

## PD workbook resources

# Unpacking the board's role around student wellbeing in an inclusive school

As with all other areas of school governance the board's role is to identify areas of priority, set direction and specific goals around those priorities, resource the school accordingly and monitor and report on progress towards the goals it has set. The board's work around inclusion and student wellbeing should be included in its regular self-review programme.

| Roles of the board                 | Questions the board might ask   | Notes |
|------------------------------------|---|-------|
| Reflecting its community           | <p>Is the composition of the board fully reflective of its community?</p> <p>If not how may it rectify or mitigate this?</p>  |       |
| Setting vision, direction, culture | <p>Does the board have an expectation that all students will attain their highest possible standard of educational achievement?</p> <p>Has the board fully consulted and listened to the voice of its students, staff, parents, whānau, iwi?</p> <p>Has the board communicated its vision clearly to all students, staff and community members?</p> <p>Has the board set strategic goals that reflect its intention to be fully inclusive?</p> <p>Do the board's policies and the school's procedures support inclusion and student wellbeing?</p> <p>Are parents and whānau engaged in their children's learning? How does the board know?</p> |       |
| Understanding current performance  | <p>Is the board aware of trends in attendance and incidents of bullying, stand-downs and the use of physical restraint?</p> <p>Do reports to the board detail the progress and achievement of students with special learning needs?</p> <p>Are areas of concern brought to the board's attention and is the board aware of how they are being addressed?</p>  |       |

| Roles of the board  | Questions the board might ask   | Notes |
|---|---|-------|
| Identifying areas of priority and setting goals and aims around them        | <p>What evidence and achievement data does the board use to identify areas of priority?</p> <p>What evidence is there of equity, respect for diversity and inclusion within the school?</p> <p>Do the school buildings and grounds support the participation of all students in all activities (where possible)</p>   |       |
| Identifying areas of priority and setting goals and aims around them (cont) | <p>Is the board confident that students with special learning needs are participating in what their peers do and being challenged?</p> <p>Does the school have a Special Education Needs Coordinator (SENCO)? What do they do?</p> <p>Does the school's community engagement strategy reflect a partnership with students with special learning needs and their parents and whānau?</p>   |       |
| Budgeting   | <p>Does the school have a register of students with special needs and is this used to allocate resources to support them?</p> <p>Is the board aware of any Special Education Grant (SEG) funding received by the school and how it is used?</p> <p>Has the school accessed additional funds to support students with high needs?</p> <p>What staff PLD does the board support in order to strengthen awareness of diversity within the school's community?</p> <p>What support does the board provide for staff who work closely with students with special learning needs, from ethnic minorities or who need specific support and guidance?</p> |       |
| Monitoring  | <p>Do students and staff participate in the New Zealand Council for Educational Research (NZCER) wellbeing @ school surveys?</p> <p>Does the school use the NZCER self review tool around wellbeing?</p> <p>What evidence does the board have that the school is welcoming of all potential students and their families and whānau?</p> <p>Do achievement data show gains for students with special learning needs?</p>   |       |