**2.10. Principals Monthly Report to BOT**

**Parnell District School**

**Overview**

Principal reports are a prime source of information for trustees; hence the need to circulate them in good time. The board and principal form the leadership team, with the role of each documented and understood. The principal reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work.

There is a lot of information for trustees to read and the human capacity to absorb information is limited. How do trustees judge what is really important and necessary for them to understand as compared to what would be “nice to know”? We can help BoTs to be smarter and one way though this is to identify some key indicators, and then set up a system to monitor them regularly. NZSTA (2004)[[1]](#footnote-1)

The seven school level indicators

1. student achievement
2. overcoming barriers to learning
3. student retention
4. student engagement
5. teacher attraction and retention,
6. ability to attract students
7. school finances

The principal’s report will present core data. e.g. Roll numbers/ class size / appointments/ resignations ( the latter for ratification)

Most principals structure their reports around the National Administrative Guidelines.(NAG’s)and this is the format followed at Parnell Within each NAG the goals of the strategic plan form the core structure of the report. It would be a useful discussion for any BoT to consider what key indicators could be regularly reported on to inform the BoT whether the school is on track and making progress towards achievement of its strategic and annual plans.

The Principal (or Deputy Principal who has curriculum leadership responsibility) will regularly present a report on student achievement to the Board of Trustees as /when these are prepared and analysed These reports will often detail normed data sourced from AsTTle or PAT tests, but also OTJ’s against the National Standards

The reports will help identify

\* The achievement level of students in summary form, by graph or table.

\* Look for any barriers to learning that may exist

\* Identify any strengths that may exist

\* Any special needs or abilities of the students

\* Areas for further programme development’

\* Areas for professional development

\* Any resources required

\* The implications for the budget

\* The impact of any BOT decision

Hines E. (2004) Keys to Effective Trusteeship course

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1. [↑](#footnote-ref-1)