CONDUCTING AN AUDIT OF YOUR SCHOOL

INTELLECTUAL CAPITAL

For each indicator, provide ratings of (1) how well your school is performing, and (2) the priority you attach to further development.

Indicator	Performance 1 2 3 4 5 Low High	Priority 1 2 3 4 5 Low High
1. The staff allocated to or selected by the school are at the forefront of knowledge and skill in required disciplines and pedagogies		
2. The school identifies and implements outstanding practice observed in or reported by other schools		
3. The school has built a substantial, systematic and sustained capacity for acquiring and sharing professional knowledge		
4. Outstanding professional practice is recognised and rewarded		
5. The school supports a comprehensive and coherent plan for the professional development of all staff that reflects its needs and priorities		
6. When necessary, the school outsources to augment the professional talents of its staff		
7. The school participates in networks with other schools and individuals, organisations, institutions and agencies, in education and other fields, to share knowledge, solve problems or pool resources		
8. The school ensures that adequate funds are set aside in the budget to support the acquisition and dissemination of professional knowledge		
9. The school provides opportunities for staff to innovate in their professional practice		
10. The school supports a 'no-blame' culture which accepts that innovations often fail		
TOTAL	**/50**	

Top 3 Priorities

SOCIAL CAPITAL

For each indicator, provide ratings of (1) how well your school is performing, and (2) the priority you attach to further development.

Indicator	Performance 1 2 3 4 5 Low High	Priority 1 2 3 4 5 Low High
1. There is a high level of alignment between the expectations of parents and other key stakeholders and the mission, vision, goals, policies, plans and programs of the school		
2. There is extensive and active engagement of parents and others in the community in the educational program of the school		
3. Parents and others in the community serve on the governing body of the school or contribute in other ways to the decision-making process		
4. Parents and others in the community are advocates of the school and are prepared to take up its cause in challenging circumstances		
5. The school draws cash or in-kind support from individuals, organisations, agencies and institutions in the public and private sectors, in education and other fields, including business and industry, philanthropists and social entrepreneurs		
6. The school accepts that support from the community has a reciprocal obligation for the school to contribute to the building of community		
7. The school draws from and contributes to networks to share knowledge, address problems and pool resources		
8. Partnerships have been developed and sustained to the extent that each partner gains from the arrangement		
9. Resources, both financial and human, have been allocated by the school to building partnerships that provide mutual support		
10. The school is co-located with or located near other services in the community and these services are utilised in support of the school		
TOTAL	**/50**	
		Top 3 Priorities

FINANCIAL CAPITAL

For each indicator, provide ratings of (1) how well your school is performing, and (2) the priority you attach to further development.

Indicator	Performance 1 2 3 4 5 Low High	Priority 1 2 3 4 5 Low High
1. Funds are raised from several sources including allocations by formula from the public purse, fees, contributions from the community, and other money raised from the public and private sectors		
2. Annual planning occurs in the context of a multi-year development plan for the school		
3. The financial plan has a multi-year outlook as well as an annual budget		
4. Allocation of funds reflects priorities among educational needs that take account of data on student achievement, evidence-based practice, and targets to be achieved		
5. There is appropriate involvement of stakeholders in the planning process		
6. Appropriate accounting procedures are established to monitor and control expenditure		
7. Money can be transferred from one category of the budget to another as needs change or emerge		
8. Actual expenditure matches intended expenditure allowing for flexibility to meet emerging needs		
9. Educational targets are consistently achieved through the planned allocation of funds		
10. The funds from all sources are sufficient and sustainable to meet educational needs		
TOTAL	**/50**	Top 3 Priorities

SPIRITUAL CAPITAL

For each indicator, provide ratings of (1) how well your school is performing, and (2) the priority you attach to further development.

Indicator	Performance 1 2 3 4 5 Low High	Priority 1 2 3 4 5 Low High
1. There is a high level of alignment between the values, beliefs and attitudes about life and learning held by the school and members of its community		
2. The values and beliefs of the school, including where relevant those that derive from a religious foundation, are embedded in its mission, vision, goals, policies, plans and curriculum		
3. The values and beliefs of the community are taken into account by the school in the formulation of its mission, vision, goals, policies, plans and curriculum.		
4. The school explicitly articulates its values and beliefs in publications and presentations		
5. Publications and presentations in the wider community reflect an understanding of the values and beliefs of the school		
6. There are high levels of trust between the school and members of its community		
7. Parents and other stakeholders are active in promoting the values and beliefs of the school.		
8. The values and beliefs of the school are evident in the actions of students and staff.		
9. Staff and students who are exemplars of the values and beliefs of the school are recognised and rewarded		
10. The values and beliefs of the school have sustained it or are likely to sustain it in times of crisis		
TOTAL	**/50**	
		Top 3 Priorities

GOVERNANCE

For each indicator, provide ratings of (1) how well your school is performing, and (2) the priority you attach to further development.

Indicator	Performance 1 2 3 4 5 Low High	Priority 1 2 3 4 5 Low High
1. Authorities, responsibilities and accountabilities of the governing body and professional staff are clearly specified		
2. Mechanisms are in place to ensure that obligations in respect to legal liability and risk management are addressed		
3. There is a clearly stated connection between the policies of the school and intended outcomes for students		
4. Policies have been prepared after consultation with key stakeholders within the school and the wider community		
5. Policies have been formally approved by the governing body		
6. Policies are consistent in their application across the school so that students with the same needs are supported in the same manner		
7. Data are used in making decisions in the formulation of policies and making judgements about their effectiveness		
8. Data are gathered across the range of intended outcomes		
9. Information about policies and their implementation is readily available to all stakeholders		
10. There is a strong sense of commitment to policies and their implementation on the part of all stakeholders		
TOTAL	**/50**	Top 3 Priorities