F McAuley, M John 1992
Managing Evaluation in Education **Routledge**
This book provides discussion on aspects of the management of evaluation, possible approaches, brief examples, a variety of exercises and photocopiable guidance on where to seek further ideas or information.

The authors state that the book is designed to assist schools to comply with national requirements for self-evaluation.

The book begins by considering the meaning of evaluation and its management and the relationship between them, and concludes by considering the importance of developing a culture which is conducive to evaluation across the whole organisation, advice that was critical for the Mt Anglem College review.

Cardno, C 1999 'School Self-Review : The Case of a Secondary School Senior Management Team' *Leading and Managing* **Vol. 5, No.1, pp9-25**
This article presents a trial methodology for the school self review process using the review of a school management team as the context as well as discussing the problem analysis phase of a school based action research project.

The author advises that for the team to reflect critically on its own practice, it would need to consider the norms against which effective practice would be judged and then obtain objective feedback to make self judgements. In addition, the team would also need to examine the theories of effectiveness that guided current practice and to identify tendencies that blocked effective performance.

The question of whether school self review practice will improve without external intervention is posed, with the recommendation that schools will need assistance to establish cultures in which training for review practice, collection and use of relevant information, and external perspectives can be integrated to support effective self review practice, possibly with the involvement of an outside consultant to assist in data gathering and analysis.

Cardno's advice relating to norms of effective practice was very relevant to the Mt Anglem College review.

Education Review Office 2000 *Self-Review in Schools* **Education Review Office**
This study discusses what is meant by the requirement for schools to maintain a programme of self-review according to National Administration Guidelines (Ministry of Education, 1999). Current self-review activities are summarised.

Two aspects of self-review are emphasised, i.e strategic planning provides the context for self review and self review should incorporate the evaluation of information on student achievement. A case study of both a New Zealand primary school and a New Zealand secondary school is provided.

Flockton, Lester 1996 *School Self-Review* **Lester Flockton**
This training documentation provides a definition of school self-review, characteristics of successful school-based self reviews, key questions for self review, 7 principles of good self review practice and weaknesses responsible for failure of self review. As such, it was a helpful resource for the school review.

Joyce, B Wolf, J and Calhoun, E 1993 *The Self-Reviewing School* **ASCD: Alexandria Virginia.**
This book presents a design to transform a school system into an 'academy' in which everyone is involved in action research on school improvement. The authors argue that the process of renewal stimulates the faculty as it enhances the environment of the students, the ideas of renewal and stimulation being interesting for the College researchers.

One example of the approach taken by a restructuring committee is included showing how the different parts of an organisation function in difficult roles during the process. A self-reviewing organisation is described as one that focuses on the principle that human life is too important to be neglected in any way.

The authors perceive four significant dimensions to substantive innovation for school renewal, i.e content, procedures for mobilising energy and providing support, staff development and cultural change.

Two areas of school renewal literature are examined, staff development and the implementation of change, with the conclusion that the literature is vast, there is a great variety of research styles and there is no simple formula for implementing staff development leading to school renewal.

Ministry of Education 1998-2000 *Self-Review Newsletters*, **Ministry of Education**
These newsletters are provided to supplement the Ministry of Education document, Governing and Managing New Zealand Schools (1997).

These various newsletters provide a framework for the school Self-review process and include case studies of different schools and contributions from Board Chairs, Principals and other educators.

Advice also concentrates on how schools may go about gathering quality data for the purpose of review, the sort of documentation a school should have, and the framework within which the review process sits, i.e the Strategic Plan.

Any school involved in the self-review process cannot afford to overlook these pamphlets as they link the review process with the statutory requirements for schools in New Zealand.

New Zealand School Trustees Association 2000 *School Review Training Package*
The New Zealand School Trustees Association, in this package, provides a format for the review based on the National Administration Guidelines (Ministry of Education, 2000).

The process is particularly useful for schools and their boards as it involves an audit to determine what the school currently has in place to meet the requirements and what must be done to meet the school's statutory obligations, resulting in the acknowledgment of success and identification of weaknesses. The data gathering process involves the asking of questions and seeks to be manageable without sacrificing accuracy and sanity.

The resource is probably more valuable for school trustees rather than the teacher/principal researcher.

Schollum, Jeanette and Ingram, Brent 1991 *School Self-Review* **User Friendly Resources**
The resource provides a process for school self review acknowledging that there is

no right way to undertake a review. The authors stress that through review schools can confidently plan their future since it is only with understanding of where they are that they can realistically move to where they want to be.

The package includes a useful review facilitators guide, and through a series of stages, it provides material to enable a school to identify it's current situation and compare these findings to its vision.

The resulting gap analysis provides important data for the school's strategic planning.

Scott, Ron 2000 *Reviewing your School* **Education Management Solutions**
This document provides a useful guide for reviewing a school and is based around two general aspects of the school, (i.e the quantative and qualitative aspects) within the Ministry of Education National Administration Guidelines (2000).

First the quantitative review, like a kind of inventory of compliance of good practice. Here the school checks on whether or not it has all appropriate documentation including policies and procedures.

Secondly, the evaluation of how well the school is performing in a given area.

The authors advise that qualitative reviewing takes the review into the dimension of focusing on how the students' practice contributes to the school's core activity, i.e better learning outcomes for students.

The resource includes sample worksheets.

Sutton, R 1994 *Managing School Self Review : A Practical Approach* **Auckland College Printery**
The book provides an essential recipe for school self review, beginning with the rationale for the review process, followed by the process of moving from baseline to measurement.

Several examples of self-review are included and are based on the author's experience of schools in the northern and southern hemispheres.

A summary of key points is included at the end of each chapter and the author has used everyday language with very little jargon.

Assumptions by the author that underpin the book include the notions that schools need vision and leadership as much as management, and the more people are involved with evaluating the outcomes of their own efforts, the more effective education and evaluation will be.

These recipes, examples and key pointers were critical to the success of the Mt Anglem College review process.

◆ Section 5 - The Action-Research Process

McKernan, J 1991 *Curriculum Action Research* **Kogan Page**
The author states that this book has been written chiefly as a guide for practitioners to research their own settings, not only to solve practical problems but also to learn from their experience.

Extensive coverage of the nature of action-research is presented with references to guide further reading.

The book addresses issues such as the evaluation and status of action-research, data collection strategies, modes of organising and analysing data, presentation of results, the ethics of action-research and the teaching of action-research. Fortyseven research techniques and resources are outlined, thus providing essentially an 'operators manual'.

The author concludes by stating that research techniques that will provide data for practitioners to analyse, then practice in their attempt to improve, will call up all of ones reserves of personal courage, for at the end of the analysis one is actually inquiring into one's effectiveness as a practitioner.

This guide and that of Sutton (1994) were particularly helpful in providing the framework for the Mt Anglem College review, assisting with the understanding of the concepts, principles and processes involved in action-research and the ethical issues underpinning the research.

Piggot-Irvine, E 1995 "Action Research by Distance Learning – Approaches to a Challenging Task" *New Zealand Journal of Educational Administration* **Vol. 10, 1995, pp26-33**
This paper discusses the problems associated with the definition of action-research although a vast number of attempts exist in the literature.

Various models are explained and recommended as approaches which aim to narrow the gap between theory and practice with the practitioner-researcher being a participant in the events being studied.

The author describes action-research as experimental learning cycles where knowledge is gained from observations, questioning and reflection related to concrete experience or action, and the understanding, improvement and transformation of the specific situation is the ultimate outcome of these learning cycles.

The article concludes with the discussion of issues in teaching action-research by distance from the author's own organisation.

The article is useful in focussing the researchers on their participating roles and the resulting issues.

Key advice for the Principal and researchers arising from the different sections of Literature Review, and grouped in topics relevant to the Review, included:

◆ **Leading/Managing Schools and Principalship**

- The concept of vision has limitations if shaped by an individual rather than stakeholders.
  (Fullan, 1992)

- The Principal's vision should be provisional and transitional towards a shared vision.
  (Fullan, 1992)

- Ownership is lost when leaders expect others to sign up for their vision.
  (Fullan, 1992)

- School leaders must be seen to be actively involved in reflective practice rather than just promoting it.
  (Duignan, 1995)

- Easy answers to questions of evaluation for reflective principals may not be the best ones. Evaluation is more likely to be honest, useful and meaningful when principals struggle with the issues and involve others with the issues.
  (Sergiovanni, 1991)

- Schools need vision and leadership as much as management.
  (Sutton, 1994)

◆ **School Improvement, Change and Research**

- Strong leadership, high expectations, clear goals and efficient systems for monitoring students feature in school effectiveness formulae.
  (Reid, Hopkins, Holly 1987)

- School effectiveness does require the school's purpose and efforts to be united.
  (Schreerens, 1992)

- An effective vision statement should be challenging, clear, memorable, involving, value driven and mobilising.
  (Murgatroyd, and Morgan, 1992)

- More important than having a vision is the need for the vision to be shaped and reshaped by the organisation.
  (Fullan, 1992)

- The practical application of a formula for school effectiveness is not the remedy for ineffectiveness.
  (Schreerens, 1992)

- A list of features of successful schools should assist another school to decide what counts for its own unique situation.
  (MacNeill, Silcox, 1996)

- Relationships among adults in a school is critical with those closest to students being the most powerful sources for school effectiveness.
  (Barth, 1990)

- School effectiveness can be considered to be organisational effectiveness with survival and adaptability to the environment as key factors.
  (Schreerens, 1992)

- Schools can and do make a difference to student achievement, the difference being related to culture and climate.
  (Barth, 1990)

- School effectiveness is not a mystery, all schools can improve if they gear up to get good results.
  (Joyce, Wolf & Calhoun, 1993) (Schmoker, 1996)

- Key factors in the remedy for poor school performance are attention to increased standards and appropriate measures of their attainment.
  (Schmoker, 1996)

- School improvement includes the need to cultivate a goal orientated culture through regularly reinforcing and recognising improvement efforts, both privately and publicly.
  (Schmoker, 1996)

- Schools should question whether teaching means learning is occurring and that teaching equals education.
  (MacNeill and Silcox, 1996)

◆ **Schools as Quality Organisations**

- Quality management involves team development, empowerment and shared decision making.
  (Murgatroyd and Morgan, 1992)

- Quality assurance has the potential to enhance school performance and provide public accountability whereas inspection and evaluation alone have only limited roles in public accountability.
  (Bush, Buchanan, 1994).

- Successful 'Total Quality Management' involves key persons in the organisation having a strong and compelling shared vision which motivates stakeholders to achieve quality outcomes.
  (Murgatroyd, Morgan, 1992)

◆ Self-Review of Schools

- There is no right way to conduct a self-review.
  (Schollum, Ingram, 1991)

- Before a review is undertaken, it is essential to develop across the whole organisation, a culture which is conducive to evaluation.
  (Aspinall, Simpkins, Wilkinson, McAuley, 1992)

- The more people are involved in the review process, the more useful it will be.
  (Sutton, 1994)

- Strategic planning provides the context for self-review.
  (Education Review Office, 2000)

- Through self-review schools can confidently plan their future.
  (Schollum, Ingram, 1991)

- The process of internal review stimulates the organisation, mobilises energy and assists cultural change.
  (Joyce, Wolf and Calhoun, 1993)

- Organisations making self judgements and undertaking critical reflection need to consider the norms of effective practice before obtaining feedback.
  (Cardno, 1999)

- Useful and meaningful self-review requires the Principal to communicate the value laden nature of the evaluation.
  (Sergiovanni, 1991)

- Effective baseline data will help a school to move forward, ensuring that intervention assists in enhancing efficiency.
  (Newton, Tarrant, 1992)

- For an organisation or team to reflect critically on its own practice, consideration must be given to the norms against which effective practice would be judged before obtaining objective feedback and making self judgements.
  (Cardno, 1999)

- The self-review process requires effective communication, collegiatity and risk taking.
  (Barth, 1990)

- Self-Review requires personal courage and results in an inquiry into one's effectiveness as a practitioner.
  (McKernan, 1991)

- Evaluation, depending on how it is managed, can threaten and undermine self belief or can create and build it.
  (MacNeill, Silcox, 1996)

◆ The Action-Research Process

- Action-research attempts to narrow the gap between theory and practice with the practictioner-researcher being a participant in the events being studied.
  (Piggot-Irvine, 1995)

- Action-research cycles allow knowledge to be gained through observation, questioning and reflection.
  (McKernan, 1991)

- The outcome of action-research cycles should be understanding and improvement.
  (McKernan, 1991)

CHAPTER THREE CONTEXT AND BACKGROUND

Context

Mt Anglem College is a new school created to replace two schools, Cargill High School and Kingswell High School which closed on 1.2.99.

Mt Anglem College opened on 2.2.99 and is now two years old. The College is composed of two smaller units, a Middle School catering for Year 7-10 students and a Senior College, Years 11-13.

The Middle School is located on the North side of the campus with the Senior College on the South side. Shared facilities, including Library, Specialist Languages, Drama, Music, Dance, Sports, Health and Physical Education facilities and the Auditorium are located in the centre of the campus.

The opening school roll was 890 with the roll stabilising at approximately 860 students. The school is situated in South East of Invercargill, a suburb characterised by high unemployment, a large Maori and Pacific Island population and other social situations related to a low socio-economic area.

The school has a decile rate of 2 f.

The school has a multi-cultural student population with the dominant ethnicities being European and Maori.

Following three years of uncertainty and protracted Ministry of Education consultation about the future of secondary education in South East Invercargill, the Minister of Education announced in October 1997 that a Form 1-7 school would be created on the site of Kingswell High School.

In addition, the Minister asserted that he wanted the new school to be robust, successful and well resourced, such a school substantially strengthening and improving the quality of education in this part of the city.

The Minister further stated his determination that the school would become a successful institution delivering quality educational outcomes.

Following the Ministry of Education's announcement there was much community confidence that the new school would:

- provide access to educational opportunities equal to those enjoyed elsewhere in the city
- provide a viable educational alternative to existing schools
- present parents with a genuine opportunity for further choice
- provide a new and innovative solution to increase educational achievement in South Invercargill.

An Establishment Board of Trustees composed of community representatives was appointed by the Minister of Education in February 1998. The school Principal was appointed by the Board in March 1998 and started in the position at the beginning of September 1998.

The site of the new school included thirty year old S-68 concrete block buildings. Extensive additions and renovations, including the provision of sheltered social space for students and technology facilities have been developed during the first two years of operation.

The new school's recruitment process for the enrolment of its first students began in July 1998, the time when all Invercargill city schools held their Open Day and distributed their prospectus. Prior to this date, the Establishment Board of Trustees developed the Vision and Guiding Principles for the school's operation taking into account the background to the opening of the school, and the wishes of both the Minister of Education and the community.

The school began with a completely new staff. Positions were not rolled over from the schools that closed and there were no priorities of appointment.

The Vision and Guiding Principles were subsequently printed in the school's 1999 prospectus and repeated again in the 2000 prospectus.

This framework formed the first terms of reference/standards for the new school.

Vision for Mt Anglem College

To deliver quality education and development opportunities to the young people of our community, ensuring that they receive excellent preparation for ongoing education, acceptance of social responsibilities, and work in an international environment.

To achieve this Mount Anglem will

Deliver quality education *and develop learning opportunities to the highest level.*

Be at the forefront *of the personal development of young people.*

Employ competent staff *and ensure that they reach the highest personal levels of professional performance.*

Continually enhance the *community's unique values, standards and traditions.*

Continually assess the changing needs of the community and reflect these in the operations of this college.

GUIDING PRINCIPLES

Commitment to client satisfaction.

Delivery of quality education *valuing diversity and focusing on the individual learner.*

Focus on the teachers' *role as facilitators of learning.*

Provision of a safe, *supportive but challenging learning environment with firm*

discipline and clear standards. The right to learn and play in a secure environment is central to the life proposed for Mount Anglem College.

Emphasis on empowering *the students to develop skills for ongoing learning and life beyond college.*

Early in the first year of the school's operation (1999), the College undertook an exploration of values education as it related to the school and its community using the New Zealand Foundation for Values Education Inc to facilitate the process.

Using an outside agency, the Foundation provided the school with the findings of its consultation with parents/caregivers, staff and students.

Four values were chosen by all three groups to be emphasised most in the school's culture and education programmes:

Honesty
Responsibility
Respect
Concern for others

These provided additional terms of reference for the school.

Background

Kingswell High School and Cargill High School had both occupied sites in the South East corner of Invercargill and had competed for students in similar catchment areas.

With the abolition of zoning in 1989 the co-educational secondary school (located in North Invercargill, a decile 9/10 area) became a desired school for parents who may have previously considered Cargill or Kingswell High School but now perceived the other school as better.

As a consequence, roll numbers at both of the South schools began to fall.

Kingswell High School's commitment to a bi-cultural philosophy also led to an enervation of its community standing, demonstrated by significant 'white flight'.

Continued depletion of roll numbers came with the negative publicity generated in 1995 by the announcement of the Ministry of Education's intention to rationalise education in South East Invercargill.

The problem for the schools was further exacerbated when the then Tweedsmuir Intermediate School was accorded Middle School status in October 1996 by the Minister of Education, a move that provided the community with even greater choice and confusion as well as additional competition for already dwindling Year 9/10 student numbers.

Invercargill is a city with one of the highest populations of Maori/Pacific Island people per capita and most of this population resides in the environs of the Mt Anglem College site.

Racial issues have been to the forefront in Invercargill for some years and have frequently erupted in violent confrontations in the Kingswell High School neighbourhood. Safety issues therefore had to be paramount within the concept for the new school.

Mt Anglem College's community has, in the past, not placed high value on education which accordingly has been reflected in high frequency rates of learning disability, illiteracy and low academic achievement.

The low socio-economic status of the community, coupled with relatively high unemployment rates of South East Invercargill, has been exemplified in the demand for special needs programmes and trade skill/vocational types of courses at Cargill and Kingswell High schools in the past.

The Census figures of 1996 clearly demonstrated that the Kingswell High School site provided the greatest accessibility to education for almost half of all 5-14 year old

children in Invercargill. It was imperative therefore that Mt Anglem College be designed as a school for the future in order to remain as the epicentre of Form 1 to 7 education in South Invercargill.

CHAPTER FOUR
METHODOLOGY AND METHODOLOGICAL ISSUES

Background

Current demands that schools be more publicly accountable have stimulated a considerable amount of interest in the idea of in-school evaluation; both amongst educational administrators and teachers.

Ministry of Education National Administration Guideline 2 (Ministry of Education, July 2000) requires Boards of Trustees to undertake self-review as part of ongoing evaluation of the school's practices.

New Zealand School Trustees' Association and other educational training organisations have provided Boards with models for the review process. Unfortunately though, many school's having identified weaknesses, have not been in a position to do something about improvement.

Many review models overlook the fact that there is a world of difference between identifying problem situations through an evaluation or review, and doing something about them. Consequently the people of an organisation are not challenged to rethink their beliefs by engaging in further research based on a more detailed diagnosis of the problem situation and to plan, implement and monitor remedial action.

Such action would provide the necessary link between self-evaluation and improvements in practice.

Such a process is called Action-Research.

There are various definitions of action-research in the literature (Piggott-Irvine, 1995).

Elliott (1981), reported in McKernan (1991), advises that action-research is the study of a social situation with a view to improving the quality of action within it, and that such research aims to feed the practical judgements of actors in problematic situations.

McKernan (1991) notes that the aim of action-research, as opposed to much traditional or fundamental research, is to solve the immediate and pressing day-to-day problems of practitioners.

McKernan (1991, 5), offers a definition, described as a minimum definition of action-research, as:

> *"the reflective process whereby in a given problem area, inquiry is carried out by the practitioner, first to clearly define the problem; secondly, to specify a plan of action - evaluation is then undertaken to monitor and establish the effectiveness of the action taken - finally, participants reflect upon, explain and communicate results."*

The unifying theme amongst the different definitions of Action-Research (McKernan, 1991) is that all action-research is a form of reflective inquiry governed by rigorous principles of procedure and that the scientific method provides a unity of commonsense, thought and science.

Major concepts surrounding action-research (McKernan, 1991) include:

- Action-research increases human understanding and as a form of critical inquiry, it focuses upon understanding one's own and other's understanding of educational issues.

- Action-research is concerned to improve reflectively the quality of human action and practice.

- Action-research is collaborative and all stakeholders have a right to be included and treated as co-investigators.

- Action-research is conducted in-situ with research undertaken in the actual setting where the problem is encountered.

- Action-research is participatory in nature with those affected participating in the research, sharing their understanding of events and actions and being involved in the implementation of preferred solutions.

- Action-research examines a single situation often using case study methodology is the form of research.

- Action-research does not attempt to control setting variables but instead seeks to ensure no controls are placed on subjects and there is no interference with the naturalistic setting.

- Action-research allows flexibility so that the problem, aims and methodology may shift as inquiry proceeds.

- Action-research is evaluative and reflective, thus requiring the researcher to stand back and reflect, particularly at the end of a cycle of action and to interpret, describe and explain "what is going on".

- Action-research methodology is eclectic and innovative and as there is no single preferred method, researchers may have to design new instruments and techniques to gather data.

- Action-research is scientific and by stating problems, formulating action hypotheses, planning data collection, analysing results and reformulating hypotheses, the researcher exercises rigorous scientific principles of procedure.

- Action-research has utility value when the application of results is shared among the participants.

- Action-research is dialogue/discourse based with discussion, unconstrained dialogue and reflection axiomatic to the process.

- Action-research seeks reasoned critique as an important step towards understanding, interpretation and emancipation.

- Action-research is emancipatory and may liberate those who suffer repressive and unjust practices, giving participants greater autonomy through collective reflection.

The review undertaken at Mt Anglem College is based on the McTaggart et al (1982) action-research model as outlined in McKernan (1991) and incorporates the following steps of one cycle:

- planning
- acting
- observing
- implementing.

The Review is being undertaken with a view to bringing improvement to the school and incorporates the advice of Sutton (1994) who urges that a state of 'readiness' is needed before a school embarks on the self-review process. It was felt that in the light of this advice, that the action-research model, McTaggart et al (1982), would provide a foundation for the study and subsequent cycles, as well as being manageable.

It was also felt that this model would give staff a useful skill that would enable them to become active researchers as well as being facilitators of others' learning.

A further reason for the decision to use this action-research method was the need to provide ultimately, a practical response to the outcomes of the review and to provide a model which offered a variety of research tasks and techniques that would allow staff to become involved according to individual interests and strengths.

Using the process proposed by Sutton (1994), the school's standards being reviewed were teased out into targets and finally indicators, which were assessed by surveys of student, staff and community opinion, and ongoing interviews with small members from different groups of stakeholders to enable more in-depth exploration of some parts.

The sequence of events involved self-review and action-research processes:

Stage 1

Time for researchers to reach a level of shared understanding of the school self-review and action-research processes.

Stage 2

Planning the action.

Stage 3

Development of targets and indicators from standards.

Stage 4

Data collection (focus group meetings) and data processing (ongoing according to staff availability).

Stage 5

Interpretation of and reflection on results (ongoing).

Stage 6

Development of recommendations (ongoing).

Stage 7

Planning for second cycle to include assessment of progress following implementation of recommendations from first cycle.

Data Collection

Groups of staff working on one particular task, or groups meeting with a researcher, have been referred to as 'Focus Groups'.

Data from a survey adapted for each group of stakeholders was collected. Groups were representative of the different levels within the student body, staff of the school and parents/caregivers. In the case of staff and students, representative samples of students were used. All teaching staff were asked to respond to the staff survey.

Surveys were composed of opinion scales, determining the strength of opinion held by the respondent on a variety of statements related to the indicators derived from targets.

By assigning a numerical code to each item on the scale, the range of opinions within the group being studied could be determined. The aim was to force respondents to study their opinion and feeling about a number of issues.

Respondents were provided with a worksheet in the form of an opinion survey containing a number of statements and were asked to circle a response whether they strongly agreed, agreed, disagreed, strongly disagreed or were of uncertain opinion of the statement.

A number (1-5) was assigned to the responses to assist with data collection and reporting of results.

Surveys are attached as Appendix.

Ethical Issues

McKernan (1991, 25), discusses ethical criteria for action-researchers involving the rights of the participants and the responsibilities of the researcher(s). After consideration of this advice the following ethical issues surrounding the review were addressed:

- The purposes of the Review
- Confidentiality of individuals and organisation.
- Sensitivity to individuals and different groups within the organisation.
- Need to minimise harm to individuals and the organisation.
- The role of the Principal as the lead researcher.

In order to address these issues, the framework of the review was established through much discussion and negotiation with participants as well as delegation to participants (including the different groups in the organisation), thus ensuring shared understanding and acceptance of the nature and purposes of the review, and the concepts underpinning the review, i.e. confidentiality, collaboration, negotiation, stakeholder control and manageability.

College staff were very keen that a Self-Review take place and that opinion be sought from clients on particular issues.

It was established and confirmed at the outset however, that the outcomes of the opinion survey(s) and focus group discussions would remain confidential to the school and its own community, as it would not be in the school's best interest to have the wider Invercargill community, or even individuals outside Invercargill, debating issues in what could be less than constructive ways.

If the school were the only educational organisation in the city, it would have been useful to involve everybody as stakeholders, but in the competitive environment that exists in schools in Invercargill, coupled with the city's socio-economic North/South divide, this would be a disaster.

It was universally accepted that the review would not cause harm to any person.

The only person singled out in the review process with regard to personal performance was the Principal and it was felt that this was not contrary to the expectation that evidence for Principal's annual appraisal would be obtained from within the organisation.

In order to overcome the problems that could arise from the role of the Principal as the lead researcher, much discussion time was devoted to this issue prior to the commencement of the review.

As a result, participants were happy that they would not be constrained in their involvement in the review and that they would be free to give honest feedback, express contrary views or not participate, and not be penalised for their actions.

Participants were also happy that they would be given feedback following each step of the research process and that opportunity would be provided for any misconceptions to be clarified and questions answered.

It was also agreed that all assistance received in the research process would be acknowledged.

Validity

Sutton (1994, 46) advises that validity is about coming up with a view of something which is an accurate reflection of reality and of what we were aiming to check.

The following limitations of the opinion surveys were acknowledged at the beginning of the review.

- Choice of 5 point response scale, possibly leading to averaging of responses.

- Respondents (particularly some students and parents/caregivers), regarding the survey as an imposition, thus affecting quality of thought leading to their response.

- Statements being regarded as impersonal.

- Scope of questions controlled even though additional feedback on response form invited, thus leading to the possibility of other important issues being missed or obscured.

It was felt however that the advantages of the opinion survey were more important, that the disadvantages, particularly:

- analysis of opinion would be particulary useful at the beginning of the action-research process as it would reveal a broad span of feelings thus highlighting those aspects which should be considered in greater depth through focus groups and further cycles.

- opportunity for all stakeholders to feel their opinion was being sought

- respondents anonymity maintained.

Sutton (1994, 38) discusses the problem of indicators being described as either quantitative or qualitative, the first requiring the counting of outcomes, the second, concerned with the quality or standard.

There will be no attempt to manage the responses to the opinion surveys statistically or to arrange the responses in order to provide a number which might indicate whether the school has met it standards. Instead, the responses to questions relating to the specific terms of reference will be used as evidence that targets have been achieved, maybe not an entirely satisfactory approach statistically, rather a 'best fit' answer to the situation of the school self-review.

Reliability

The school is mindful of the need to produce assessment which is not just the outcome of a 'flash in the pan' judgement, thus ongoing action-research will be conducted during the year following this first cycle.

Wherever possible, crosschecking of opinion will be obtained through the combination of opinion obtained through both the surveys and focus groups in order to provide results that are a more accurate reflection of reality and of what the review aims to measure.

The reliability of information will be further addressed through the repeat cycles of the action-research process allowing for ongoing measurement and reporting as opposed to a one off situation.

THE MT ANGLEM COLLEGE SELF-REVIEW DECEMBER 2000

Aim

To undertake as the first step of ongoing school development a self-review of Mt Anglem College with respect to the initial terms of reference provided for the new school, i.e to determine how well the school has met the initial standards specified for its operation.

The review report to be presented to the College Board of Trustees.

Method

1. Action-research cycles commencing Term 4, 2000 with data collection for first cycle to be undertaken by opinion surveys and feedback from focus group discussions.

   These and additional methods to be used in further cycles.

   Cycle 1. data collection and analysis, planning and action to be ongoing according to availability of staff and data.

2. Scope of initial cycle to include staff, students and parents/caregivers.
   Further cycles to include the school's wider community.

3. Cycle 1. Action-research

   Step 1.
   During Term 4, 2000, discussion and planning lead by Principal resulted in the completion of a generic student survey based on indicators derived from targets which in turn had been derived from the school's terms of reference.
   (see Table 1 (page 38), Table 2 (page 39), and Table 3 (page 40)

   The survey was modified as appropriate for the three groups within the student population:

   - Middle School, Year 7/8 students
   - Middle School, Year 9/10 students
   - Senior College Students

   } attached as appendix

The same survey was modified for parents/caregivers use (attached as Appendix).

A different survey was prepared for staff (attached as Appendix).

Step 2

As a result of the planning the following actions occurred:

(i) Senior College students completed the survey immediately prior to their study leave and course completion.

(ii) A sample of Year 7, 8, 9, 10 students completed the survey during the last few weeks of the term.

(iii) The parents/caregivers survey was posted to a sample of parents/caregivers with envelopes containing a freepost envelope for the return of responses.

(iv) Staff completed their survey in the last week of term.

(v) Senior College staff and parents/caregivers responses were collated with data entry occurring as time permitted.

(vi) Computer programme set up for analysis of data.

(vii) Senior College, staff and parents/caregivers responses were collated to provide initial feedback.

Further data input and analysis will continue.

Step 3.

Preparation of conclusions, reflections and recommendations.

Step 4.

Presentation of report to Board of Trustees. Ongoing reflection.

4. Cycle 2. Action-research

The Principal's role in the Self-Review process was:

- Act as leader researcher, coach, facilitator, reflective practitioner and reporter.
- Lead discussion and planning of the Review.
- Provide professional development for staff in Self-Review and Action-Research procedures.
- Undertake a Literature Review providing staff with a list of key points relevant to school self-review.
- Facilitate focus group sessions to develop indicators from targets which in turn were derived from the reviews terms of reference.
- Facilitate development of student surveys.
- Facilitate development of timeline for collection of data.
- Empower and support staff involved in data collection, data entry and additional focus group discussions.
- Lead data analysis, discussion of results and reflection.
- Complete a report which documents fully the school Self-Review for the purposes of:
    - (i) providing the Board of Trustees with feedback on the school's performance
    - (ii) providing the school with directions for future planning and action

(iii) fulfilling the requirements for a graduate student to complete an administration project.

CHAPTER FIVE RESULTS

The Establishment Board of Trustees Vision and Guiding Principles provided the school with a framework for its operations and were used to provide the Terms of Reference for the Self-Review.

Tables 1, 2 and 3 on the following pages show the Terms of Reference teased out into targets, the Indicators derived from the Targets and the Method of Measurement. (Model proposed by Sutton (1994)).

What was said at the beginning?	TARGET What does this mean?	INDICATOR How would we know/evidence if this were happening?	MEASUREMENT How could we find out?
Vision for Mt Anglem College *To deliver quality education and development opportunities to the young people of our community, ensuring that they receive excellent preparation for ongoing education, acceptance of social responsibilities, and work in an international environment.*	Quality Education	• Client satisfaction paramount. • Customer focus. • Ongoing continuous improvement.	Client opinion survey Focus Groups
	Successful Stand Alone Middle School	• Operations of Middle School specifically targeting years 7-10. • Strong student sense of belonging to Middle School. • Pride for Middle School. • Specific needs of emerging adolescents addressed. • Focus on individuality. • Enhanced leadership opportunities. • Greater opportunities than ordinary intermediate or secondary school.	
	Successful Stand Alone Senior College	• Operations of Senior College specifically targeting years 11-13. • Well structured. • Strong student sense of belonging to Senior College. • Focus on learning, achievement and qualification. • Pride for Senior College. • Leadership opportunities. • Specific needs relating to individuality and diversity addressed. • Vocation and opportunities. • Greater opportunities than ordinary secondary school.	
	Personal Development	• Opportunities for personal development.	
	Ongoing Education	• Opportunities for ongoing education.	
	Social Responsibility	• Opportunities for ongoing social responsibility.	
	International Environment	• Environment includes international influences.	
	Enhance Community	• Resources for community developed on site. • School facilities shared by community. • Successful community education programmes.	
	Competent Staff	• Client and community satisfaction with respect to staffing. • Individual assistance. • Remedial assistance. • Pastoral responsibilities.	

TABLE 1 - DEVELOPMENT OF INDICATORS/MEASUREMENT

What was said at the beginning?	TARGET *What does this mean?*	INDICATOR *How would we know/evidence if this were happening?*	MEASUREMENT *How could we find out?*
Guiding Principles for Mt Anglem College *Commitment to client satisfaction.* *Delivery of quality education valuing diversity and focusing on the individual learner.* *Focus on the teachers' role as facilitators of learning.* *Provision of a safe, supportive but challenging learning environment with firm discipline and clear standards.* *The right to learn and play in a secure environment is central to the life proposed for Mount Anglem College.* *Emphasis on empowering the students to develop skills for ongoing learning and life beyond college.*	Safe Environment	• Support for at risk, no bullying/fighting feeling of being safe and secure. • Whanau/family atmosphere. • Healthy lifestyle. • Attendance monitored. • Rights of others respected. • Caring atmosphere. • Culture of sharing. • Buildings and property respected. • Pastoral system accessible and responsive to needs.	Client opinion survey Focus Groups. ↓
	Firm Discipline Clear Standards Right to Learn & Play in Secure Environment	• Rules clearly stated. • Uniform worn with pride. • Self discipline. • Feeling discipline system, firm, but fair. • Discipline system accessible. • Clear discipline structure, consistency across school. • Offence/outcomes known. • Students recognise boundaries for acceptable behaviour.	
	Students Empowered	• Students taking responsibility for own learning, achievement and career path.	
	Client Satisfaction	• Needs/concerns addressed. • Satisfaction with respect to individual learning and individual rights.	
	Quality Education Focus on Learning	• Quality relationships. • Focus on learning with achievement. • Wide range of programmes. • Vocational pathways offered. • Remedial help. • Individual coaching. • Career pathways. • Culture to improve. • Goal setting. • High expectations. • Feedback and reporting. • Sign posting. • Resources relevant to learning. • Teacher as facilitators.	

TABLE 2 - DEVELOPMENT OF INDICATORS/MEASUREMENT

TERM OF REFERENCE *What was said at the beginning?*	TARGET *What does this mean?*	INDICATOR *How would we know/evidence if this were happening?*	MEASUREMENT *How could we find out?*
Mt Anglem College Values *Honesty* *Respect* *Responsibility*	Honesty Respect Responsibility	• Culture of honesty. • Culture of respect promoted. • Culture of responsibility. • Courtesy encouraged. • Little theft. • Rights of others respected. • Little fighting. • Culture of sharing. • Fairplay.	Client opinion survey Focus Groups.
National Administration Guideline *Each Board of Trustees is required to foster* ***student achievement*** *by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.*	Opportunity to Achieve Success Literacy Focus. Numeracy Focus Identify Groups not achieving at risk Special Needs Careers Education and Guidance Improve Achievement of Maori Students	• Teachers ensuring students well prepared for external and internal assessment. • Wide range of programmes offered. • Opportunities to pursue academic or vocational pathways or both. • Own personal talents and abilities recognised by school and school has assisted with further development of these. • Individuality/diversity encouraged. • Offered opportunity to improve basic reading, writing or numeracy. • Offered assistance with other learning if required. • Provided with opportunities to discuss future career pathways and helped to choose suitable subjects. • Given opportunities to experience work/employment. • Students have CV. • Students know where to go to get careers/employment help. • Students know where to go to get counselling. • Catch-up tutorials offered. • Coaching offered. • Teacher prepared to work with small groups out of class time. • Focus on literacy. • Opportunities for individual coaching. • Opportunities for family/whanau support. • Opportunities for individual career counselling. • Involvement of Maori support agencies.	

TABLE 3 - DEVELOPMENT OF INDICATORS/MEASUREMENT

Feedback on each question of the survey was collated using a computer programme designed specifically for the task.

The programme summarises the count of answers for each question and illustrates the range and extent of opinion using a Pie Graph. This information is attached as Appendix.

Following entry of data relating to each question, results for those questions relating to the different sections of the Terms of Reference, i.e Vision, Guiding Principles, Values and NAG1 were summarised and tabled separately. (Tables 4-11, pages 42, 44, 45, 46, 47, 48, 51, 52)

The survey question member shown in the left hand column of each table relates to the questions in the Student Survey. (Attached as an Appendix)

The College's Vision, Guiding Principles and Values are detailed in Chapter Three. National Administration Guidelines. (Attached as an Appendix)

Results from the groups and main trends arising from the results are shown as follows:

I. **VISION - Results Table 4** and main trends, page 42.
II. **GUIDING PRINCIPLES - Results Tables 5 to 9** and main trends, pages 44. to 48.
III. **VALUES and IV NAG1 - Results Tables 10 and 11** and main trends, pages 51. and 52.

NOTES FROM FOCUS GROUP 04.12.2000 are shown on page 55.

RESULTS SENIOR COLLEGE SURVEY

I. VISION

Survey Question	Response Frequency (%) Senior College Students						
	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Strongly Disagree or Disagree	Agree or Strongly Agree
1	4	19	50	27	0	23	27
2	12	16	16	56	16	28	72
3	0	20	52	24	4	20	28
4	0	36	12	32	20	36	52
5	8	28	28	36	0	36	36
6	4	8	40	44	4	12	48
7	12	12	48	28	0	24	28
8	0	24	28	40	4	24	44
11	0	4	48	36	12	4	48
12	4	0	28	60	8	4	68
17	4	8	44	40	4	12	44
18	8	36	20	36	0	44	36
19	0	4	32	52	12	4	64
21	0	8	48	24	16	8	40
22	4	4	48	32	8	8	40
32	4	8	32	44	12	12	56
55	0	20	44	28	8	20	36

NUMBER = 25

TABLE 4 - VISION - OPINION RESPONSE FREQUENCY

I. VISION

Main trends arising from the opinions of a sample of Senior College students on statements regarding the school's 'Vision' (Table 4).

- Approximately half of the students indicate client satisfaction.

- Approximately a quarter of the students in the sample feel a sense of belonging to Senior College with about the same number feeling a sense of pride in their school.

- Approximately half of the respondents believe Senior College focuses on academic achievement, provides good opportunities for learning and development as well as preparation for ongoing education.

- Approximately half of the respondents feel that being a student of a Senior College gives them greater status than being a student in a traditional secondary school.

- Less than half of the students believe Senior College prepares them well for work in an international environment.

- Less than half of the students believe the College enhances the local community.

- Approximately one third only of respondents believe that teachers focus on individuality and provide support for individual students.

RESULTS SENIOR COLLEGE SURVEY

II. GUIDING PRINCIPLES

A. *Client Satisfaction*

Survey Question	Response Frequency (%) Senior College Students						
	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Strongly Disagree or Disagree	Agree or Strongly Agree
8	0	24	28	40	4	24	44
9	0	8	16	64	8	8	72
11	0	4	48	36	12	4	48
12	4	0	28	60	8	4	68
17	4	8	44	40	4	12	44
19	0	4	32	52	12	4	64
23	0	16	40	36	4	16	40
27	0	24	36	36	16	24	52
32	4	8	32	44	12	12	56
33	8	20	36	36	0	28	36
40	12	4	28	40	16	16	56
55	0	20	44	28	8	20	36
56	0	8	40	48	4	8	52
59	8	12	32	40	8	20	48

NUMBER = 25

TABLE 5 - CLIENT SATISFACTION - OPINION RESPONSE FREQUENCY

RESULTS SENIOR COLLEGE SURVEY

II. GUIDING PRINCIPLES

B. *Quality Education/Individual Learner*

Survey Question	Response Frequency (%) Senior College Students						
	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Strongly Disagree or Disagree	Agree or Strongly Agree
5	8	28	28	36	0	36	36
6	4	8	40	44	4	12	48
8	8	28	28	36	0	36	36
9	0	8	16	64	8	8	72
10	0	0	24	56	20	0	76
11	0	4	48	36	12	4	48
12	4	0	28	60	8	4	68
13	0	16	24	56	4	16	60
14	0	0	44	44	12	0	56
18	8	36	20	36	0	44	36
19	0	4	32	52	12	4	64
32	4	8	32	44	12	12	56
35	4	24	32	24	16	28	40
36	8	4	36	52	0	12	52
39	4	0	32	36	28	4	64
52	0	12	32	40	16	12	56
53	4	16	28	36	16	20	52
56	0	8	40	48	4	8	52
59	8	12	32	40	8	20	48

NUMBER = 25

TABLE 6 - QUALITY EDUCATION - OPINION RESPONSE FREQUENCY

RESULTS SENIOR COLLEGE SURVEY

II. GUIDING PRINCIPLES

C. *Focus on Learning*

Survey Question	Response Frequency (%) Senior College Students						
	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Strongly Disagree or Disagree	Agree or Strongly Agree
5	8	28	28	36	0	36	36
6	4	8	40	44	4	12	48
8	8	28	28	36	0	36	36
9	0	8	16	64	8	8	72
10	0	0	24	56	20	0	76
11	0	4	48	36	12	4	48
12	4	0	28	60	8	4	68
19	0	4	32	52	12	4	64
20	0	12	40	28	20	12	48
34	8	8	40	36	4	16	40
36	8	4	36	52	0	12	52
37	4	12	44	36	4	16	40
39	4	0	32	36	28	4	64
51	4	8	36	36	16	12	52
52	0	12	32	40	16	12	56
53	4	16	28	36	16	20	52
56	0	8	40	48	4	8	52
57	8	20	24	48	0	28	48
59	8	12	32	40	8	20	48

NUMBER = 25

TABLE 7 - FOCUS ON LEARNING - OPINION RESPONSE FREQUENCY

RESULTS SENIOR COLLEGE SURVEY

II. GUIDING PRINCIPLES

D. *Safe Environment/Firm Discipline*

Survey Question	Response Frequency (%) Senior College Students						
	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Strongly Disagree or Disagree	Agree or Strongly Agree
11	0	4	48	36	12	4	48
17	4	8	44	40	4	12	44
23	0	16	40	36	4	16	40
24	20	16	36	20	8	36	28
25	12	4	60	24	0	16	24
26	8	8	44	28	4	16	32
27	0	24	36	24	16	24	40
28	0	16	44	16	24	16	40
29	4	8	44	32	8	12	40
30	4	32	24	36	4	36	40
31	8	12	36	34	4	20	38
44	12	8	40	32	8	20	40
45	8	20	40	24	8	28	32
46	8	8	64	20	0	16	20
47	16	12	32	36	4	28	40
48	28	8	32	32	0	36	32

NUMBER = 25

TABLE 8 - SAFE ENVIRONMENT/DISCIPLINE OPINION RESPONSE FREQUENCY

RESULTS SENIOR COLLEGE SURVEY

II. GUIDING PRINCIPLES

E. *Student Empowerment*

Survey Question	Response Frequency (%) Senior College Students						
	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Strongly Disagree or Disagree	Agree or Strongly Agree
4	0	36	12	32	20	36	52
6	4	8	40	44	4	12	48
14	0	0	44	44	12	0	56
26	8	8	44	28	4	16	32
32	4	8	32	44	12	12	56
34	8	8	40	36	4	16	40
36	8	4	36	52	0	12	52
41	8	0	28	48	16	8	64
52	0	12	32	40	16	12	56
53	4	16	28	36	16	20	52
57	8	20	24	48	0	28	48
59	8	12	32	40	8	20	48
60	0	8	24	52	16	8	68
61	4	4	44	24	20	8	44

NUMBER = 25

TABLE 9 - STUDENT EMPOWERMENT OPINION RESPONSE FREQUENCY

II. GUIDING PRINCIPLES

A. *Client Satisfaction*

Main trends arising from the opinion of a sample of Senior College students on statements regarding client satisfaction (Table 5).

- Approximately half of the respondents indicate client satisfaction (similar to outcome from responses to questions relating to client satisfaction in the 'Vision').

B. *Quality Education/Individual Learner*

Main trends arising from the opinion of a sample of Senior College students on statements relating to quality education for individual learners (Table 6).

- Approximately half of the respondents indicate that Senior College delivers quality education.

- Approximately half of the students believe Senior College values diversity.

- Approximately half of the respondents believe that individual learners' needs are met.

C. *Focus on Learning*

Main trends arising from opinions of a sample of Senior College students on statements about the school's focus on learning (Table 7).

- Approximately half of the students believe Senior College provides good opportunities for learning (similar to outcomes from responses to questions relating to 'Vision').

- Approximately three quarters of the students believe Senior College provides good opportunities for academic and vocational pathways.

- More than two thirds of students believe remedial support is available.

- More than two thirds of students believe the school provides good opportunities for Maori students.

- Approximately half of the respondents believe teachers think students can achieve and learn.

D. *Safe Environment/Discipline*

Main trends arising from the opinions of a sample of Senior College students on statements relating to environment and discipline (Table 8).

- Less than half the respondents believe that the school offers a safe environment.

- Less than half the respondents believe that the school offers a family/whanau atmosphere.

- Less than half the respondents believe that the school has a firm discipline system with clear and consistent standards.

E. *Student Empowerment*

Main trends arising from the opinions of a sample of Senior College students on statements relating to their empowerment (Table 9).

- Approximately half of the students believe that the school empowers them in the areas of their own learning and development of their own individual talents.

- Approximately a third of the respondents believe that the school helps them to develop a healthy lifestyle.

RESULTS SENIOR COLLEGE SURVEY

III. VALUES

Survey Question	Response Frequency (%) Senior College Students						
	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Strongly Disagree or Disagree	Agree or Strongly Agree
40	12	4	28	40	16	16	56
42	4	0	68	16	12	4	38
43	8	20	36	28	8	28	36
44	12	8	40	32	8	20	40
45	8	20	40	24	8	28	32
46	8	8	64	20	0	16	20
47	16	12	32	36	4	28	40
49	4	24	32	32	8	28	40
50	12	4	32	48	4	16	52

NUMBER = 25

TABLE 10 - VALUES - OPINION RESPONSE FREQUENCY

RESULTS SENIOR COLLEGE SURVEY

IV. NATIONAL ADMINISTRATION GUIDELINE 1

Survey Question	Response Frequency (%) Senior College Students						
	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree	Strongly Disagree or Disagree	Agree or Strongly Agree
8	0	24	28	40	4	24	44
9	0	8	16	64	8	8	72
10	0	0	24	56	20	0	76
11	0	4	48	36	12	4	48
12	4	0	28	60	8	4	68
13	0	16	24	56	4	16	60
14	0	0	44	44	12	0	56
15	0	8	40	32	20	8	52
16	4	12	8	44	28	16	72
19	0	4	32	52	12	4	64
23	0	16	40	36	4	16	40
24	20	16	36	20	8	36	28
25	12	4	60	24	0	16	24
26	8	8	44	28	4	16	32
32	4	8	32	44	12	12	56
36	8	4	36	52	0	12	52
37	4	12	44	36	4	16	40
38	12	12	36	16	24	24	40
39	4	0	32	36	28	4	64
51	4	8	36	36	16	12	52
52	0	12	32	40	16	12	56
53	4	16	28	36	16	20	52
56	0	8	40	48	4	8	52
57	8	20	24	48	0	28	48
58	0	12	36	32	20	12	52
59	8	12	32	40	8	20	48

NUMBER = 25

TABLE 11 - NAG 1 - OPINION RESPONSE FREQUENCY

III. VALUES

Main trends arising from the opinions of a sample of Senior College students on statements relating to the College's values (Table 10).

- Approximately half of the respondents believe that respect and courtesy are evident in Senior College.

- Approximately a third of students believe that honesty, responsibility and a caring attitude towards each other are evident in Senior College.

IV. NATIONAL ADMINISTRATION GUIDELINE 1

Main trends arising from the opinions of a sample of Senior College students on statements relating to the school's implementation of National Administration Guideline 1 as it relates to teaching and learning (Table 11).

- Approximately three quarters of respondents believe that school offers them a wide range of academic and vocational pathways.

- Approximately half of the students believe they are being well prepared for career choices and the pursuit of employment.

- Slightly less than half the students believe the school prepares them well for success in national qualifications but approximately two thirds of respondents believe the school provides good opportunities for individual catch up and coaching.

- Approximately half of respondents believe the school assists students to set goals and achieve as highly as possible.

- Approximately two thirds of students believe the school provides opportunities for Maori students to succeed.

- Approximately half of the respondents believe that the school's teachers have high expectations for individual student achievement.

- Approximately half of the respondents indicate satisfaction with regard to teaching styles.

NOTES FROM FOCUS GROUP
SENIOR COLLEGE STUDENTS - 4 DECEMBER 2000

Standard of Teaching/Preparation for qualifications

- Year 13 - Most treated like adults.
- Year 11 - If it was a class they could get on with - were good.
- Students need to be responsible for own learning.
- Teachers with other responsibilities should not teach.
- Teachers more prepared 2000 than 1999.

Effectiveness of School Discipline System

- Blue Slip not to Senior College.

Thought a solution would be a Withdrawal Room. Students with blue slips a disruption both to get them out and those coming in.

- Year 10 students top dogs in middle to bottom of heap in Senior.
- Year 10 need to be more disciplined to prepare for Year 11.
- Stream the students for ability.

Felt that the more able students missing out because teachers have to spend time trying to handle behaviour of less able students.

ISSUES RELATING TO STUDENT SAFETY

- Senior better than Junior.
- Junior more scatty.
- Can't leave anything anywhere.
- Take notice about bullies.
- Students need to know about security staff.

One of the Focus Groups was concerned when stopped by Security Guard. He thought it okay for a Security Guard to be present but he would've liked to have known about it.

PREPARATION FOR CAREER/VOCATIONAL PATHWAYS

- Academy good.
- Correspondence - *more access.*
- Students have more choices in course.

GOOD THINGS ABOUT MT ANGLEM COLLEGE

- Scholarships.
- Bright colours in classrooms.
- Vertical Forms.
- Prefect - Teacher in charge.

THINGS TO CHANGE

- *Uniform (female) - Middle School, kilt expensive, no ties - change female ties.*
- *Hair colour, jewellery - lighten up.*
- *Middle students noisy during examinations and in Library - 3:10pm.*

Wanted separate space for Seniors.

- *Computers in Senior Common Room.*
- *Year 11-12 need warm space (interval-lunch).*
- *Separate standard of students* - streaming.
- *Don't send blue slip kids into other classrooms.*
  Have a Withdrawal Room for naughty students.

TABLE 12 – FOCUS GROUP 1 – DISCUSSION SUMMARY

CHAPTER SIX DISCUSSION

The purpose of this study, a College Self-Review, was to determine, after a period of two years, how well the new school had implemented the Vision, Guiding Principles and Values developed by the Establishment Board of Trustees prior to the new school opening.

The review involved the first cycle of Action-Research with the planning and data collection based on targets and indicators developed from the baseline standards.

The data was collected through opinion surveys, with the intention that the initial trends evident from the results be explored further through focus group discussions and interviews.

Data for the first cycle was gathered from students, staff and parent/caregivers, but for the purpose of this report, only a sample of Senior College students' responses have been collated and analysed.

The general trends arising from the review suggest that the College is only halfway to achieving the targets put in place at the time of establishment and that client satisfaction is only about fifty percent.

The different terms of reference collectively constitute the College's strategic and operational requirements, and results indicate that these are not being fully met.

Furthermore, it appears that members of the organisation believe that students' goals are not clear and the organisation's purpose and efforts are not united.

These outcomes are now discussed using the key advice provided from the review of literature in order to provide possible explanations for the findings.

Reoccurring themes in the literature [(Fullan (1992), Sutton (1994), Barth (1990), Schmoker (1996)] link successful schools with a strong vision which has been developed collaboratively and a vision with clear concise goals and wide ownership.

The literature also highlights the danger of visions being flawed and limited due to lack of consultation with stakeholders at the time of development. (Fullan, 1992).

Reid, Hopkins, Holly, (1987), recommend that visions be articulated frequently by all the members of the organisation and be very visible.

Fullan, (1992) advises that the goals of the organisation and the actions of its people be co-ordinated and that visions need to be transitional and provisional.

A possible explanation for the mediocre performance of Mt Anglem College against its foundation targets, as indicated by the survey results, is that the performance is affected by the inadequacy of the school's Vision (from which the Guiding Principles and Values have been developed), thus causing the organisation's practices and goals to be unrelated.

The new College opened in buildings that had previously been occupied by one of the schools which had closed, consequently neither the exterior nor the interior of the new school reflected any part of the vision, and traditions, myths and artefacts linking the school to its community were non-existant. In this sense, the vision was not at all visible.

The school's goals were developed by the Establishment Board of Trustees and the Principal prior to the College opening, and because at this stage the school did not have any students or employees, there was no consultation or collaboration with any other stakeholder.

Sergiovanni (1990) advises that a vision statement is not a road map, but a compass, and quotes the words of Peter Black:

> *"A vision of greatness expresses the spiritual and idealistic side of our nature, it is a preferred future that comes from the heart, not from the head."*

Fullan (1992) advises that visions are necessary but they come late for the reasons of:

1. Needing a good deal of reflective experience before one can form a plausible vision, i.e. vision emerging from, rather than preceding action.

2. Needing to evolve through the dynamic interaction of organisational members, a process which takes time and must be open ended.

He makes these points to highlight the necessary merging of personal and shared visions and to warn of the danger for leaders who might expect others to sign up for their vision resulting in ownership being lost in the process. What is masked as a shared vision is often the vision of one person.

Fullan (1992) also claims that the crucial issue is how visions can be shaped and reshaped by leaders and team members.

It is therefore not surprising that the review has determined that the organisation's aims are not well understood nor well supported even though the components of the vision were reasonably generic to most schools and before the school opened much time and effort were put into sharing the 'Vision' with the staff and facilitating ownership.

The Vision and Guiding Principles of the College are not well written, instead of being focused and succinct, they incorporate too many different parts and are written in language which would not be clear to the different stakeholders. The language is neither mobilising or value driven. This is contrary to the advice of Murgatroyd and Morgan, (1992).

In addition these initial goals have not been seen as temporary, existing only as the basis for the future development of a shared vision with input from community, students and staff, rather they have been put in place and not altered over the two year period.

Schreernens, (1992) suggests that school effectiveness arises from the unity of a school's efforts and purpose and as Mt Anglem's purpose was not well understood, or owned by its people, it is likely that the resulting confusion in aims and practice was a contributing factor to the school not successfully implementing its foundation targets.

The school improvement literature also points to relationships as being the key to school effectiveness, Barth, (1990).

It is possible therefore that an explanation for the school's performance could be related to the delay involved in the development of quality working relationships between staff members, teachers and students, and teachers and parents/caregivers, all of whom were new and mainly unknown to each other prior to the school opening.

As well as this need to become acquainted and develop working relationships, the additional factors of resentment towards the new school and anger about the closing of the old schools would have caused a delay in the development of quality interpersonal communication, collegiality, collaboration, consultation and co-operation.

The link between attention to increased standards and school effectiveness is highlighted in the literature, (Schmoker, (1996)).

The Self-Review of the College carried out at the end of the school's second year was the first time since establishment that any attempt had been made, either internally or externally, to measure the school's effectiveness in relation to its initial targets and to determine the gap between desired and actual performance. As a consequence of this, the school did not have a focus on increasing standards, instead it was concentrating just on implementation rather than improvement.

The efforts of school personnel in the establishment phase of the school were probably not sufficiently focused on developing a goal orientated culture and climate with an emphasis on effective teaching and student achievement. [Key elements for school effectiveness, MacNeill and Silcox, (1996)] but were instead distracted into tasks associated with the refurbishment of buildings, programme development and simply survival in the face of the stress and workload associated with the closing of two schools and the opening of a new school.

Mt Anglem College was marketed as a Quality school which would practice the principles of Quality Management.

The results of the survey suggest that the school is only part way to achieving quality in the eyes of it stakeholders.

The Quality Management movement emphasises the elements of Quality as being team development, empowerment, shared decision making and the need for a shared vision developed and owned by the stakeholders (Murgatroyd, Morgan (1992).

As described earlier, the new school began with new employees, all new teams, no school or team culture, and no experience of shared decision making or empowerment amongst the new employees.

There were no existing working relationships, little trust between people and little shared understanding of the principles of Quality Management.

Quality Assurance (including inspection and evaluation), seen as very important for organisation effectiveness [Bush, Buchanan (1994)] had to be set up from scratch and staff aquainted with the requirements of data collection, problem solving, monitoring and review.

It had been predicted that the development of the new school as a Quality school would not be easy, particularly during a time when management structures and accountability lines were being established, and while some attention and time was given to upskilling and facilitating with respect to Quality Management, the outcome of the review shows these efforts were not entirely successful with people feeling they were not sufficiently empowered or sufficiently involved in decision making.

Authors explored in the Literature Review consider school effectiveness recipes as having limitations as formulas for successful schools because schools and their communities are not the same. They suggest however, that effectiveness recipes do provide lists of factors that seem to be apparent in schools judged to be effective. (MacNeill, Silcox (1996), Barth (1990), Schmoker (1996).

Common in these lists are many factors (relevant to Mt Anglem College's situation), such as consistency among teachers, work-centred classroom environment, maximum communication between teachers and pupils, school wide recognition of academic successes, order and discipline, high expectation of student achievement, emphasis on basic skills.

Trends that have emerged from the student data, to date, indicate that issues relating to teaching and learning need to be addressed by staff, community and students, in order to provide increased client satisfaction, to enhance learning and to better meet the requirements of Ministry of Education, National Administration Guidelines.

A possible explanation for the apparent gap between desired performance and outcomes at the College, with respect to teaching and learning, and based on the advice from the school effectiveness movement, is the lack of team approach and lack of quality relationships amongst the all new staff and students as well as the need to develop an achievement orientated culture.

In preparation for the project at Mt Anglem College, the literature review included the topic of Self-Review.

A key point of advice from these readings was the critical need to develop a culture conducive to evaluation, (Aspinall, Simpkins, Wilkinson, McCauley, 1992).

This was very important advice for the implementation of the College study and was achieved through open and ongoing discussion throughout the review process, thus allowing the people of the organisation to become relaxed and comfortable about the data collection and subsequent analysis.

Equally important was Cardno's (1999) recommendation that an organisation should consider the norms of effective practice before obtaining feedback, thus enabling targets to be easily translated into indications of success. Developing indicators which would signpost achievement of targets, based on the work of Sutton (1994), provided the framework for the whole review and the standards required by the Establishment Board.

Discussion in the literature also indicated that Self-Review required effective communication, collegiality and risk taking (Barth, 1990). In this respect the project assisted the people of the new school to bond together for a common cause, thus further enhancing co-operation and collaboration, and assisting them to develop the confidence required to ask questions about their own performance.

The Action-Research process was also considered at length before the study began with the researchers interested in the definition and explanation of Action-Research as an attempt to narrow the gap between theory and practice, (i.e what is wanted and what is happening), as described by Piggot-Irvine (1995) but finally settling on the definition and model of Action-Research by McKernan (1991); a decision which provided a step by step system for the research and ongoing action.

The fact that the researchers were participants in the events being studied required additional planning and thought as discussed by Piggot-Irvine, (1995). This was particularly important when considering the role of the Principal as researcher and the consequent ethical considerations required to ensure fairness to the participants.

In summary, the literature search provided essential information for the conduction of the Self-Review using Action-Research as well as key points to be considered when seeking reasons for the trends arising from the results.

The study was concerned with the question of how well the school had implemented its foundation goals in an attempt to provide the Establishment Board of Trustees with feedback. Through the Action-Research model and consideration of the advice arising from the literature review, the College's performance based on feedback from stakeholders, has been evaluated and possible explanations provided for the findings.

It appears after consideration of the themes from the literature, that the single most important part of the College's operations requiring immediate revision is the school's vision so that it truly reflects the shared goals and aims of its people and that it is written in a form that is understood by all.

It is possible that once the vision is revised, according to the recommendations of the literature, that the flow on effect will see increased outcomes towards the organisation meeting the performance requirements as developed by the Establishment Board of Trustees.

CHAPTER SEVEN - CONCLUSIONS

It would have been pleasing to be able to report good news, instead it is obvious, based on the general trends from Senior College respondents to the survey that the school is a long way from achieving fully the terms of reference put in place before the school opened.

It was noted earlier however, that it was better for the school to undertake a review of this sort and be prepared to put in place constructive action rather than sit back and wait for members of the public or a parent/caregiver to tell it about its performance.

It should be noted too, that opinion may alter as more data is collected and results are adjusted accordingly.

However, the trends that have emerged at this stage have provided very useful information which will be explored further in focus groups to find out why these opinions are held and will provide the starting point for the second cycle of the action-research process.

Reflections

It would be too easy to explain student lack of pride and sense of belonging to Senior College by the fact that all students were new to the school two years ago and that most came with very strong feelings about the closure of their previous school and the inadequacies of the new site. In addition most were convinced that the new school could not provide an education equal to their previous school.

This would be a simple option for the school, but instead the issues must be investigated further by the researchers with a view to using the outcomes of the review to inform school development.

In conclusion, when measured against the key points of advice arising from the Review of Literature undertaken prior to the self evaluation taking place (and listed in Chapter Two, pages 4 to 12), Mt Anglem College must consider the shortcomings of its Vision and Guiding Principles (as indicated by the results displayed in Table 4, page 42); caused probably by the fact that they were developed by the School Principal and Establishment Board of Trustees prior to the school opening and have not been reshaped since this time.

As a consequence, staff, students, and the community, as stakeholders, have had no involvement in the philosophy and future directions of the school, nor have they had the opportunity to use the experiences and outcomes of the first two years of the schools' operations to shape the future.

Results from the survey confirm that the Vision, Guiding Principles and values are suffering from lack of ownership and an analysis of the Terms of Reference show that they are not particularly clear, memorable, involving, value driven or mobilising as recommended in the literature.

Student opinion indicates that there is amongst the student body confusion with regard to the school's goals, purpose and effort as well as lower expectations for student achievement, possibly caused by a flow-on effect from the deficiencies and lack of ownership of the school's Vision.

Future Action-Research Cycles will need to include strategies to ensure:

- The school, (without compromising its model for education of a Senior College and Middle School) develops and maintains a shared Vision.
- The school identifies and articulates clear goals relevant to Middle School and Senior College.
- The school promotes through empowerment participation and shared decision making by its different stakeholders.
- The school accepts that school climate and culture do make a difference to student achievement.
- The school's teaching practices maximise student learning and achievement.

It would be a tragedy for the school's leadership to blame the shortcomings of the school on the 'victims', i.e the students, or to look for other reasons to excuse the current situation. It is important though to remember that the first two years of the school's operation were characterised by system development and building refurbishment, both of which would distract leadership from the management, promotion and necessary ongoing revision of the school's initial 'Vision'.

Finally, it is important to acknowledge that this sort of exercise, i.e self-review, takes a lot of courage, but those who are wary of the process should remember that it is less threatening to hear from ourselves than from outsiders.

Recommendations

1. School completes the self-review by collating all survey data, scheduling more focus groups and analysing the results further.

2. School completes the first cycle of action-research using the information from the review to set directions for future planning and evaluation.

3. Staff developments are set up to focus on 'Vision' revision and 'Vision Ownership' as well as strategies to maximise learning achievement and client satisfaction.

4. Board of Trustees incorporates findings of review into its strategic planning, thus enabling the Board to revisit where it wants to be as an institution and how it is going to get there, a process which can only be completed satisfactorily if the institution gives due attention to where it is currently placed, involves as many stakeholders as possible, and carefully balances internal aims and external imperatives.

5. Further work is undertaken to understand the school's community and environment.

6. Future site based whole school professional development focuses on team enhancement, relationships and consistency.

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Sutton, R 1994 *Managing School Self Review : A Practical Approach* **Auckland College Printery.**

APPENDICES

Senior College Survey

The count of answers for each question is displayed on the right-hand end of the row. The cell that is checked on that row identifies the answer in question.
If there is a row with no check for any answer it means some students did not select an answer for that question.

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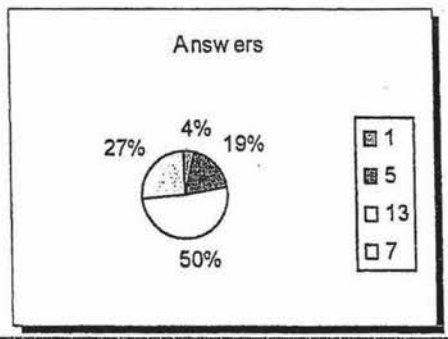

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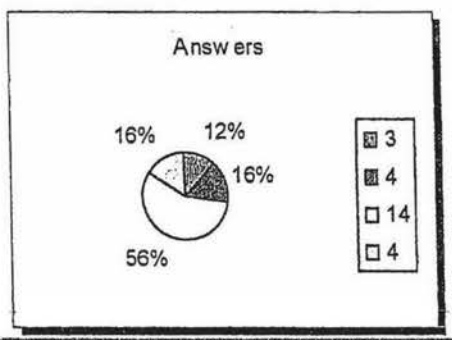

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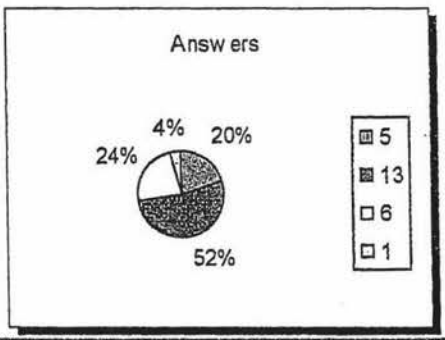

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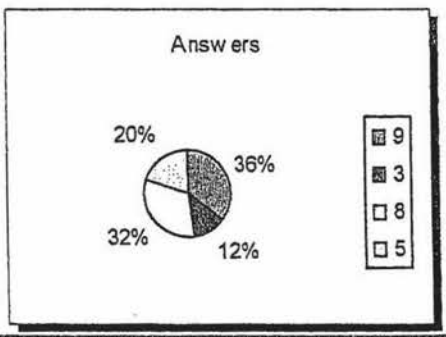

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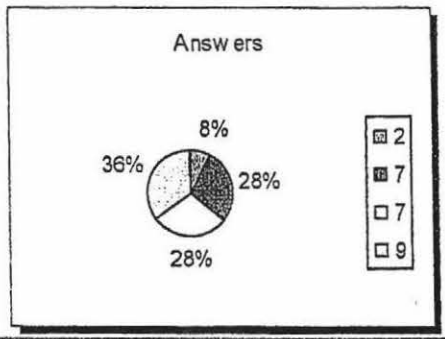

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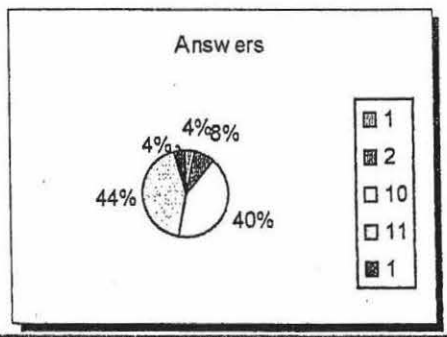

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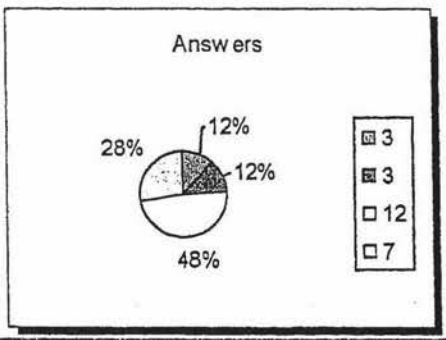

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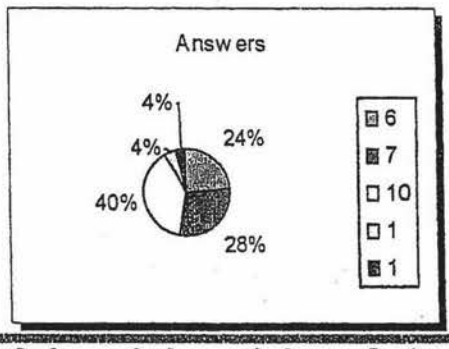

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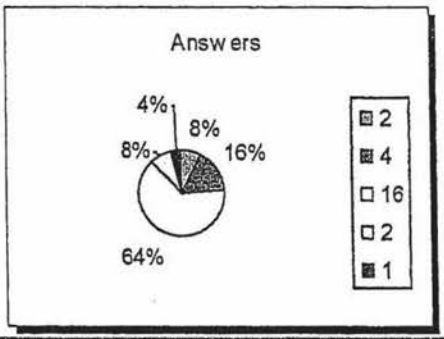

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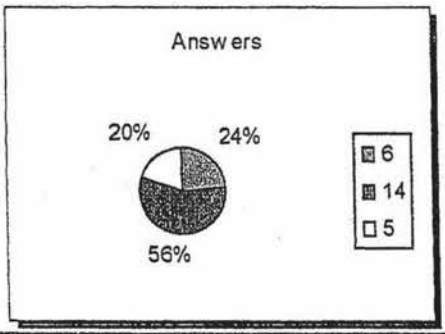

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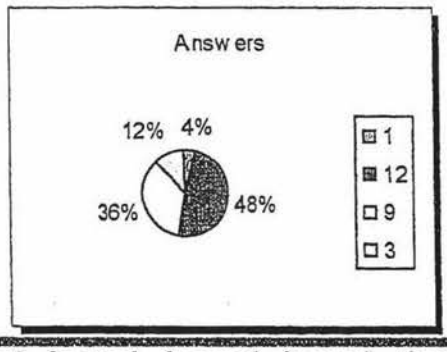

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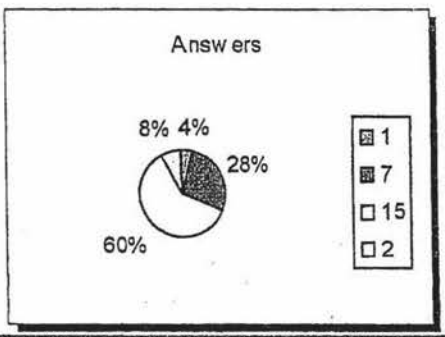

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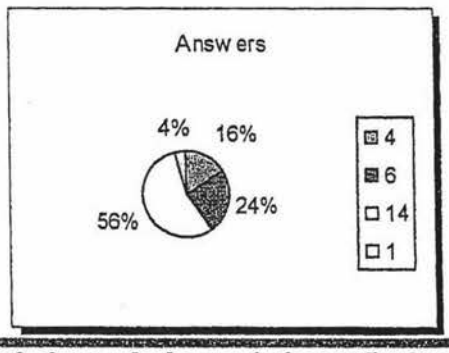

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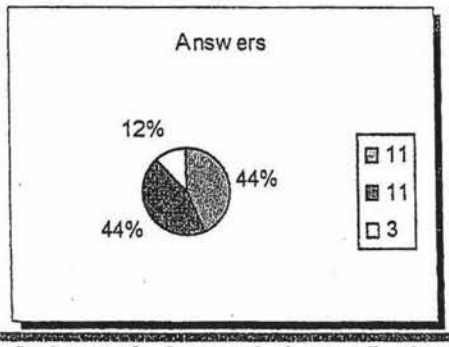

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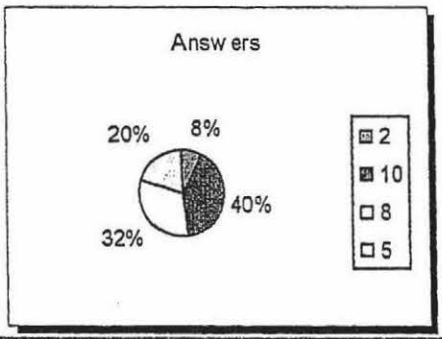

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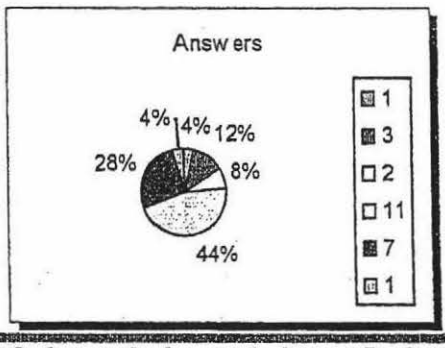

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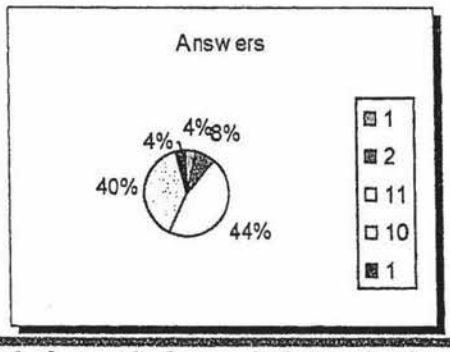

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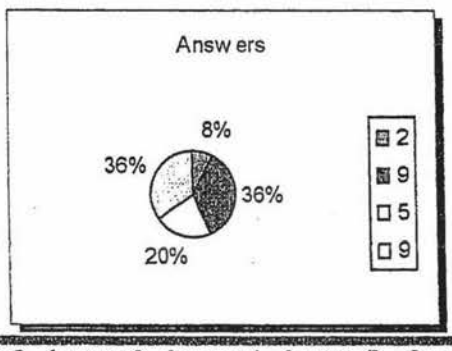

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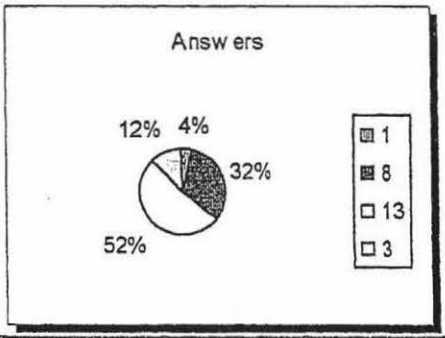

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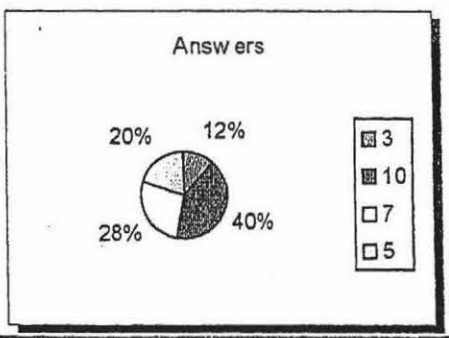

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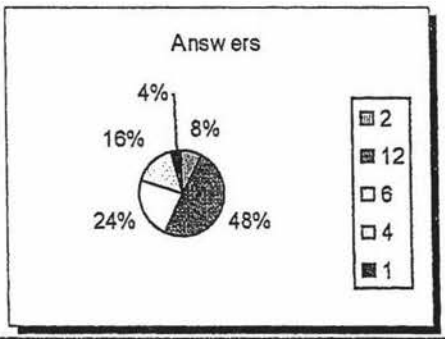

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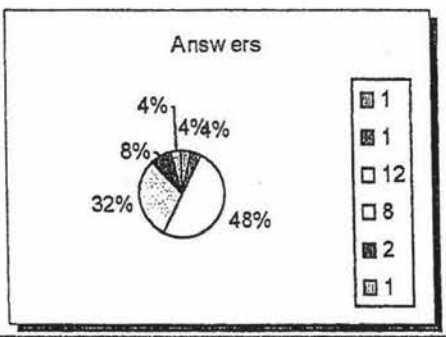

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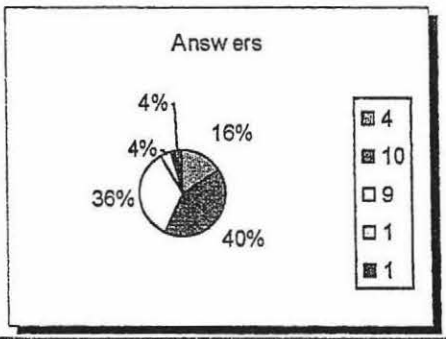

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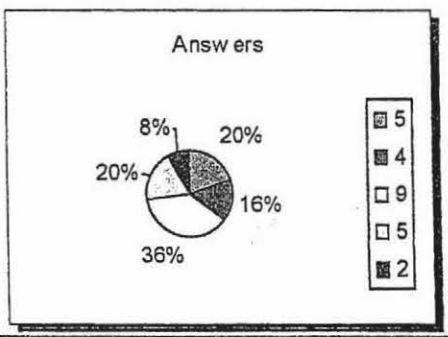

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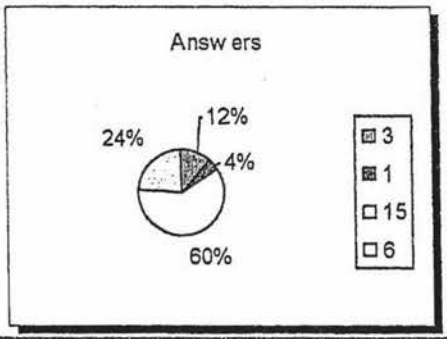

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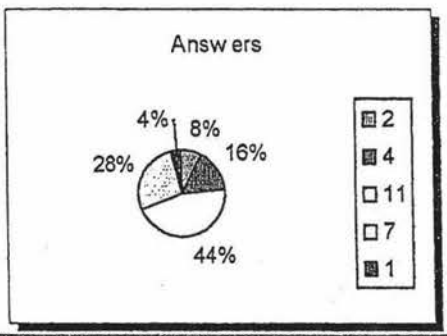

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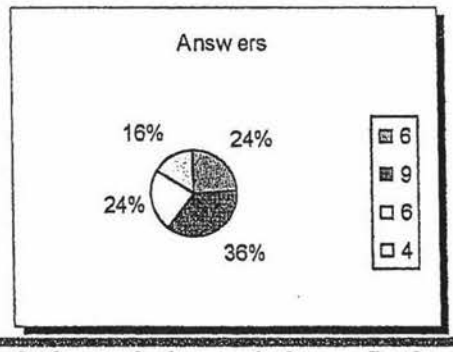

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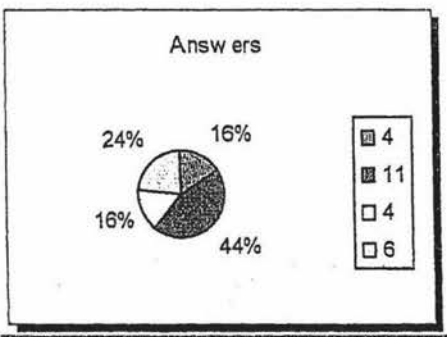

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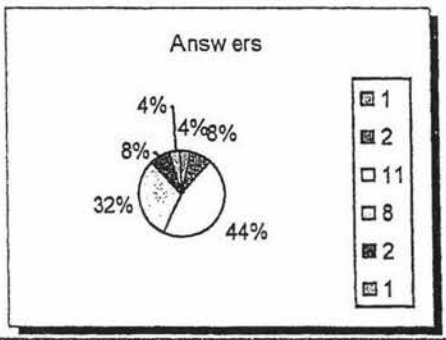

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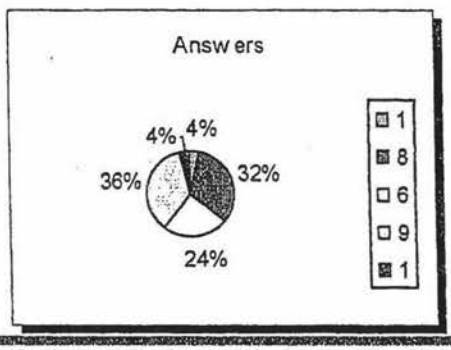

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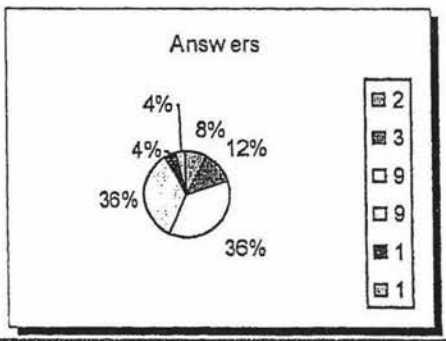

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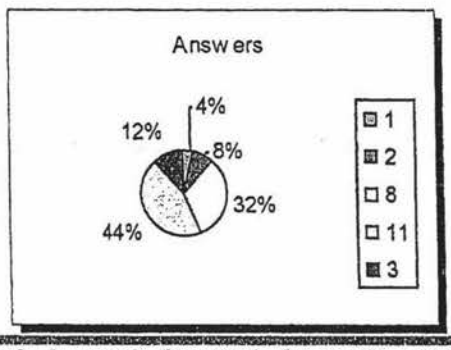

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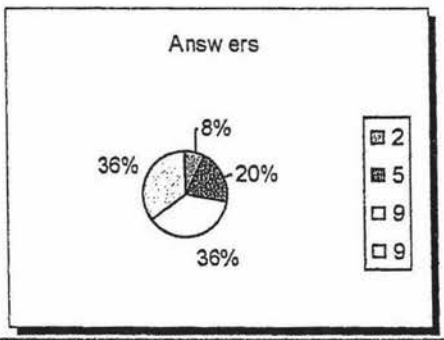
Question_No 33



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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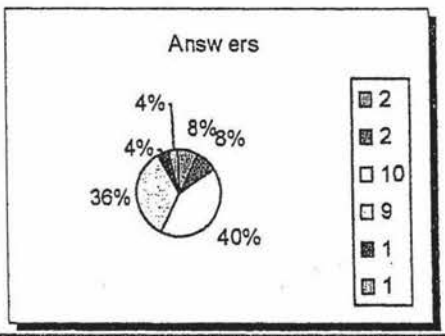
Question_No 34



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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☐	☐	☑	☐	☐	10
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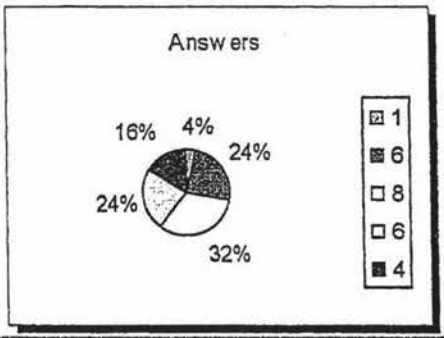
Question_No 35



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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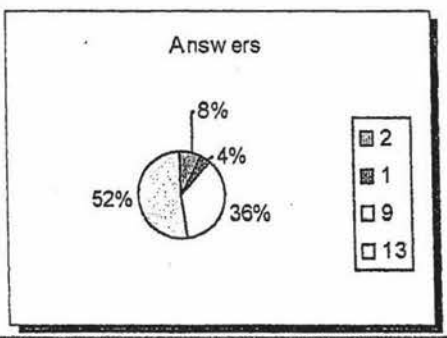
Question_No 36



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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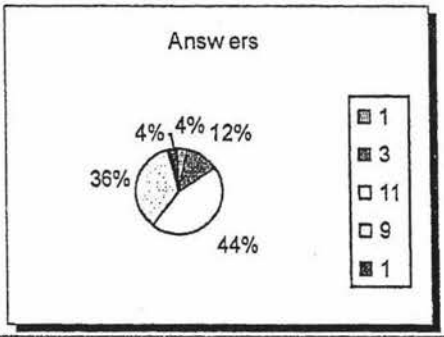
Question_No 37



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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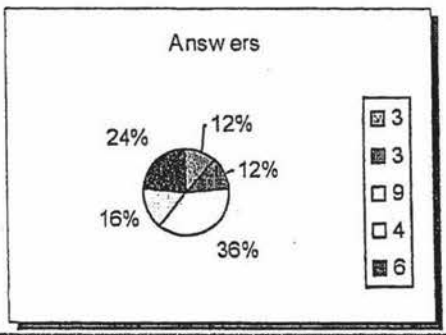
Question_No 38



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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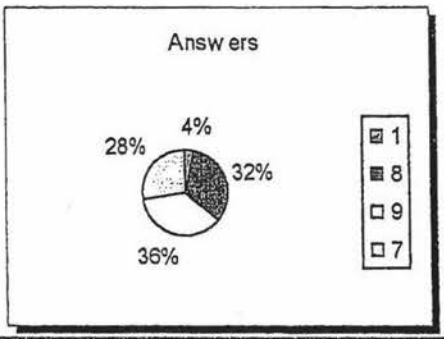
☐	☑	☐	☐	☐	3
☐	☐	☑	☐	☐	9
☐	☐	☐	☑	☐	4
☐	☐	☐	☐	☑	6

Question_No 39



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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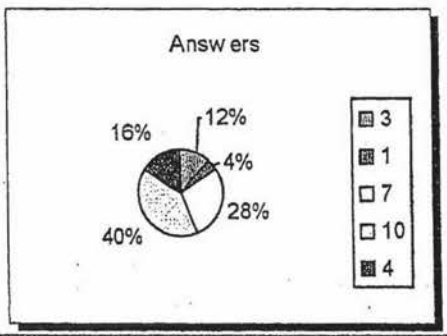
Question_No 40



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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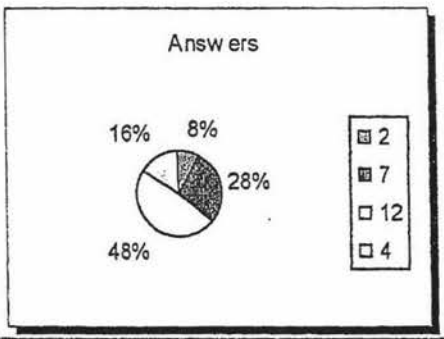
Question_No 41



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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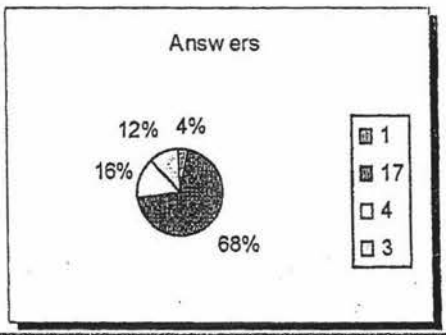
Question_No 42



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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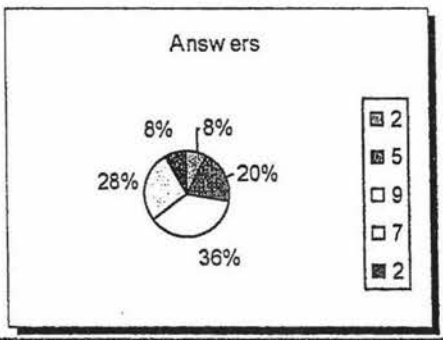
Question_No 43



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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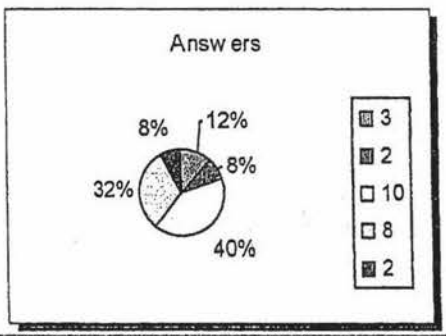
Question_No 44



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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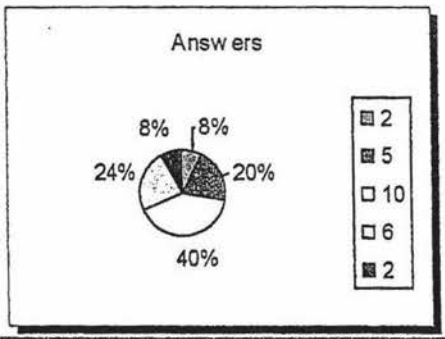
Question_No	45



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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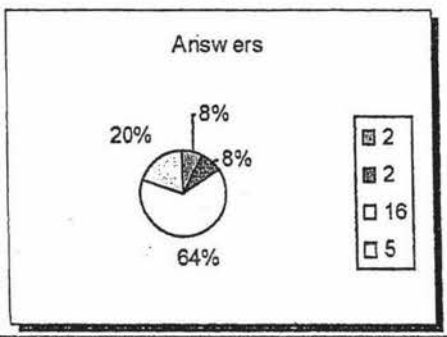
Question_No	46



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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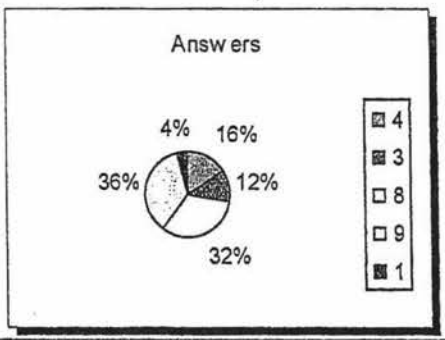
Question_No 47



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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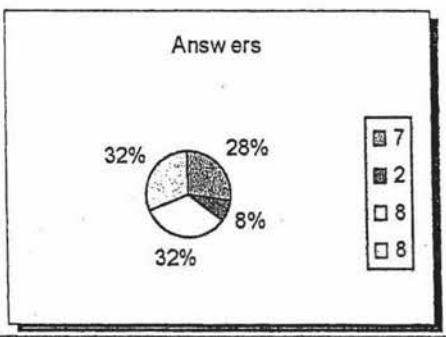
Question_No 48



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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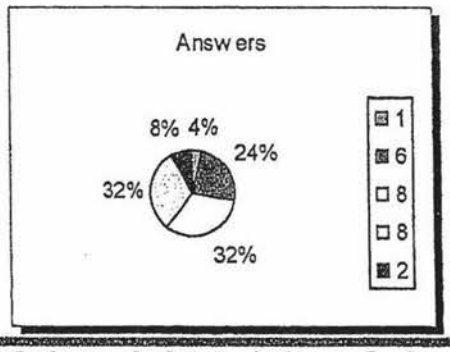
Question_No 49



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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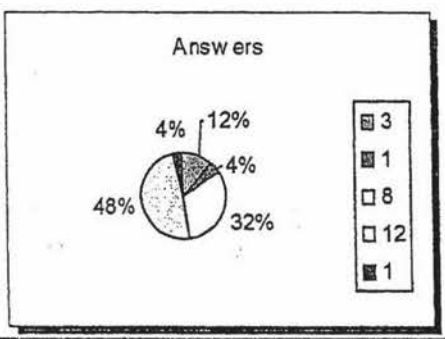
Question_No 50



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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☐	☑	☐	☐	☐	1
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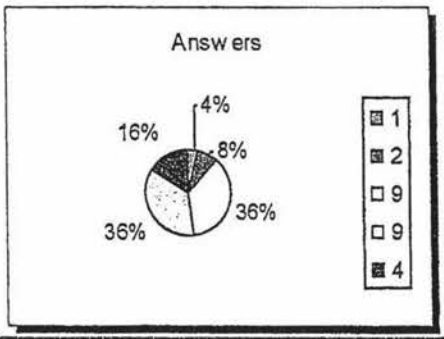
Question_No	51



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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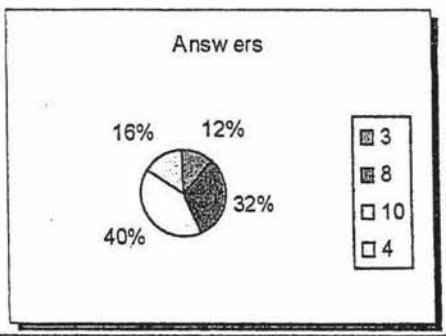
Question_No	52



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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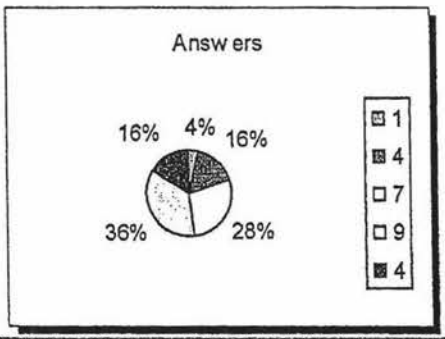
Question_No 53



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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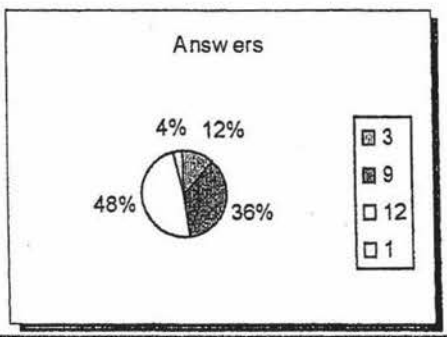
Question_No 54



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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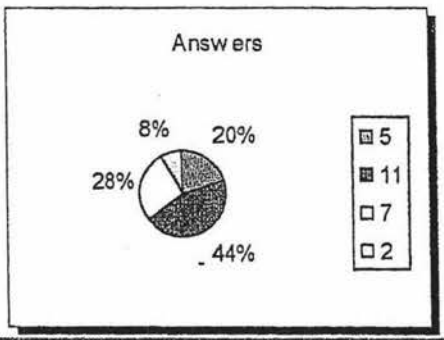
Question_No 55



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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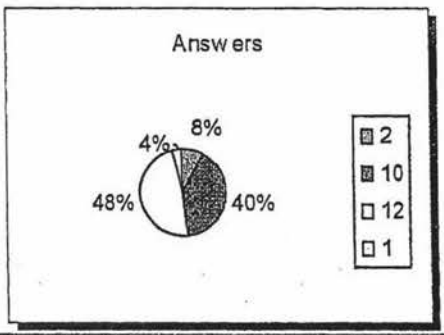
Question_No 56



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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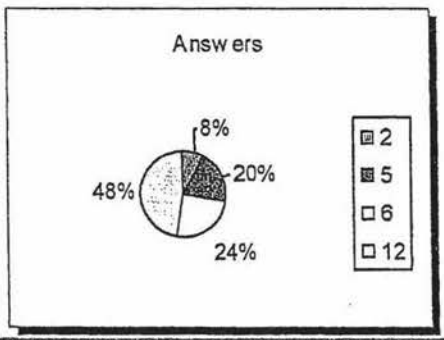
Question_No 57



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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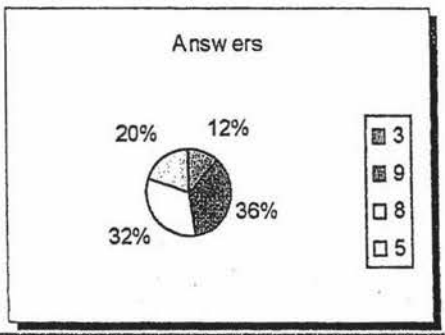
Question_No 58



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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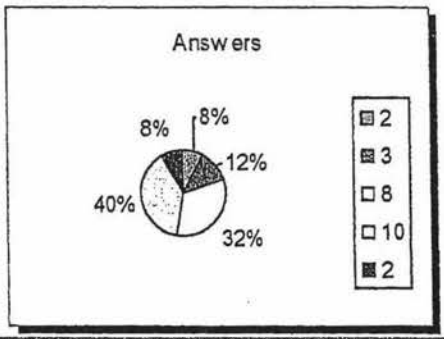
☐	☐	☐	☑	☐	8
☐	☐	☐	☐	☑	5

Question_No	59



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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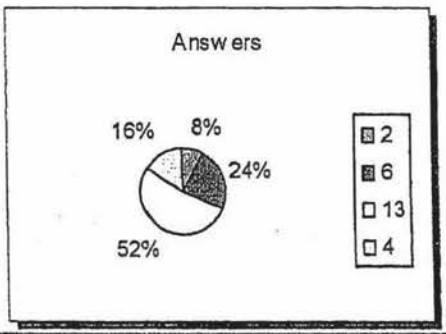
Question_No	60



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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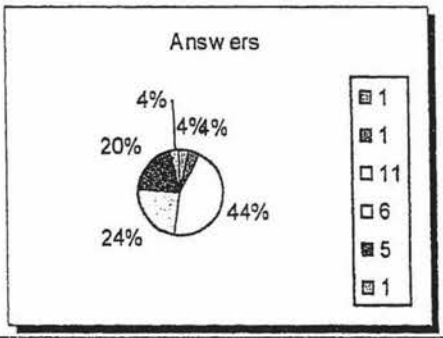
Question_No	61



Answer1	Answer2	Answer3	Answer4	Answer5	Count Of Answers
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☐	☐	☑	☐	☐	11
☐	☐	☐	☑	☐	6
☐	☐	☐	☐	☑	5
☐	☐	☐	☐	☐	1

2000 COLLEGE REVIEW – Senior College

Mt Anglem College opened 2 February 1999 bringing to Invercargill a new concept for Form 1 to 7 education through the provision of a Middle School and a Senior College operating on the same site.

Almost two years later it is important to gauge student opinion on various aspects of the College's operations.

The College is confident that students' time at school has been a worthwhile and pleasant experience.

You are a valued member of our Year 12 student body and your feedback is important to us.

Please take time to fill in the following questionnaire. Be assured your contribution will remain anonymous. It will only be used by the school to reflect on good practice and/or modify future practice.

Please do not write your name on this survey, instead, please complete the following by circling the box appropriate for you.

YEAR LEVEL: 12 **GENDER**: Male / Female *(please circle)*

ETHNICITY: Maori / Pakeha / European / New Zealand *(please circle)*

Please respond to each survey item by circling the number that best matches your opinion about the statement.

1	2	3	4	5
Strongly disagree	**Disagree**	**Unsure**	**Agree**	**Strongly Agree**

1.	Students have a strong sense of belonging to Mt Anglem Senior College.	1	2	3	4	5
2.	Senior College has a clear structure of year levels and vertical form classes.	1	2	3	4	5
3.	Students feel they have greater status being part of a Senior College than an ordinary secondary school.	1	2	3	4	5
4.	Senior College provides more leadership opportunities than an ordinary secondary school.	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

5.	Senior College provides a setting for teachers to interact with students as young adults rather than as secondary school students.	1	2	3	4	5
6.	The Senior College environment provides greater opportunities for students to focus on learning and achievement rather than normal secondary school.	1	2	3	4	5
7.	Students feel proud to be seen wearing the Mt Anglem College Senior College uniform in the community.	1	2	3	4	5
8.	Senior College teachers ensure that students are well prepared for success in national qualifications.	1	2	3	4	5
9.	There is a wide range of academic and vocational programmes in Senior College.	1	2	3	4	5
10.	There are opportunities in Senior College to study and follow academic and/or vocational pathways.	1	2	3	4	5
11.	There is opportunity in Senior College for at risk students to get special support.	1	2	3	4	5
12.	Senior College offers ways for students to improve basic reading/writing skills and maths skills.	1	2	3	4	5
13.	Senior College provides opportunities for students to discuss future career pathways.	1	2	3	4	5
14.	Senior College provides opportunities for work experience.	1	2	3	4	5
15.	Senior College provides students with advice when choosing subjects for specific careers/jobs or tertiary education/training.	1	2	3	4	5
16.	Senior College provides students help to prepare their CV.	1	2	3	4	5
17.	Senior College ensures students know where to get counselling and/or guidance.	1	2	3	4	5

	1	2	3	4	5
	Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

18.	Senior College students will leave school well prepared to live and work in an international environment.	1	2	3	4	5
19.	Senior College ensures students are provided with individual catch-up/coaching lessons if requested.	1	2	3	4	5
20.	Teachers in Senior College are prepared to work with small groups of students or individual students in out of class time.	1	2	3	4	5
21.	Mt Anglem College has enhanced its local neighbourhood.	1	2	3	4	5
22.	Mt Anglem College continues to develop resources that can be accessed by the local community.	1	2	3	4	5
23.	Senior College provide students with a safe and secure environment.	1	2	3	4	5
24.	Bullying does not occur in Senior College.	1	2	3	4	5
25.	Senior College offers a whanau/family atmosphere.	1	2	3	4	5
26.	Senior College helps students to develop a healthy lifestyle.	1	2	3	4	5
27.	Senior College has firm discipline.	1	2	3	4	5
28.	Discipline standards are clearly stated and consistent across Senior College.	1	2	3	4	5
29.	Students in Senior College understand that certain offences will result in definite punishments.	1	2	3	4	5
30.	Students in Senior College recognise that the school will always be fair and reasonable regarding punishment.	1	2	3	4	5
31.	In Senior College, the monitoring of student attendance is effective and truancy is actioned.	1	2	3	4	5
32.	Senior College encourages students to develop their individual talents.	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

33.	Senior College values students as individuals.	1	2	3	4	5
34.	Senior College recognises individual students own personal talents and abilities.	1	2	3	4	5
35.	Senior College assists students to further develop their own individual talents.	1	2	3	4	5
36.	Senior College assists students to set goals and achieve as highly as possible.	1	2	3	4	5
37.	Senior College supports its students regardless of their background.	1	2	3	4	5
38.	Senior College provides opportunities for Maori students to experience tikanga Maori.	1	2	3	4	5
39.	Senior College provides opportunities for Maori students to succeed.	1	2	3	4	5
40.	Respect for individuals is promoted and expected in Senior College.	1	2	3	4	5
41.	Senior College encourages its students to take on extra responsibilities.	1	2	3	4	5
42.	Senior College places a high value on honesty and truth amongst students.	1	2	3	4	5
43.	There has been little evidence in Senior College of dishonesty/theft during 2000.	1	2	3	4	5
44.	Senior College expects students to respect the feelings and rights of others including their property.	1	2	3	4	5
45.	Senior College students are kind and caring towards each other.	1	2	3	4	5
46.	Senior College students resolve conflict without fighting, insults or threats.	1	2	3	4	5
47.	Senior College students share what they have with others.	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

48.	Senior College students treat the school's buildings and property with respect.	1	2	3	4	5
49.	Senior College students show fairplay when involved in team activities.	1	2	3	4	5
50.	Senior College students greet each other in a polite and friendly way.	1	2	3	4	5
51.	Senior College teachers are generally well prepared for their classes.	1	2	3	4	5
52.	Senior College teachers believe that all students can achieve and learn.	1	2	3	4	5
53.	Senior College teachers have high expectations for individual student's achievements.	1	2	3	4	5
54.	Senior College teachers are generally positive and complimentary towards students.	1	2	3	4	5
55.	Senior College teachers show that they care for individual student's lives and personal circumstances.	1	2	3	4	5
56.	Senior College teachers provide students with adequate feedback on progress and achievement.	1	2	3	4	5
57.	Senior College teachers facilitate (let students learn) by doing/research not just 'lecturing' at them.	1	2	3	4	5
58.	Senior College teachers earn the respect of students.	1	2	3	4	5
59.	Senior College teachers provide resources which help students learn and achieve.	1	2	3	4	5
60.	Senior College provides adequate opportunities for students to participate in sport and recreational activities.	1	2	3	4	5
61.	Senior College provides adequate opportunities for students to participate in musical, and/or other non-sporting activities.	1	2	3	4	5

PLEASE WRITE BELOW IF YOU WISH TO ADD ANY COMMENTS THAT WOULD PROVIDE USEFUL FEEDBACK.

THANK YOU FOR YOUR TIME.

MT ANGLEM COLLEGE

2000 COLLEGE REVIEW - Middle School Year 7/8.

Mt Anglem College opened 2 February 1999 bringing to Invercargill a new concept for Form 1 to 7 education through the provision of a Middle School and a Senior College operating on the same site.

Almost two years later it is important to gauge student opinion on various aspects of the College's operations.

The College is confident that students' time at school has been a worthwhile and pleasant experience.

You are a valued member of our Year 8 student body and your feedback is important to us.

Please take time to fill in the following questionnaire. Be assured your contribution will remain anonymous. It will only be used by the school to reflect on good practice and/or modify future practice.

Please do not write your name on this survey, instead, please complete the following by circling the box appropriate for you.

YEAR LEVEL: 8 **GENDER**: Male / Female *(please circle)*

ETHNICITY: Maori / Pakeha / European / New Zealand *(please circle)*

Please respond to each survey item by circling the number that best matches your opinion about the statement.

1	2	3	4	5
Strongly disagree	**Disagree**	**Unsure**	**Agree**	**Strongly Agree**

1.	Students have a strong sense of belonging to Mt Anglem College Middle School.	**1**	**2**	**3**	**4**	**5**
2.	Middle School has a clear structure of year levels and individual classes.	**1**	**2**	**3**	**4**	**5**
3.	Students feel they have greater status being part of a Middle School than an ordinary intermediate or secondary school.	**1**	**2**	**3**	**4**	**5**
4.	Middle School provides more leadership opportunities than an ordinary intermediate or secondary school.	**1**	**2**	**3**	**4**	**5**

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

5.	Middle School provides a setting for teachers to interact with students as young adolescents rather than as a intermediate or secondary school student.	1	2	3	4	5
6.	The Middle School environment provides greater opportunities for students to focus on learning and achievement rather than a normal intermediate or secondary school.	1	2	3	4	5
7.	Students feel proud to be seen wearing the Mt Anglem College Middle School uniform in the community.	1	2	3	4	5
8.	Middle School teachers ensure that students are well prepared for success in Year 9.	1	2	3	4	5
9.	There is opportunity in Middle School for at risk students to get special support.	1	2	3	4	5
10.	Middle School offers ways for students to improve basic reading/writing skills and maths skills.	1	2	3	4	5
11.	Middle School ensures students know where to get counselling and/or guidance.	1	2	3	4	5
12.	Middle School provides a base to prepare students to live and work in an international environment.	1	2	3	4	5
13.	Middle School ensures students are provided with individual catch-up/coaching lessons if requested.	1	2	3	4	5
14.	Teachers in Middle school are prepared to work with small groups of students or individual students in out of class time.	1	2	3	4	5
15.	Mt Anglem College has enhanced its local neighbourhood.	1	2	3	4	5
16.	Mt Anglem College continues to develop resources that can be accessed by the local community.	1	2	3	4	5
17.	Middle School provide students with a safe and secure environment.	1	2	3	4	5
18.	Bullying does not occur in Middle School.	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

19.	Middle School offers a whanau/family atmosphere.	1	2	3	4	5
20.	Middle School helps students to develop a healthy lifestyle.	1	2	3	4	5
21.	Middle School has firm discipline.	1	2	3	4	5
22.	Discipline standards are clearly stated and consistent across Middle School.	1	2	3	4	5
23.	Students in Middle School understand that certain offences will result in definite punishments.	1	2	3	4	5
24.	Students in Middle School recognise that the school will always be fair and reasonable regarding punishment.	1	2	3	4	5
25.	In Middle School, the monitoring of student attendance is effective and truancy is actioned.	1	2	3	4	5
26.	Middle School encourages students to develop their individual talents.	1	2	3	4	5
27.	Middle School values students as individuals.	1	2	3	4	5
28.	Middle School recognises individual student's own personal talents and abilities.	1	2	3	4	5
29.	Middle School assists students to further develop their own individual talents.	1	2	3	4	5
30.	Middle School assists students to set goals and achieve as highly as possible.	1	2	3	4	5
31.	Middle School supports its students regardless of their background.	1	2	3	4	5
32.	Middle School provides opportunities for Maori students to experience tikanga Maori.	1	2	3	4	5
33.	Middle School provides opportunities for Maori students to succeed.	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

34.	Respect for individuals is promoted and expected in Middle School.	1	2	3	4	5
35.	Middle School encourages its students to take on extra responsibilities.	1	2	3	4	5
36.	Middle School places a high value on honesty and truth amongst students.	1	2	3	4	5
37.	There has been little evidence in Middle School of dishonesty/theft during 2000.	1	2	3	4	5
38.	Middle School expects students to respect the feelings and rights of others including their property.	1	2	3	4	5
39.	Middle School students are kind and caring towards each other.	1	2	3	4	5
40.	Middle School students resolve conflict without fighting, insults or threats.	1	2	3	4	5
41.	Middle School students share what they have with others.	1	2	3	4	5
42.	Middle School students treat the school's buildings and property with respect.	1	2	3	4	5
43.	Middle School students show fairplay when involved in team activities.	1	2	3	4	5
44.	Middle School students greet each other in a polite and friendly way.	1	2	3	4	5
45.	Middle School teachers are generally well prepared for their classes.	1	2	3	4	5
46.	Middle School teachers believe that all students can achieve and learn.	1	2	3	4	5
47.	Middle School teachers have high expectations for individual student's achievements.	1	2	3	4	5
48.	Middle School teachers are generally positive and complimentary towards students.	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

49.	Middle School teachers show that they care for individual student's lives and personal circumstances.	1	2	3	4	5
50.	Middle School teachers provide students with adequate feedback on progress and achievement.	1	2	3	4	5
51.	Middle School teachers facilitate (let students learn) by doing/research not just 'lecturing' at them.	1	2	3	4	5
52.	Middle School teachers earn the respect of students.	1	2	3	4	5
53.	Middle School teachers provide resources that help students learn and achieve.	1	2	3	4	5
54.	Middle School provides adequate opportunities for students to participate in sport and recreational activities.	1	2	3	4	5
55.	Middle School provides adequate opportunities for students to participate in musical, and/or other non-sporting activities.	1	2	3	4	5

PLEASE WRITE BELOW IF YOU WISH TO ADD ANY COMMENTS THAT WOULD PROVIDE USEFUL FEEDBACK.

THANK YOU FOR YOUR TIME.

MT ANGLEM COLLEGE

2000 COLLEGE REVIEW - Parent/Caregiver

Mt Anglem College opened 2 February 1999 bringing to Invercargill a new concept for Form 1 to 7 education through the provision of a Middle School and a Senior College operating on the same site.

Almost two years later it is important to gauge parent opinion on various aspects of the College's operations.

The College is confident that family relationships with the school have been worthwhile and pleasant experiences.

You are a valued member of our parent body and community and your feedback is important to us.

Please take time to fill in the following questionnaire. Be assured your contribution will remain anonymous. It will only be used by the school to reflect on good practice and/or modify future practice.

Please do not write your name on this survey, instead, please complete the following by circling the box appropriate for you.

CHILD'S YEAR LEVEL: 7 / 8 / 9 / 10 / 12 / 13 *(please circle)*

CHILD'S GENDER: Male / Female *(please circle)*

CHILD'S ETHNICITY: Maori / Pakeha / European / New Zealand *(please circle)*

Please respond to each survey item by circling the number that best matches your opinion about the statement.

1	2	3	4	5
Strongly disagree	**Disagree**	**Unsure**	**Agree**	**Strongly Agree**

1.	Students have a strong sense of belonging to Mt Anglem College.	**1**	**2**	**3**	**4**	**5**
2.	Mt Anglem College has a clear structure of year levels and vertical form classes.	**1**	**2**	**3**	**4**	**5**
3.	Students feel they have greater status being part of either Mt Anglem Senior College or Mt Anglem College Middle School than an ordinary intermediate or secondary school.	**1**	**2**	**3**	**4**	**5**

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

4.	Mt Anglem College as a Middle School and Senior College provides more leadership opportunities than an ordinary intermediate or secondary school.	1	2	3	4	5
5.	Mt Anglem College as a Middle School and Senior College provides greater opportunities for students to focus on learning and achievement than a normal intermediate or secondary school.	1	2	3	4	5
6.	Students feel proud to be seen wearing the Mt Anglem College Senior College uniform in the community.	1	2	3	4	5
7.	Mt Anglem College teachers ensure that students are well prepared for success in national qualifications.	1	2	3	4	5
8.	There is a wide range of academic and vocational programmes at Mt Anglem College.	1	2	3	4	5
9.	There are opportunities at Mt Anglem College to study and follow academic and/or vocational pathways.	1	2	3	4	5
10.	There are opportunitities at Mt Anglem College for at risk students to get special support.	1	2	3	4	5
11.	Mt Anglem College offers ways for students to improve basic reading/writing skills and maths skills.	1	2	3	4	5
12.	Mt Anglem College provides opportunities for students to discuss future career pathways.	1	2	3	4	5
13.	Mt Anglem College provides opportunities for work experience.	1	2	3	4	5
14.	Mt Anglem College provides students with advice when choosing subjects for specific careers/jobs or tertiary education/training.	1	2	3	4	5
15.	Mt Anglem College ensures students know where to get counselling and/or guidance.	1	2	3	4	5
16.	Mt Anglem College students will leave school well prepared to live and work in an international environment.	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

17.	Mt Anglem College ensures students are provided with individual catch-up/coaching lessons if requested.	1	2	3	4	5
18.	Mt Anglem College teachers are prepared to work with small groups of students or individual students in out of class time.	1	2	3	4	5
19.	Mt Anglem College has enhanced its local neighbourhood.	1	2	3	4	5
20.	Mt Anglem College continues to develop resources that can be accessed by the local community.	1	2	3	4	5
21.	Mt Anglem College provide students with a safe and secure environment.	1	2	3	4	5
22.	Bullying does not occur at Mt Anglem College.	1	2	3	4	5
23.	Mt Anglem College offers a whanau/family atmosphere.	1	2	3	4	5
24.	Mt Anglem College helps students to develop a healthy lifestyle.	1	2	3	4	5
25.	Mt Anglem College has firm discipline.	1	2	3	4	5
26.	Discipline standards are clearly stated and consistent across Mt Anglem College.	1	2	3	4	5
27.	Students at Mt Anglem College know which offences will result in definite punishments.	1	2	3	4	5
28.	Students at Mt Anglem College recognise that the school will always be fair and reasonable regarding punishment.	1	2	3	4	5
29.	At Mt Anglem College, the monitoring of student attendance is effective and truancy is actioned.	1	2	3	4	5
30.	Mt Anglem College encourages students to develop their individual talents.	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

31.	Mt Anglem College values students as individuals.	1	2	3	4	5
32.	Mt Anglem College assists students to set goals and achieve as highly as possible.	1	2	3	4	5
33.	Mt Anglem College supports its students regardless of their background.	1	2	3	4	5
34.	Mt Anglem College provides opportunities for Maori students to experience tikanga Maori.	1	2	3	4	5
35.	Respect for individuals is promoted and expected at Mt Anglem College.	1	2	3	4	5
36.	Mt Anglem College encourages its students to take on extra responsibilities.	1	2	3	4	5
37.	Mt Anglem College places a high value on honesty and truth amongst students.	1	2	3	4	5
38.	Mt Anglem College expects students to respect the feelings and rights of others including their property.	1	2	3	4	5
39.	Mt Anglem College students are kind and caring towards each other.	1	2	3	4	5
40.	Mt Anglem College students treat the school's buildings and property with respect.	1	2	3	4	5
41.	Mt Anglem College students show fairplay when involved in team activities.	1	2	3	4	5
42.	Mt Anglem College teachers believe that all students can achieve and learn.	1	2	3	4	5
43.	Mt Anglem College teachers have high expectations for individual student's achievements.	1	2	3	4	5
44.	Mt Anglem College teachers are positive towards students.	1	2	3	4	5

1	2	3	4	5
Strongly disagree	**Disagree**	**Unsure**	**Agree**	**Strongly Agree**

45.	Mt Anglem College teachers provide students with adequate feedback on progress and achievement.	**1**	**2**	**3**	**4**	**5**
46.	Mt Anglem College provides resources which help students learn and achieve.	**1**	**2**	**3**	**4**	**5**
47.	Mt Anglem College provides adequate opportunities for students to participate in sport and recreational activities.	**1**	**2**	**3**	**4**	**5**
48.	Mt Anglem College provides adequate opportunities for students to participate in the Arts.	**1**	**2**	**3**	**4**	**5**

PLEASE WRITE BELOW IF YOU WISH TO ADD ANY COMMENTS THAT WOULD PROVIDE USEFUL FEEDBACK.

THANK YOU FOR YOUR TIME.

MT ANGLEM COLLEGE

2000 STAFF REVIEW

Mt Anglem College opened 2 February 1999 bringing to Invercargill a new concept for Form 1 to 7 education through the provision of a Middle School and a Senior College operating on the same site. The school's management is composed of interlocking vertical (DOC and LAL's) and horizontal (HOSC/HOMS/Student Directorate) levels of management.

Almost two years later, though rebuilding and resourcing are not complete, it is important to gauge staff opinion on various aspects of the College's systems and operations.

The College is confident that your time at the school has been a worthwhile and pleasant experience.

You are a valued member of our staff team and your feedback is important to us.

Please take time to fill in the following questionnaire. Be assured your contribution will remain anonymous. It will only be used to reflect on good practice and/or modify future practice.

Please do not write your name on this survey, instead, please (if you are happy to do so) complete the following.

NO. YEARS TEACHING:_____ **GENDER**: Male / Female *(please circle)*

NO. SCHOOLS TAUGHT IN:_____

Please respond to each survey item by circling the number that best matches your opinion about the statement.

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

Each question is followed by a space for your feedback.
Additional space is provided at the back, or you might prefer to attach some pages.

1.	Mt Anglem College is making good progress towards becoming a quality (client focused) school.	1	2	3	4	5
2.	Mt Anglem College is making good progress towards implementing the quality management principle of continuous improvement.	1	2	3	4	5
3.	Mt Anglem College is making good progress towards providing community facilities.	1	2	3	4	5
4.	The Principal is identifiable as a strong leader of the College.	1	2	3	4	5
5.	Principal effectively upholds strong professional standards and values.	1	2	3	4	5
6.	Principal brings to the school curriculum and management knowledge and ideas and examples of best practice.	1	2	3	4	5
7.	Principal effectively fulfils role of Chief Executive to the Board of Trustees.	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

8.	Principal actively works towards achieving the school's vision of becoming a quality school through effective leadership and management.	1	2	3	4	5
9.	Principal effectively staffs the school to support effective curriculum delivery.	1	2	3	4	5
10.	Principal effectively fosters good relationships between staff.	1	2	3	4	5
11.	Principal communicates effectively with staff.	1	2	3	4	5
12.	Principal provides professional direction to the work of others.	1	2	3	4	5
13.	Principal demonstrates an understanding of and is responsive to the needs and/or misunderstanding/concerns of staff.	1	2	3	4	5
14.	Principal is fair and generous when considering staff requests for leave.	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

15.	Principal manages conflict effectively and works to achieve solutions.	1	2	3	4	5
16.	Principal ensures the school is an orderly place were equipment/resources and facilities are well managed.	1	2	3	4	5
17.	Principal ensures the College has sound financial management.	1	2	3	4	5
18.	Principal effectively and efficiently uses available resources to support learning.	1	2	3	4	5
19.	The College's Senior Management team provides effective leadership in the different areas of responsibility.	1	2	3	4	5
20.	The Senior Management team provides teachers with effective support.	1	2	3	4	5
21.	The Senior Management team communicates effectively with staff.	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

22.	Learning Area Leaders provide effective curriculum leadership.	1	2	3	4	5
23.	Learning Area Leaders provide teachers with effective support.	1	2	3	4	5
24.	The College's Management demonstrates professionalism.	1	2	3	4	5
25.	The College's Management demonstrates collaborative and collegial working relationships.	1	2	3	4	5
26.	The College's communication network is effective and efficient.	1	2	3	4	5
27.	Information is exchanged smoothly across the school.	1	2	3	4	5
28.	Information is exchanged smoothly across the school/community boundary.	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

29.	The College's daily activities and routines are well organised.	1	2	3	4	5
30.	The College's term activities and routines are well organised.	1	2	3	4	5
31.	The College's administration systems are effective.	1	2	3	4	5
32.	The College provides staff with effective and efficient administration.	1	2	3	4	5
33.	The College provides staff with opportunities to share ideas and practices with Colleagues.	1	2	3	4	5
34.	The College provides staff with opportunities to increase curriculum knowledge.	1	2	3	4	5
35.	The College provides staff with opportunities to undertake relevant professional development.	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

36.	The College provides staff with opportunities to develop a career pathway.	1	2	3	4	5
37.	The College provides staff with opportunities for shared decision making.	1	2	3	4	5
38.	Middle School has an effective curriculum.	1	2	3	4	5
39.	Senior College has an effective curriculum.	1	2	3	4	5
40.	The College has an effective extra curricular programme.	1	2	3	4	5
41.	The College's "Working it Out" (blue) discipline system positively changes student behaviour	1	2	3	4	5
42.	College staff have high expectations for student behaviour.	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

43.	The College's discipline referral (green) system provides effective support for student management.	1	2	3	4	5
44.	The College's discipline referral (red) system provides effective support for student management.	1	2	3	4	5
45.	College staff demonstrate loyalty to the school.	1	2	3	4	5
46.	College staff demonstrate loyalty to each other.	1	2	3	4	5
47.	The College Staffroom has a professional but warm atmosphere.	1	2	3	4	5
48.	The College provides students with a safe and secure environment.	1	2	3	4	5
49.	The College provides students with an effective pastoral care system.	1	2	3	4	5

1	2	3	4	5
Strongly disagree	Disagree	Unsure	Agree	Strongly Agree

50.	The College's Middle School provides students with better educational opportunities than an intermediate, full primary school or secondary school.	1	2	3	4	5
51.	The College's Middle School provides students with better opportunities for personal development than an intermediate, full primary school or secondary school.	1	2	3	4	5
52.	Senior College provides students with a better educational opportunities than a normal secondary school.	1	2	3	4	5

PLEASE WRITE BELOW IF YOU WISH TO ADD ANY FURTHER COMMENTS THAT WOULD PROVIDE USEFUL FEEDBACK.

IT WOULD BE HELPFUL IF YOU WOULD NUMBER YOUR RESPONSE TO MATCH THE STATEMENT.

ANY FURTHER FRUSTRATIONS

LOW POINTS

HIGH POINTS

NATIONAL ADMINISTRATION GUIDELINES

(Revised set to take effect from 1 July 2000)

In order to ensure that the National Education Goals are met, Boards of Trustees and Principals respectively, are also required to follow sound governance and management practices involving curriculum, employment, financial and property matters applying to schools. Further details of these requirements are found in the relevant legislation, appropriate contracts of employment and, from time to time, guidelines promulgated by the Secretary for Education.

1 Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.

Each Board, through the principal and staff is required to:

i) develop and implement teaching and learning programmes:
- to provide all students in years 1-10 with opportunities to achieve for success in all the essential learning and skill areas of the New Zealand curriculum;
- giving priority to student achievement in literacy and numeracy, especially in years 1-4;

ii) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:
- student achievement in literacy and numeracy, especially in years 1-4;

and then to:
- breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum (as expressed in the National Curriculum Statements);

iii) on the basis of good quality assessment information, identify students and groups of students;
- who are not achieving;
- who are at risk of not achieving;
- who have special needs;

and
- aspects of the curriculum which require particular attention;

iv) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in iii above;

v) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students;

vi) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

2 Each Board of Trustees 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, 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 information on student achievement;

iii) **report** to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through 1 (iii) above) including the achievement of Māori students against the plans and targets referred to in 1 (v) above.

3 According to the legislation on **employment and personnel matters**, each Board of Trustees is required in particular to:

i) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which **promote high levels of staff performance**, use educational resources effectively and recognise the needs of students;

ii) be a **good employer** as defined in the State Sector Act 1988 and comply with the conditions contained in **employment contracts** applying to teaching and non-teaching staff.

4 According to legislation on **financial and property matters**, each Board of Trustees is also required in particular to:

i) **allocate funds** to reflect the school's priorities as stated in the charter;

ii) **monitor and control school expenditure**, and ensure that **annual accounts** are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;

iii) comply with the negotiated conditions of any current **asset management agreement**, and implement a **maintenance programme** to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

5 Each Board of Trustees is also required to:

i) provide a **safe physical and emotional environment** for students;

ii) comply in full with any **legislation** currently in force or that may be developed to ensure the safety of students and employees.

6 Each Board of Trustees is also expected to **comply with all general legislation** concerning requirements such as attendance, the length of the school day, and the length of the school year.