



Reviewed May 2020

Rationale

Effective boards understand what they're trying to achieve, the scope of their responsibilities, and the expectations for performance. They are also committed to the principle of continuous improvement. Policies must be reviewed regularly. According to ministry guidelines, board self-review is also encouraged to ensure schools are meeting requirements for reporting against National Standards, achieving the stated strategic aims of the school charter and delivering on the expectations of the school community. Each board is responsible for monitoring and maintaining performance but it is recommended that the board, in consultation with the principal, develops a reporting framework for regular self-review. There should also be a policy in place for emergent review, where an incident or new initiative demands examination and review. Review must be meaningful and acted upon, and review processes should be included as part of the board's workplan.

Legislation

None (annual report contains detail of performance against strategic aims)

Delegations

The strategic planning sub-committee is tasked with reviewing the board's review policy. All trustees are expected to engage in an annual self-review process.

Guidelines

- Governance policies are to be reviewed every three years.
- When reviewing policies, the following questions may be helpful:
 - o Is the policy still relevant or needed?
 - o Is the policy aligned to the board's definition of governance?
 - o Does it relate to an area in which a policy is needed to ensure effective management of the school?
- If the answer is yes:
 - o Is it leading to the outcomes that the board expects?
 - o Are we actually doing what the management procedures relating to each policy say we should be doing?
 - o Is there evidence to support that?
- The board should undertake a process of self-review annually, the results of which may be integrated into the annual report.
- When reviewing board performance, the following questions could/should be asked:
 - o What are we trying to achieve? What targets were used as the basis for determining progress? What information is required to assess whether those targets have been met? How can that information be accessed?

- o Were the results as expected? Is the school on track to meet targets?
 - o What other questions does this investigation raise? What other information do we need? Is further review required? What needs to be done to improve?
- It is suggested that a brief evaluation of meeting efficacy is carried out at the end of each meeting so that opportunities for continuous improvement can be identified.