



SPECIAL CHARACTER COMPLIANCES REQUIRED OF BOARDS OF TRUSTEES OF NEW ZEALAND CATHOLIC INTEGRATED SCHOOLS

ATTESTATION 2020

The responses in the following pages are a true and fair record of the operation of the Board of Trustees in respect of the Special Character compliances **which** are required of Boards of Trustees of Integrated Schools

Signed: _____ Date: _____
(Chairperson, Board of Trustees)

Signed: _____ Date: _____
(Principal)

School: _____

Address: _____

Date of Declaration: _____

COMPLIANCE REPORT

The abbreviations below refer to statutes as follows:

Ed. Act = Education Act, 1989

I.A. = Integration Agreement (Note that clause and schedule numbers may not be the same for all Integration Agreements.)

Circle **Yes, No or Unsure** in the response space. Attach relevant evidence as applicable or provide reference to Strategic Plan etc as appropriate.

1. School Staffing Entitlement: _____

2. S464 Positions

2.1. Does the Board and/or the Principal keep an up-to-date record of all staff members who hold tagged positions?

Board Response : Yes No Unsure

2.2. Does the number of teachers in tagged positions comply with the number required by your Integration Agreement? [c.f. clauses 14-19, or thereabouts, plus Fourth Schedule in primary school I.A.]

Board Response : Yes No Unsure

2.2.1. Number of tagged positions specified for your school (excl. principal and DRS)

2.2.2. Number of teachers currently holding tagged positions

2.2.3. Reasons for any discrepancy:

2.2.4. Date Proprietor was consulted on discrepancy

2.3. Have vacancies for tagged positions occurred this year?

Board Response : Yes No Unsure

2.4. Have they been advertised as tagged positions?

Board Response : Yes No Unsure

2.5. Before advertising to fill vacancies for any tagged position, does the person responsible for placing the advertisements check to ensure that the legally required wording is included? [c.f. Ed. Act S.464 & 467, plus relevant clauses of I.A.]

Board Response : Yes No Unsure

2.6. In primary schools, is the Proprietor given the opportunity to ensure that all applicants for tagged positions are acceptable in terms of the Special Character? [c.f. Ed. Act Section 469, plus I.A. clauses 6 (a) & 6 (b)]

Board Response : Yes No Unsure

2.7. In secondary schools, do the Board, the Principal and/or the Staff Appointments Committee (or its equivalent) give appropriate weight to the views of the Proprietor's Appointee(s) regarding the acceptability of applicants for tagged positions? [c.f. Ed. Act S463(2)]

Board Response : Yes No Unsure

2.8. Does the Board's Staff Appointments Committee (or its equivalent) have at least one Proprietor's Appointee among its members? [c.f. Ed. Act S463(2)]

Board Response : Yes No Unsure

2.9. Where applicable, does the Board's allocation of management units for the position of Director of Religious Studies (or its equivalent) reflect the paramount importance of Religious Education in the school and other Special Character dimensions?

Board Response : Yes No Unsure

3. Maximum Rolls

3.1. Is the school roll within the maximum number set in the school's Integration Agreement?

Board Response : Yes No Unsure

_____ Maximum roll _____ Actual Roll

4. Preference Students

4.1. Does the Principal and/or Board keep an up-to-date database of which students are in the preference category, with the necessary evidence to verify their preference status? [c.f. Ed. Act S442, plus I.A. clause 10(b) or thereabouts.]

Board Response : Yes No Unsure

4.2. Does the Principal and/or Board keep an up-to-date waiting list of preference enrolments, particularly if the school has an Enrolment Scheme?

Board Response : Yes No Unsure

5. Non-Preference

5.1. Does the number of non-preference students comply with the number/percentage set in the school's Integration Agreement?

Board Response : Yes No Unsure

5.1.1. Permitted number or percentage set in Integration Agreement

5.1.2. Current actual number or percentage

5.1.3. Reason for discrepancy (if in excess)

5.1.4. Date Proprietor was consulted on discrepancy and approval gained

5.2. Does the Principal and/or Board keep an up-to-date database of which students are in the non-preference category? [c.f. Ed. Act S442, plus I.A. clause 10(b) or thereabouts.]

Board Response : Yes No Unsure

5.3. Does the Principal and/or Board keep an up-to-date waiting list of non-preference enrolments, particularly if the school has an Enrolment Scheme?

Board Response : Yes No Unsure

6. Religious Education Philosophy

6.1. Are there effective monitoring measures in place to ensure that the school's Religious Education programme and "religious observances" follow any guidelines published by the New Zealand Catholic Bishops Conference? Ed. Act S445(1), plus I.A. Special Character definition in clause 5 or thereabouts.]

Board Response : Yes No Unsure

6.2. Is the school's Religious Education programme, and its implementation, "responsive to the sensitivities of pupils and parents of different religious or philosophical affiliations", particularly where "(participation) in religious observances and religious instruction concerned with particular observances" is concerned? [Ed. Act S445(2)]

Board Response : Yes No Unsure

7. General Board Policy and Practice

7.1. Do the Board's committee structures, policies and meeting structure reflect the paramount importance of the Special Character, Religious Education and religious observances/Education with a Special Character [Ed. Act S.416, 417 & 440]

Board Response : Yes No Unsure

7.1.1. Is there a Special Character agenda item at each Board meeting?

Yes / No

7.1.2. Is there an active Special Character sub-committee of the Board?

Yes / No

7.1.3. Does the Board have a plan for developing and enhancing the Special Character of the school including a specific annual school plan goal relating to Special Character?

Board Response : Yes No Unsure

7.2. If the Integration Agreement contains a Schedule which describes the special educational ethos or charism of the school, has the Board put in place effective measures to ensure the preservation, growth and enhancement of that charism? [I.A. Fifth Schedule, some Agreements only.]

Board Response : Yes No Unsure

7.3. Does the Board fully collaborate with the Proprietor in regard to the appointment, employment (by the Proprietor) and relevant activities of a Chaplain or Chaplaincy Team? [Ed. Act S.470(2), plus I.A. clause 21.]

Board Response : Yes No Unsure

7.4. Does the Board have in place policies and systems to continually monitor all school activities to ensure that they are “at all times...conducted and operated so as to maintain and preserve the School’s Special Character”? [I.A. clause 2.]

Board Response : Yes No Unsure

7.5. Does the Board give permission to use the school premises or equipment when the Proprietor requests permission to do so? [Ed. Act S455, plus I.A. clause 3(b)(i)]

Board Response : Yes No Unsure

8. Safeguarding practices

8.1. Can the Board and Principal confirm that the overriding principle of the Safeguarding Policy, adopted by the Proprietor, is reflected in the wording of the school’s Child Protection Policy?
<https://safeguarding.catholic.org.nz/> [Children’s Act 2014]

Board Response : Yes No Unsure

8.2. Can the Board and Principal confidently attest that the school has sufficient measures in place to ensure the safety of children and vulnerable adults during all school related activities?
<https://safeguarding.catholic.org.nz/> [Children’s Act 2014]

Board Response : Yes No Unsure

9. Consulting, collaborating with and reporting to the Proprietor

9.1. Do the Board and the Principal ensure that “the Proprietor, together with his servants, agents and licensees, ...have at all reasonable times access to the school to ensure that the Special Character of the School is being maintained”? [c.f. Ed. Act S456(2)(i), plus I.A. clause 10(b) or thereabouts.]

Board Response : Yes No Unsure

- 9.2. Do the Board and the Principal ensure that “the Proprietor, together with his servants, agents and licensees, ...have at all reasonable times access to the land and buildings of the School constituting the school premises sufficient to enable him to exercise the powers and carry out the responsibilities vested in him and imposed on him by the Education Act”? [c.f. I.A. clause13]
- Board Response : Yes No Unsure*
- 9.3. Does the Board reasonably co-operate with the Proprietor in matters relating to the number of Proprietor’s Appointees, their selection (where appropriate) and their role as the Proprietor’s Appointees on the Board?
- Board Response : Yes No Unsure*
- 9.4. Are there effective measures in place to ensure that the Board consults with and reports to the Proprietor, [Ed. Act 440(4)] as and when appropriate, on all matters pertaining to the Catholic Character, particularly:
- 9.4.1. The Catholic Character dimension of the performance management system, including job descriptions professional standards, performance agreements and annual performance appraisals of all staff employed at the school;
- Board Response : Yes No Unsure*
- 9.4.2. morally sensitive areas such as matters dealt with by the School Guidance Counsellor;
- Board Response : Yes No Unsure*
- 9.4.3. relevant parts of all school curricula and programmes;
- Board Response : Yes No Unsure*
- 9.4.4. how the Board and Principal effectively manage and monitor the work of any health centre or health professionals who are employed or who come on site;
- Board Response : Yes No Unsure*
- 9.4.5. all relevant parts of all Board policies;
- Board Response : Yes No Unsure*
- 9.4.6. the general ethos, environment and culture of the school;
- Board Response : Yes No Unsure*
- 9.4.7. the relationships between staff members, and their colleagues, their students and the school community?
- Board Response : Yes No Unsure*
- 9.4.8. the school charter, strategic plan and annual plan, [Ed. Act s.61] particularly Special Character goals?
- Board Response : Yes No Unsure*
- 9.4.9. Date of last consultation with Proprietor
- 9.5. Do the Proprietor’s Appointees:
- 9.5.1. consult with the Proprietor, or their agent, on a regular basis?
- Board Response : Yes No Unsure*
- 9.5.2. keep the Proprietor, or their agent, up-to-date on all matters concerning the Special Character?

Board Response : Yes No Unsure

9.5.3. report to the Proprietor, or their agent, at least annually and in detail, on the state of the Special Character and all matters related to it?

Board Response : Yes No Unsure

9.5.4. Date of last report

10. Health Curriculum

10.1. Is the Health Curriculum delivered in accordance with the Special Character of the school?

Board Response : Yes No Unsure

10.2. Do the principal and relevant senior staff take appropriate action, including consulting with both the community and the Proprietor, [Ed. Act s.60B] to ensure that the Health Curriculum programmes and their delivery reflect the Special Character of the school?

Board Response : Yes No Unsure

10.2.1. Date of last consultation with Proprietor on the health curriculum _____

10.3. Is the DRS actively involved in the planning of the personal relationships and sexuality components of the health curriculum?

Board Response : Yes No Unsure

10.4. How many staff have gained qualifications in CFLE or attended either the Understanding Sexuality course or the Having Life to the Full course (presently under trial)? _____

10.5. How many staff are planning to attend a course? _____

11. Attendance Dues and Donations

11.1. Does all school documentation, including website information, prospectuses and bills sent out by the school, clearly distinguish between Attendance Dues which are a legal debt, and any other fees requested by the Proprietor or by the school, which are a donation and are not compulsory? [c.f. Ed. Act S.449-454.]

Board Response: Yes No Unsure

11.2. Does the school take steps to inform the Proprietor, and follow the Proprietor's requirements, if it is aware that a family may have difficulty in paying Attendance Dues?

Board Response: Yes No Unsure