



## **Governance support resources**

### **Review of effective governance - board self assessment checklist**

The board has 4 areas of responsibility;

#### **Leadership**

Leadership involves creating vision and setting direction. School boards provide leadership through their strategic plan and policy framework which give direction to guide all school activities and decisions and ensure that the board's primary objectives are achieved.

#### **Representation**

Board members are elected and appointed to act in on behalf of those who cannot sit around the board table. Emphasis is placed on effective and meaningful community consultation and engagement. Succession planning ensures that the composition of the board truly reflects the community it represents.

#### **Accountability**

The board is accountable to many stakeholders including its students, their parents and whānau, its staff and the Crown. The board is accountable for the achievement and wellbeing of its students, the maintenance of school property, the school's financial condition and the wellbeing of its staff.

#### **Employer role**

The board is the employer of all staff at the school. It is responsible for the appointment and performance management of its principal. Policies, plans and programmes are in place to ensure that the board is able to fulfil its obligations to be a 'good employer'.

	Yes	No	Don't know	Comment
<b>Leadership</b>				
1. Does the board have a clear understanding of governance and management and understand their roles and responsibilities?				
2. Has the board an agreed, documented governance statement?				
3. Has the board a set of clear policies for itself that outline the rules for the board? e.g. Board roles and responsibilities, Code of conduct, Role of the presiding member (chair)				
4. Has the board a set of clear policies that give bottom line instructions to the principal regarding the boards expectations for the management of the school?				
5. Does the board ensure that every board member has a governance manual containing all the policies and documentation required in order to fulfil their role?				
6. Does the board have a standing committee structure or mainly ad hoc committees?				
7. Are board committee delegations formally delegated and terms of reference documented?				
8. Does the board lead the strategic planning process, including community consultation?				
9. Does the board approve annual goals and strategies?				
10. Does the board understand and protect the special character of the school?				
11. Is the board satisfied that all processes and plans are in place to bring about the values and culture it seeks and to achieve the vision, mission, values, strategic and annual goals and targets?				
12. Does the board use student achievement data to make decisions and set priorities?				
13. Does the board focus on policy matters rather than operational issues?				
14. Has the board identified clear expectations and delegations to its presiding member?				
15. Does the board as a whole monitor and understand the financial management of the school and approve the budget?				
16. Does every board member take an active role at board meetings?				
17. Are board meetings conducted in a manner that ensures open communication, meaningful participation, appropriate challenging of thinking and timely resolution of issues? Do board meetings provide for adequate discussion of issues?				
18. Is there domination of discussions by some board members?				
19. Has the board sets itself a professional development schedule that that it adheres to?				

20. Does the board have regular, scheduled contact and foster good relationships with stakeholders?				
21. Do board members treat each other with respect?				
22. Does the board respond constructively to criticism?				
23. Does the board have a focus on wellbeing for itself, its staff and students?				
25. Does the board have a focus on its obligations to lead the school in giving effect to Te Tiriti o Waitangi?				
<b>Representation</b>				
1. Does the composition of the board reflect the diversity of the school's community?				
2. Does the board have a succession plan in place?				
3. Does the board provide adequate induction, professional development, support for board members to ensure effective, sustainable governance?				
4. Is there any difficulty in attracting or retaining board members?				
5. Does the board have a communications plan and what evidence is there that it communicates effectively with all parts of the school community?				
6. Does the board monitor that the school is performing to parents' expectations?				
7. Does the board ensure that the school community is aware of the school's concerns and complaints process?				
8. Does the board deal effectively with any disputes and conflicts referred to it?				
<b>Accountability</b>				
1. Does the board have a good understanding of student achievement data?				
2. Does the board regularly review performance against the strategic goals and targets?				
3. Does the board understand the importance of ensuring that priority groups of students are a specific focus in planning and reporting?				
4. Has the board read, discussed and set strategic goals around the implementation of the Ka Hikitia and the Action Plan for Pacific Education?				
5. Does the board have strategies in place to ensure that the school gives effect to Te Tiriti o Waitangi??				
6. Does the board gather evidence to determine that its policies are implemented?				
7. Does the principal give the board the information that it needs and expects to evaluate school performance?				
8. Does the board receive data that are timely, relevant and user friendly?				
9. Does the board examine data against student gender, ethnicity etc?				
10. Is the board confident to critique and challenge the information it receives from the principal?				

11. Does the board use the analysis/statement of variance to support the setting of goals and targets for the following year?				
12. Does the board have a clear process for budget development?				
13. Do financial monitoring and control systems enable the board to quickly identify errors and protect the school's finances from, for example, fraud?				
14. Does the board have 5 and 10 year property plans in place that are implemented and regularly reviewed?				
15. Does the board have policy around the principal's role in terms of reporting to the board?				
<b>Employer role</b>				
1. Does the board have a good understanding of, and does it implement the requirements of being a good employer?				
2. Is there an effective relationship between the board and the principal?				
3. Is there a robust principal performance management process in place?				
4. Does the board ensure that the school is a safe emotional and physical environment for staff?				
5. Has the board made delegations through policy to the principal for the day to day running of the school?				
6. Does the board have effective personnel policies in place that are reviewed regularly?				
7. Do all staff have an employment agreement?				
8. Are all required staff registered or have a Limited Authority to Teach at the school?				
9. Is the board assured that performance management processes are in place for all staff??				
10. Is the board informed of the staff professional development plan, its objectives and outcomes?				



[nzsta.org.nz](http://nzsta.org.nz)



[facebook.com/NZSTA1](https://facebook.com/NZSTA1)



[twitter.com/NZSchoolTrustee](https://twitter.com/NZSchoolTrustee)

For further advice please contact the *Advisory and Support Centre* on

**0800 782 435, option 1** or

[govadvice@nzsta.org.nz](mailto:govadvice@nzsta.org.nz)