



Cathedral House on Washington
2/9 Washington Way
PO Box 4544
Christchurch 8140
New Zealand

20 November 2013

Catholic Secondary Schools in the Diocese of Christchurch

- Principals
- School Trustees
- Registrar Appointees
- Proprietors of Religious Institute Colleges

Dear Friends

The office of Bishop carries with it responsibility for Catholic education in the Diocese of Christchurch. I am writing to offer my support to you and your college community.

I am very proud of the Catholic education our schools and colleges are providing and I thank you sincerely for your continued commitment to our schools and to their Catholic Character. It is this Catholic Character of our schools which makes them an integral part of the mission of the Church.

That Catholic Character enables us to protect our core purpose under the Integration Act and is defined as:

"The school is a Roman Catholic School in which the whole school community, through the general school programme and in its Religious Instructions and observances, exercises the right to live and teach the values of Jesus Christ." (Integration Agreement)

All staff and college personnel are integral to the building up of such a Catholic Eucharistic community through their witness and commitment. Of particular importance to the protection of the Catholic Character is the provision in the Integration Act of S65 tagged positions. This provision ensures that our schools and colleges have a sufficient number of Catholic teachers who understand and live by the Special (Catholic) Character so that the school is truly a Catholic community through everything they say and do.

The S65 tagged position is one in which the person represents the Catholic community in a ministry role. That person must be a baptised Catholic, be active in a Catholic parish or Catholic Eucharistic community and be an authentic witness and role model for Catholic students.

PTO

For all S65 tagged positions the process of determining an applicant's acceptability for the position is carried out through the 'S' Form Catholic Character Referee process.

The responsibility for determining acceptability at the secondary school level rests with the Boards of Trustees, often through an appointments committee which must include at least one proprietor's appointee. A clear understanding of the process and the interpretation of the criteria is essential. Over the last year or so some secondary school personnel have spoken of their concerns and need for Diocesan support in this area.

This is understandable as the often changing nature of members of the Boards of Trustees and Proprietor's appointees makes the transference of knowledge, institutional memory and process difficult. It also creates unintended inconsistencies with varied interpretations and understanding of the criteria required for acceptability.

The Bishops collectively have been aware of these concerns and the need to endorse the importance of the S65 positions and provide support and affirmation for the teachers holding these positions

Our Diocesan Catholic Education Office personnel are well trained in the "S" Form Catholic Character referee process and in the determining of acceptability as it is their responsibility to do this for all primary S65 positions on my behalf.

It is my strong recommendation that secondary school Boards of Trustees avail themselves of the expertise provided by the Diocesan Catholic Education Office knowing that they are able to ask the Office to carry out the S65 acceptability determination process on their behalf.

Please contact Mike Nolan to discuss how this process would work for your college.

My sincere thanks to you and to your College/High School community for the provision of a strong Catholic education with excellence for your students.

Yours sincerely



† Barry Jones
Bishop of Christchurch

Catholic Diocese of Christchurch

Record of Professional Development and Certification for Teachers in Catholic Schools

Name: [REDACTED]

School: [REDACTED]

Courses Completed	R.E.	Scripture	Theology	Elective	Spirituality	S.C.	Total
Andrew Chinn Workshop (Jan 2006)	0.00	0.00	0.00	2.50	0.00	0.00	2.50
BOT Meeting - Prayer - J McLoughlin (Jan 2005)	0.00	0.00	0.00	0.00	0.50	0.00	0.50
Catholic Education Convention (Jan 2009)	0.00	0.00	2.00	0.00	3.00	6.00	11.00
Catholic Schools Symposium (Jan 2007)	0.00	0.00	0.00	6.00	0.00	0.00	6.00
Cluster Staff Meeting (Eucharist) C Shaw (Jan 2005)	0.00	0.00	1.00	0.00	0.00	0.00	1.00
DRS Cluster Meeting (Planning RE) 10/9 (Jan 2007)	0.00	0.00	0.00	0.00	0.00	1.00	1.00
DRS Meeting T1 (Jan 2009)	0.00	0.00	0.00	2.50	0.00	0.00	2.50
DRS Meeting T2 (Jan 2009)	0.00	0.00	0.00	2.50	0.00	0.00	2.50
DRS Meeting T3 (Jan 2009)	0.00	0.00	0.00	2.50	0.00	0.00	2.50
DRS Meeting T4 (Jan 2009)	0.00	0.00	0.00	2.50	0.00	0.00	2.50
Joy Cowley Workshop - English Curriculum (Jan 2004)	0.00	0.00	0.00	5.50	0.00	0.00	5.50
Liturgical Music Advice (Jan 2009)	1.00	0.00	0.00	0.00	0.00	0.00	1.00
Power of Music - J & T Phillips (Jan 2003)	2.50	0.00	0.00	0.00	0.00	0.00	2.50
RE101 Introd to Religious Ed & Catholic Character (Jan 2003)	25.00	0.00	0.00	0.00	0.00	0.00	25.00
RE102 Introduction to Spirituality (Jan 2003)	25.00	0.00	0.00	0.00	0.00	0.00	25.00
RE200 Synoptic Gospels (Jan 2004)	25.00	0.00	0.00	0.00	0.00	0.00	25.00
SC101 Introduction to the Old Testament (Jan 2003)	0.00	25.00	0.00	0.00	0.00	0.00	25.00
SC102 Introduction to the New Testament (Jan 2003)	0.00	25.00	0.00	0.00	0.00	0.00	25.00
SC204 Gospel of John (Jan 2004)	0.00	25.00	0.00	0.00	0.00	0.00	25.00
SC208 Women in the New Testament (Jan 2004)	0.00	25.00	0.00	0.00	0.00	0.00	25.00
Sexuality & the Catholic School - D Shute (Jan 2003)	0.00	0.00	0.00	3.00	0.00	0.00	3.00
Staff Cluster Meeting (Religions) (Jan 2006)	0.00	0.00	1.00	0.00	0.00	0.00	1.00
Staff Development Catholic Character - M Kerr (Jan 2006)	0.00	0.00	0.00	0.00	0.00	4.00	4.00
Staff Meeting - Digital Resource (Jan 2009)	1.50	0.00	0.00	0.00	0.00	0.00	1.50
Staff Meeting - M Wood (Jan 2003)	1.00	0.00	0.00	0.00	0.00	0.00	1.00
TH101 Introduction to Catholicism (Jan 2003)	0.00	0.00	25.00	0.00	0.00	0.00	25.00
TH102 Introduction to Theology (Jan 2003)	0.00	0.00	25.00	0.00	0.00	0.00	25.00
TH203 Understanding Church (Jan 2004)	0.00	0.00	25.00	0.00	0.00	0.00	25.00
TH206a Church History-Early Ages (Jan 2004)	0.00	0.00	25.00	0.00	0.00	0.00	25.00
Understanding Sexuality (Mar 2010)	2.00	5.00	2.00	0.00	15.00	0.00	24.00

Year 5 & 6 Teachers (Prayer) (Jan 2006)	0.00	0.00	0.00	0.00	5.00	0.00	5.00
Year 7 & 8 Teachers (Jan 2004)	5.50	0.00	0.00	0.00	0.00	0.00	5.50
DRS MEETING TERM 3 2011 (Aug 2011)	2.50	0.00	0.00	0.00	0.00	0.00	2.50
DRS Meeting Christchurch Diocese, Term 2 2011 (Jun 2011)	2.50	0.00	0.00	0.00	0.00	0.00	2.50
DRS Meeting Christchurch Term 4 2011 (Nov 2011)	1.50	0.00	0.00	0.00	0.00	1.50	3.00
DRS Meeting Term 2 2012 (May 2012)	2.00	0.00	0.00	0.00	0.00	1.50	3.50
Ka Hikitia and Cultural Competencies in our Special Character schools. (Jan 2012)	1.00	0.00	0.00	1.00	0.00	1.50	3.50
DRS Meeting Term 4 2012 (Oct 2012)	1.00	0.00	0.50	0.00	0.00	1.00	2.50
Catholic Connections Bus Tour 2012 (Nov 2012)	5.00	0.00	0.00	0.00	0.00	5.00	10.00
DRS Meeting 2013 Term 1 (Mar 2013)	1.50	0.00	0.50	0.00	0.00	0.50	2.50
DRS Meeting Term 3 2013 (Aug 2013)	1.00	0.00	0.50	0.00	0.00	1.00	2.50
Christian Meditation in Schools Sr Jill McLoughlin (May 2013)	0.00	0.00	0.50	0.00	0.50	0.50	1.50
DRS Meeting Term 4 2013 (Oct 2013)	1.00	0.00	0.00	0.00	1.00	0.50	2.50
Total hours	107.50	105.00	108.00	28.00	25.00	24.00	397.50

Certification Level Achieved

Foundation level Achieved: **Endorsed:**

Classroom level Achieved: 1 January 2003 **Endorsed:**

Leadership level Achieved: 1 January 2007 **Endorsed:**

Graduate level Achieved: **Endorsed:**

Current as of: 17/03/2014

Catholic Education Office, Diocese of Christchurch, PO Box 4544, Christchurch 8140, New Zealand.
Phone: (03) 366 9869 Facsimile: (03) 379 8724

[Attendance Dues](#)[Preference of Enrolment](#)[Enrolment](#)

Preference of Enrolment

Preference and Non-Preference Students and Enrolment

Catholic schools in New Zealand have a maximum roll which is a number established by the Proprietor and agreed to by the Crown as to the number of students that can legally enrol in a Catholic school.

A Catholic school can legally enrol a maximum of 5% non-preference students if, and only if, there are spaces available; i.e. when there is pressure on the maximum roll and/or school capacity, the board must be mindful of the requirements of the Private Schools Conditional Integration Act 1975 that non-preference students may be enrolled only if places are available after all preference applicants have been enrolled.

The Criteria Promulgated by the New Zealand Catholic Bishops' Conference, which are to be used by Proprietors and their Agents, in order to Grant Preference of Enrolment are:

1. The child has been baptised or is being prepared for baptism in the Catholic Church.
2. The child's parents/guardians have already allowed one or more of its siblings to be baptised in the Catholic faith.
3. At least one parent/guardian is a Catholic, and although their child has not yet been baptised, the child's participation in the life of the school could lead to the parents having the child baptised.
4. With the agreement of the child's parent/guardian, a grandparent or other significant adult in the child's life, such as an aunt, uncle or godparent, undertakes to support the child's formation in the faith and practices of the Catholic Church.
5. One or both of a child's non-Catholic parents/guardians is preparing to become a Catholic.

Administration of the Criteria and Signing the Preference Certificate

The following have been authorised by the Bishop of Christchurch as his agent in signing the Certificate on his behalf.

1. Parish priests of their Parish of residence
2. Assistant Priests of their Parish of residence
3. Priests appointed under c. 517/1
4. Ethnic chaplains who liaise with parish priests or their delegate
5. The South Canterbury Preference Committee (as mandated and appointed by the Bishop of Christchurch)

Enrolling your child at a Catholic School

The Principal handles enrolment in a Catholic School. If a child seeks enrolment as a preference student, he or she must obtain a signed preference certificate from the Parish Priest.

Preference certificates can be obtained from your Parish Priest or downloaded from this website (below).

Please note, a signed preference certificate does not guarantee enrolment at a particular school. This may depend on enrolment schemes and school capacity.

Appeal Process

If a Parish Priest declines to issue a preference of enrolment certificate, then the parents/caregivers may appeal the decision, through the Manager of the Catholic Education Office and using the appeal form (below), to the Reverend John Adams (Episcopal Vicar for Education).

Download Documents

1. [Primary School Preference of Enrolment Certificate for the Catholic Diocese of Christchurch](#)
2. [Statement for the Information of Primary School Parents of Non-Preference Students for the Catholic Diocese of Christchurch](#)
3. [Secondary School Preference of Enrolment Certificate for the Catholic Diocese of Christchurch](#)
4. [Preference Appeal Form for the Catholic Diocese of Christchurch](#)

**Catholic Diocese
of Christchurch**

**- To Sanctify -
- To Teach -
- To Care For -**

PREFERENCE APPEAL FORM

Parents/Caregivers making an appeal for preference status which has been declined by the Bishops Agent for the granting of preference, are asked to complete this application form and mail it together with the following documents

- (i) a copy of the baptismal certificate for the child, or of one or both parents, or a letter confirming that the child (or parent) is enrolled in a baptismal preparation programme or other relevant documentation
- (ii) a letter from parents/caregivers outlining reasons why preference status is being sought

to: **The Manager
Catholic Education Office
PO Box 4544
Christchurch 8140**

PREFERENCE STATUS APPEAL

Application from:	
On behalf of:	
Address:	
Phone: ()	Mobile: ()
School:	
Suburb / Town	

Bishop's Agent for Granting of Preference:
Parish:

Has preference status been granted in another parish/diocese?	Yes / No
If "Yes" please state which parish/diocese:	

On what grounds was the original application denied?
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Signature: Date:

THE CRITERIA PROMULGATED BY THE NEW ZEALAND CATHOLIC BISHOPS CONFERENCE, WHICH ARE TO BE USED BY PROPRIETORS AND THEIR AGENTS

- 5.1 The child has been baptised or is being prepared for baptism in the Catholic Church.
- 5.2 The child's parents/guardians have already allowed one or more of its siblings to be baptised in the Catholic faith.
- 5.3 At least one parent/guardian is a Catholic, and although their child has not yet been baptised, the child's participation in the life of the school could lead to the parents having the child baptised.
- 5.4 With the agreement of the child's parent/guardian, a grandparent or other significant adult in the child's life, such as an aunt, uncle or godparent, undertakes to support the child's formation in the faith and practices of the Catholic Church.
- 5.5 One or both of a child's non-Catholic parents/guardians is preparing to become a Catholic.

EXAMPLE FROM AN EXTERNAL CATHOLIC SPECIAL CHARACTER REVIEW

The preference/non-preference details, as at the time of the Catholic Special Character review (March 2014), were as follows:

School	Maximum Roll (as per Integration Agreement) = 239 students	Non-Preference Maximum (as per Integration Agreement) = 12 students
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Preference Criterion	Number of Students	% of Current Total Number Students
5.1	195	90.7%
5.2	2	0.9%
5.3	12	5.6%
5.4	1	0.5%
5.5	0	0.0%
Non-Preference	5	2.3%
Total	215	100%

[Proprietor's Appointees](#)[Special Catholic Character](#)**Property**[2014 - 2019 Property Strengthening & Development Programme](#)[Financial Assistance Scheme](#)[Swimming Pools](#)**Minor Maintenance**[Locally Funded Capital Works Projects at Integrated Schools](#)[Police Vetting of Contractors](#)[Health & Safety Code of Practice](#)[Building Warrants of Fitness](#)[Insurance](#)[School Notional Lease Values \(2013\)](#)[Trustees > Property](#)

Minor Maintenance

Boards of Trustees receive funding directly from the Ministry of Education as part of their operations grant to carry out minor maintenance. This generally covers interior/exterior painting, and repairs rather than complete replacement. The key to deciding if a particular work is capital/major maintenance rather than maintenance is the **size** or **volume change** - a capital work is a **substantial** upgrade or complete replacement to existing property; or, indeed, it is the creation of new property. For a particular item of work to be a capital work the asset must be beyond repair *and* need replacing or upgrading *and* the project must be a large one, such as a building or replacing an entire roof. The dollar value guideline (*in the table below*) is additional to, rather than a replacement of the above descriptive explanation - for example, painting is the largest maintenance cost a Board of Trustees faces and painting a school will be in the range of \$10,000 - \$70,000 depending on the size of the school. Painting work associated with remodelling/modernisation capital works within the footprint of existing buildings is the responsibility of the Board of Trustees. Boards of Trustees are funded by the Crown, through the operations grant, for painting and are required to make provision for the cyclical painting of all school buildings.

Minor Maintenance is:	Major Maintenance/Capital is:
Repair work undertaken by the school to prevent the asset deteriorating further	Work undertaken by the Proprietor as part of the major maintenance programme
All maintenance which is expected to occur within a 10-year cycle	All maintenance to the asset which would occur outside of the 10-year cycle
Examples:	Examples:
Interior/exterior painting	Complete roof replacement
Repairs to fixed floor coverings, vinyl, carpet	Complete resurfacing of a hard courts, driveways, fencing
Repairs to electrical, plumbing, underground systems	Complete replacement of electrical, plumbing, drainage
Repairs to water heaters, stoves, light fittings	Complete replacement of window facades
Repairs to driveways, hard courts, fencing	Complete replacement of heating plant
Repairs to roofing, spouting, down pipes	Complete replacement of floor coverings
Curtain replacement	Complete upgrade of toilets and wash areas
Building shelves or building a cupboard for gym equipment	Creating new property
Putting in a new window frame or replacing a door	Replacing existing property; Remodelling existing property
Cost Guideline:	Cost Guideline:
Under \$5,000 (excl GST)	Over \$5,000 (excl GST)

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

ATTESTATION

The responses in the following pages are a true and fair record of the Board of Trustees' operation 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: _____

The due date for this attestation to be returned to the
Catholic Education Office is 16 August 2013

The abbreviations below refer to statutes as follows:

P.S.C.I. Act = Private Schools Conditional Integration Act, 1975

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.

1.0 Tagged Positions

- 1.1 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

- 1.2 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

- 1.2.1 Number of tagged positions specified for your school (excluding principal and DRS)
- 1.2.2 Number of teachers currently holding tagged positions ...
- 1.2.3 Reasons for discrepancy...

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- 1.2.4 Date Proprietor was consulted on discrepancy...

- 1.3 Have vacancies for tagged positions occurred this year?

Board Response : Yes No Unsure

- 1.4 Have they been advertised as tagged positions?

Board Response : Yes No Unsure

- 1.5 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. P.S.C.I. Act s.65 & 66, plus relevant clauses of I.A.]

Board Response : Yes No Unsure

- 1.6 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. P.S.C.I. Act Part IV, s.25(6) and 68, plus I.A. clauses 6 (a) & 6 (b)] amendment

Board Response : Yes No Unsure

- 1.7 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. P.S.C.I. Act s.63.2]

Board Response : Yes No Unsure

- 1.8 Does the Board's Staff Appointments Committee (or its equivalent) have at least one Proprietor's Appointee among its members? [c.f. P.S.C.I. Act s.63(2)]

Board Response : Yes No Unsure

- 1.9 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

2.0 Maximum Rolls

- 2.1 Is the school roll within the maximum number set in the school's Integration Agreement?
- 2.1.1 Maximum roll...
- 2.1.2 Actual roll...

Board Response : Yes No Unsure

3.0 Preference Students

- 3.1 Does the Principal and/or Board keep an up-to-date data base of which students are in the preference category, with the necessary evidence to verify their preference status? [c.f. P.S.C.I. Act s.29, plus I.A. clause 10(b) or thereabouts.]

Board Response : Yes No Unsure

- 3.2 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

4.0 Non-Preference

- 4.1 Does the number of non-preference students comply with the number/percentage set in the school's Integration Agreement?
- 4.1.1 Permitted number or percentage set in Integration Agreement
- 4.1.2 Current actual number or percentage
- 4.1.3 Reason for discrepancy (if in excess)

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- 4.1.4 Date Proprietor was consulted on discrepancy and approval gained....

- 4.2 Does the Principal and/or Board keep an up-to-date data base of which students are in the non-preference category? [c.f. P.S.C.I. Act s.29, plus I.A. clause 10(b) or thereabouts.]

Board Response : Yes No Unsure

- 4.3 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

5.0 Religious Education OR Particular Education
Philosophy

- 5.1 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? *P.S.C.I. Act s.32 (1), plus I.A. Special Character definition in clause 5 or thereabouts.]*

Board Response : Yes No Unsure

- 5.2 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? *[P.S.C.I. Act s.32(2)]*

Board Response : Yes No Unsure

6.0 General Board Policy and Practice

- 6.1 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 *[P.S.C.I. Act s.3, 4 & 25(6)]*

- 6.1.1 Is there a Special Character agenda item at each Board meeting?
- 6.1.2 Is there an active Special Character sub-committee of the Board?
- 6.1.3 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?

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Board Response : Yes No Unsure

- 6.2 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.]*

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Board Response : Yes No Unsure

6.3 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? [*P.S.C.I. Act s.69(2) and (3), plus I.A. clause 21.*]

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Board Response : Yes No Unsure

6.4 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.*]

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Board Response : Yes No Unsure

6.5 Does the Board give permission to use the school premises or equipment when the Proprietor requests permission to do so? [*P.S.C.I. Act s.39, plus I.A. clause 3(b) (i)*]

Board Response : Yes No Unsure

7.0 Consulting, collaborating with and reporting to the Proprietor (*PSCI Act requirements*)

7.1 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. P.S.C.I. Act s.29, plus I.A. clause 10(b) or thereabouts.*]

Board Response : Yes No Unsure

7.2 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 Private Schools Conditional Integration Act”? [*P.S.C.I. Act s.13*]

Board Response : Yes No Unsure

7.3 Does the Board reasonably co-operate with the Proprietor in matters relating to the number of Proprietor’s Appointees, and their role as the Proprietor’s Appointees on the Board?

Board Response : Yes No Unsure

7.4 Are there effective measures in place to ensure that the Board consults with and reports to the Proprietor, [*P.S.C.I. Act 25 (b)*] as and when appropriate, on all matters pertaining to the Catholic Character, particularly:

7.4.1 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

7.4.2 morally sensitive areas such as matters dealt with by the School Guidance Counsellor;

Board Response : Yes No Unsure

7.4.3 relevant parts of all school curricula and programmes;

Board Response : Yes No Unsure

7.4.4 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

7.4.5 all relevant parts of all Board policies;

Board Response : Yes No Unsure

7.4.6 the general ethos, environment and culture of the school;

Board Response : Yes No Unsure

7.4.7 the relationships between staff members, and their colleagues, their students and the school community?

Board Response : Yes No Unsure

7.4.8 the school charter, strategic plan and annual plan, [*Ed. Act s.61*] particularly Special Character goals?

Board Response : Yes No Unsure

7.4.8.1 Date of last consultation with Proprietor ...

7.5 Do the Proprietor's Appointees:

7.5.1 consult with the Proprietor, or their agent, on a regular basis;

Board Response : Yes No Unsure

7.5.2 keep the Proprietor, or their agent, up-to-date on all matters concerning the Special Character;

Board Response : Yes No Unsure

7.5.3 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

7.5.4 Date of last report...

8.0 Health Curriculum

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

Board Response : Yes No Unsure

8.2 Do the principal and relevant senior staff take appropriate action, including consulting with both the community and the Proprietor, [*Ed. Act s.60B (20)(a)*] to ensure that the Health Curriculum programmes and their delivery reflect the Special Character of the school?

Board Response : Yes No Unsure

8.2.1 Date of last consultation with Proprietor on the health curriculum ...

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

Board Response : Yes No Unsure

8.4 How many staff have gained qualifications in CFLE or attended the Understanding Sexuality course? ...

8.5 How many staff are planning to attend this course? ...

9.0 Attendance Dues and Donations

9.1 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.P.S.C.I. Act s.36-38.*]

Board Response: Yes No Unsure