



NZCEO

TE TARI MĀTAURANGA KĀTORIKA O AOTEAROA
NZ CATHOLIC EDUCATION OFFICE



QUICK GUIDE

*Effective governance
in your Catholic
integrated school*



Core purpose of a Catholic School

The core purpose of a Catholic school is first and foremost a place to encounter the living God who in Jesus Christ reveals his transforming love and truth. The primary goal of a Catholic school is above all a question of communicating Christ or helping form Christ in the lives of others. That is the goal against which the effectiveness of Catholic Schools must be assessed because it is the reason for their existence.

We are all united in this goal and have equal responsibility to preserve and safeguard Catholic education in Aotearoa New Zealand.

Special Character safeguarded and preserved

Maintaining an authentic Catholic identity in the schools is an unending work. It requires constant initiative, both creative and traditional, if such an identity is going to enter into the human fabric of the school community. There are many ways in which Catholic identity can be eroded or diluted, as schools are constantly under pressure from the culture in which they are situated. "Safeguarding and strengthening" are perhaps better terms than "maintaining" to describe the constant vigilance that is needed in relation to Catholic identity. (*The Catholic Education of School Aged Children*).

Catholic Schools are communities of partnership, the partners being the Proprietor of the school, the Ministry of Education and the Board of Trustees. Each of these partners has a legal responsibility to maintain the school's Special Character.

How do we safeguard and preserve the Special Character of our school?

Everyone in the school community has a role to play in the safeguarding and strengthening of the Special Character. The board has key responsibilities in relation to integration and in particular must safeguard:

- Religious Education
- Staffing
- Property
- Student Enrolment

In addition to these key areas the board is required to communicate any issues and report annually to the proprietor. The board ensures the charter, policies and plans reflect the philosophy of Catholic schooling.

What is the role of the board?

The role of the board is to ensure that all students achieve their highest possible educational outcomes. In an integrated school the board, which includes proprietor appointees, must also safeguard and maintain its Special Character. The board's role is one of strategic oversight, leadership, direction, and policy setting.

The Education Act 1989 outlines the legal responsibilities of the board as follows: "A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed" (Schedule 6 Part 2 S4). The Act allows each board to define its own model of governance. This means there is no single right or correct way to govern, it is up to the board to decide.

One of the key responsibilities of the board is to place special character at the centre of all plans, policy and procedures. This will support the building of a positive school culture and environment for all to live the values of the gospel proactively.

What is governance?

Governance is how the board is controlled and run. The board develops a policy framework and processes for decision making, ensures compliance with legal requirements, and puts in place structures for the principal to effectively manage day to day operations.

A key document for the board is the strategic plan. The strategic plan is built around the Special Character foundation the school was established on and includes key features of the integration agreement. The board sets out in the strategic plan its vision, aims and the targets it intends to meet, and how it will monitor and report on progress.

Through an effective self review programme the board monitors the performance of the school and principal against the plans, aims and targets set. It also ensures the Special Character reporting requirements to the Proprietor are met.



The work of the board is to ensure that every student achieves their highest possible educational outcomes supported by the Catholic faith and Catholic culture of the school.

The following diagram provides an overview of the key partnerships, processes and systems required to support students to achieve their potential.



The board must safeguard and preserve:

SPECIAL CHARACTER AND RELIGIOUS EDUCATION

PROPERTY

ENROLMENT

STAFFING

Who sits around the board table?

Effective governance begins with well-defined roles and responsibilities, and clear parameters around how these relationships will work.

All Board members have responsibility for the protection of the Special Character of the school as set out in the school's integration agreement and charter.

Board of Trustees

A board is a crown entity and body corporate. It consists of between three and seven parent trustees and up to four Proprietor Appointees. There must be fewer proprietors' appointees than parent trustees. The ratio is 5:4, with change only being made with the approval of the Proprietor. The board also includes the Principal and a staff trustee. A school with year 9 students and above, will also have a student trustee. The board chair can be either an elected or appointed trustee.

Proprietor's Appointees

Proprietor's Appointees on the Board are full members of the Board with all the same rights and obligations of other Board members. These trustees assist in preserving the Special Character and property of the school and are required to report to the Proprietor.

Principal

The principal is the board's chief advisor and the professional leader of the school. The day to day management of the school is delegated to the principal within a clear policy.

Proprietor

Although they do not sit around the board table it is important to know your Proprietor and understand what rights and responsibilities they have. The Proprietor's Appointee is their appointment on the board.

Legislation and key documents

Legislation or Document		Description
Education Act 1989	Part 33 Schedule 6. Part 2, Section 4	State Integrated Schools Board is governing body of school Functions and Powers of board
	Section 76	Role of the Principal
Integration Agreement		Ask your Principal or Proprietor for a copy of your integration agreement and any supplementary additions.
Catholic BOT Handbook	Refer to NZCEO website	Handbook for Board of Trustees of NZ Catholic Integrated Schools
Role of Proprietor Appointee	Refer to NZCEO website	Role description for Proprietor Appointee
AIS Proprietor's Handbook	Refer to APIS website Pg 6	Summary of the powers and obligations of the Proprietor under Education Act (see page 6)
Reporting on compliance	Refer to NZCEO website	Special Character Compliances required of Boards of Trustees of Integrated Schools 2010
NZSTA Resources	Refer to NZSTA website for key resources	Governance support overview of resources Board support resources Governance Framework (policy framework template) Meeting Agenda template Boards 3 year workplan

Hover over bold text to find links

Sources of support and resources

New Zealand Catholic Education Office (NZCEO)

Contacts:

www.nzceo.org.nz

Phone: 04 496 1739

Email: nzceooffice@nzceo.org.nz

Please see the resources section of the website for templates, forms, resources and handbooks.

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Governance support resources