



ST IGNATIUS OF LOYOLA CATHOLIC COLLEGE

CATHOLIC SPECIAL CHARACTER POLICY

Outcome statement

The Catholic special character and Jesuit Charism of the College is safeguarded and strengthened.

Scoping

The board will be kaitiaki of the Catholic special character which includes its Jesuit charism, protecting, preserving, and sheltering this taonga for future generations. The board, management and staff | kaimahi actively support and foster the Theological and Cardinal Virtues, specific shared Gospel values that the school |kura stands for, both in teaching and the behaviour they model. The wider College community safeguards and strengthens an environment that enables students |ākonga to develop the attributes, knowledge, and skills to become active and committed members of the faith community and contribute positively to the world community. Students |ākonga will have the opportunity, within the context of their own culture to encounter Christ, grow in knowledge of Him and His Church, and to live a life of Christian witness.

Delegations

Responsibility and accountability for Catholic special character rests with the whole board, with no individual board member or committee having decision-making authority unless it has been delegated and documented. All sub delegations are approved by the board, as are revocations.

The Board delegates to the Principal | Tumuaiki leadership of Catholic religious practices and Catholic education.

Expectations and limitation

Board actions		Standards
1. The board ensures that the vision and strategic direction for the College clearly and explicitly reflect the Catholic special character including its Jesuit charism.	1.1	The board incorporates and honours the requirements of Schedule 6: Education and Training Act 2020 and the College's Integration Agreement
	1.2	The Board consults, communicates, and works with the Proprietor and the Director, Jesuit Education Australia to ensure Catholic special character including the Jesuit charism is safeguarded and strengthened
	1.3	Strategic planning is based on internal and external evaluation findings and includes the aim of continued strengthening of Catholic special character in the College
	1.4	Board policies and College procedures explicitly reflect Catholic special character to ensure that decision making is from a Catholic perspective
	1.5	Board documentation reflects that the College, as part of the Church, has a responsibility for helping to form Christ in the lives of others, and is committed to this work

<p>2. The board is committed to giving effect to Te Tiriti O Waitangi and bi-cultural partnership.</p>	<p>2.1 2.2 2.3 2.4 2.5</p>	<p>The board incorporates an understanding of Te Tiriti o Waitangi, te ao, tikanga and mātauranga Māori into their policies and College procedures</p> <p>The Board ensures local iwi are consulted and that local tikanga Māori are incorporated into faith development at the College</p> <p>Board documentation sets clear expectations for appropriate cultural responsiveness across the College</p> <p>Board policies and College procedures support Māori students ākongā to achieve educational and faith development success as Māori</p> <p>The board uses self-review tools to evaluate the actions that support Māori students ākongā to achieve educational success</p>
<p>3. The board has a plan for annual Catholic special character internal evaluation, which includes the evaluation of one of the four dimensions of Catholic special character each year AND for the review of the Ethos and Identity Review for Jesuit-Owned and Jesuit Companion Schools.</p>	<p>3.1 3.2 3.3</p>	<p>The board receives regular reports from management on Catholic special character including the Jesuit Charism and Religious Education</p> <p>Internal evaluations involve staff kaimahi, students ākongā, whānau and parish personnel</p> <p>Proprietor's Appointees are required to submit an annual report to the Proprietor and complete the Compliance Attestation form that shows how it complies with its statutory obligations in the area of Catholic special character</p>
<p>4 The board approves a budget that ensures funds are allocated for the development and maintenance of the special character of the school.</p>	<p>4.1 4.2 4.3</p>	<p>The school's kura annual budget provides separate funding lines for Catholic special character including the Jesuit Charism and for Religious Education</p> <p>The board ensures that opportunities and financial assistance are available for at least the principal and DRS to take part in an annual retreat and/or to have ongoing spiritual accompaniment</p> <p>The board ensures that opportunities and budget are available for professional development and formation in Catholic special character (including Religious Education where appropriate) for the board and all staff kaimahi</p>
<p>5 The board acknowledges the proprietor's ownership of the land and buildings and other improvements as set out in the school's Integration Agreement.</p>	<p>5.1 5.2 5.3 5.4 5.5</p>	<p>The proprietor gives the board exclusive right to the possession and use of the College premises, including buildings and chattels but maintains the right to access the property</p> <p>The proprietor is responsible for providing new or additional buildings if there are changes to the state school minimum accommodation code, or approved roll increase</p> <p>The proprietor with responsibility for major maintenance works with the board to ensure there is an effective 10 year rolling property plan</p> <p>The proprietor meets insurance costs associated with the land and buildings and other improvements that are specified in the Integration Agreement</p> <p>The board has no authority to make structural changes to the buildings or grounds without consulting the proprietor</p>

6 The board is actively engaged in the College and parish communities.	6.1	<p>The board engages in the College kura and local parishes communities by:</p> <ul style="list-style-type: none"> • Involving whānau as fully as possible in the life of the school, especially those who are vulnerable and with differing needs • Collaborating and supporting its local parishes in the evangelising work of the Church
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School procedures/supporting documentation

Integration Agreement

Board strategic plan

Annual budget

[The Education and Training Act 2020](#)

[The Declaration of the Proprietors of Catholic Schools in New Zealand on the Essential Characteristics of Authentic Catholic School Education](#)

[Handbook for Boards of Trustees of New Zealand Catholic State Integrated Schools](#)

[The Catholic Education of School Age Children \(New Zealand Catholic Bishops' Conference, 2014\)](#)

[He Arotake Whanaketanga mō te Mātauranqa Ahurea Katorika-Te Ture Tāuke mō ngā Kura Katorika: Catholic Special Character Evaluation for Development Catholic State Integrated Schools Aotearoa New Zealand](#)

The College's latest Catholic Special Character Review/Evaluation for Development report

The College's latest Ethos and Identity Review report

Monitoring:

- Catholic Character Committee Reports
- Financial and Committee Reports including the 10-year maintenance plan
- Reports from the Principal on implementation of Catholic Character Goals in the Annual Plan
- External review reports by the Proprietor and JEA

Legislative compliance

[Education and Training Act 2020 Schedule 6](#)

[Education \(School Boards\) Regulations 2020](#)

[Treaty of Waitangi Act 1975](#)

Approved: 5 July 2022

Reviewed: 31 March 2026