

SCHOOL PROCEDURE 44: PRINCIPAL'S REPORTING TO THE BOARD

Rationale

The Principal reports to the Board as a whole, with committees used when a need is identified to contribute to Boards work: e.g. property, finance. Through receiving reports from the Principal and others, the Board is proactive in decision making, but does not involve itself in administrative details of the day to day running of the school.

The Principal is the Board's CEO. The Board is accountable for the school's performance. A key focus of the Board is improving student progress, achievement, and wellbeing, particularly for students at risk of not achieving.

Planning, internal evaluations and reporting are essential functions that support the Board's ability to perform the Board's role. Setting targets for the coming year, regularly reviewing progress, and evaluating what has been achieved means Whareorino School and our tamariki will be better placed for educational success.

Purposes

1. The Principal has a key role, responsibility for planning, implementation, internal evaluation and reporting to the Board on the aims and objectives for the school's performance of the Board's primary objectives.

Boards have four primary objectives:

- to ensure every student is able to attain their highest possible educational achievement
- to ensure the school is a physically and emotionally safe place for all students and staff, gives effect to relevant student rights, and takes all reasonable steps to eliminate all forms of discrimination
- to be inclusive of and cater for students with differing needs
- to give effect to Te Tiriti

2. The Principal has a key role, responsibility for planning, implementation, internal evaluation and reporting to the Board on the school's aims and objectives for the implementation of NELP – National Education Learning Priorities.

The National Education Learning Priorities are:

- learners at the centre
- barrier free access
- quality teaching and leadership
- future of learning and work
- world class inclusive public education

3. The Principal will report to each meeting of the Board against the aims and objective of the Charter, clearly providing evidence of progress and achievement against expected outcomes, and through analysis, indicate next steps to improve school performance. The Board should use the Charter at every board meeting to review progress made towards achieving the goals and targets. Reporting progress to the board, staff, students, communities, and iwi, highlights the progress made, and provides an evaluation of what actions have and haven't been successful.

What is working well and what might need to change? What resourcing may be required?

4. The Principal will work with and through staff to source the evidence to inform timely reports to the board. As CEO, the principal will work closely with the board on the analysis and evaluation of the evidence in the principal's reports, and recommendations provided in reports. It is through this working relationship the board and principal have one vision, but different

roles and responsibilities. Interrogating data and information will provide clarity for school improvement.

What does the level of student progress, achievement and wellbeing tell the board about how successful the strategies were?

What changes might the board need to make to the goals in the strategic plan or the targets in the annual plan?

What achievement and evaluation information will be needed to set revised goals or targets?

Guidelines

1. The first stage of planning is to plan to review; internal evaluation.
2. Internal evaluation requires those involved to engage in deliberate, systematic processes and reasoning, with improved outcomes for all learners as the ultimate aim. Those involved collaborate to:
 - investigate and scrutinise practice
 - analyse data and use it to identify priorities for improvement
 - monitor implementation of improvement actions and evaluate their impact
 - generate timely information about progress towards goals and the impact of actions taken
 - make sense of the information gathered
3. When investigating:
 - we focus on what is happening for all our learners
 - we use the naturally located information of a teacher's professional growth cycle, such as data, records, students' learning and assessments, teacher's own planning, and teaching and learning, to assess and evaluate pedagogical effectiveness
 - we ensure we have sufficient data to help us respond to our questions... it will be authentic data in its natural location
 - we check that our data is fit-for-purpose
 - we actively seek learners and parents' perspectives
 - we check we know about all learners in different situations
4. In investigating and making sense of our findings we ask ourselves:
 - What do we already know about this?
 - How do we know this?
 - What do we need to find out?
 - How might we do this?
 - What pertinent, significant questions should we ask?
 - How will we gather relevant and useful data'?
 - What is our data telling us and what insights does it provide?
 - Is the resulting data what we expected?
 - How do we feel about what we have found?
 - Do we have different interpretations of the data? If so, why?
 - What might we need to explore further?
 - What can we learn from research evidence about what 'good' looks like? How close are we to that?
4. When prioritising to take actions we ask ourselves:
 - Have we faced this situation before?
 - What are our options?

- What actions will we take and why? What practices will we retain and what deliberate acts of leadership, learning and teaching do we agree we need to introduce and implement?
 - What can we do to ensure better progress and outcomes for a tamaiti or specific groups of learners? Record as an action plan.
 - Can we get the outcomes we want within the timeframe we have specified?
 - What strengths do we have to draw on both internally or externally?
 - What support, resources might we need?
5. When monitoring, evaluating, and reporting, we ask ourselves:
- What is happening as a result of our improvement plan actions?
 - What evidence do we have to support our judgments? Which of our learners are, are not benefiting? How do we know? Is this good enough?
 - Do we need to adjust what we are doing? If so, what will this look like?
 - What as educators, have we learnt? Can we use this learning in other areas?
 - Have our systems, processes, and tools to track progress and impact, told an accurate story of learning, progress and achievement of our tamariki?
 - Are our progress markers helping us to know whether we are on the right track?
 - Have we been checking in with learners and their parents and whānau to get a clear picture of learning, progress, and achievement of our tamariki? If so, how? If not, why not?
 - Do all members of the board clearly understand and are able to discuss reports from the principal and others? If not, what needs to change?

Whatever the context, engaging in evaluation for improvement is motivated by the need to make changes that will have a positive impact on the learning and wellbeing of all learners. Such change is sustained by the belief that we can do better.

Internal evaluation includes the gathering and analysis of useful information from a range of sources. Leaders ensure teachers have time to critically reflect on their practice. Leaders use evidence to reflect on and improve practice. Good use is made of resources and research to support internal evaluation.

Structure and Organisation


- The principal's annual assessment plan needs to align to the board's annual work plan. Working with and through staff, the 'next year's' assessment plan needs to be established by Week 8, Term 4 each year.
- The board's annual work plan needs to specify areas for internal evaluations, with full alignment to the school's assessment plan. The board's work plan for the coming year needs to be established at the November / December meeting of the current year.
- Each board meeting agenda needs to be mainly established with reference to the board's work plan.
- Each month, the board presiding member and principal need to collaborate to establish the board's meeting agenda and ensure all reports and agenda items required by the board, will be available to board members, at least 4 calendar days prior to a meeting of the board.
- It is incumbent on the principal to ensure all internal evaluations, stated on the board work plan, and/or required by the board, are completed and available to the board in a timely manner.

The Board and Principal may explore:

<i>Ways in which student progress and achievement data is used.</i>	<i>Types of information that help the board to understand how the school is performing.</i>
<ul style="list-style-type: none">- supports teacher growth-focused conversations that contribute to positive shifts in teacher practice- informs planning- inform teaching- engage with parents – whānau in learning partnerships- review and update strategic and annual plans- identify trends and risks- identify budget priorities- maintains a focus on what is really important- set expectations of principal - principal's performance agreement	<ul style="list-style-type: none">- student progress and achievement reports- attendance data- stand downs, suspensions, and exclusions- “student voice” – a range of information may be collected- how charter aims are linked to teacher professional development through their professional growth cycle- ways in which school vision and values (charter) are evidenced in the school- the school’s curriculum; impact on student learning and success for all- assessment practices, including tools used and steps taken to moderate OTJs- principal’s performance agreement and performance review report

References

- Education and Training Act 2020
- Effective Internal Evaluation for Improvement – MoE 2016
- Teaching Council of Aotearoa New Zealand – Professional Growth Cycle 2021
- Whareorino Board Policy Framework Part D #1 – Responsibilities of the Principal Policy



C. Stevenson
PRINCIPAL

Dated: March 15, 2022