

INTEGRATION AGREEMENT

This Agreement is made as a Deed on the 24th day of July 2020

Between:

Her Majesty the Queen in right of New Zealand acting by and through the Minister of Education ("the Minister")

and

The Roman Catholic Bishop of the Diocese of Auckland ("the Proprietor"),

Together the Parties.

Background

- A. The Proprietor (Corporation Sole) intends to establish and integrate St Ignatius of Loyola Catholic College, Drury, Auckland ("the School").
- B. The School will be for students from Year Seven (7) to Year Fifteen (15) offering education with a special character as defined in the Act and described in this Agreement.
- C. The Proprietor is the owner of the School premises specified in Schedule 2.
- D. The Parties have agreed to enter into this Agreement pursuant to the Act, to establish the School as a State integrated school.

Terms of agreement

Definitions

- 1 In this Agreement, unless the context requires otherwise, terms not otherwise defined in this Agreement have the meanings specified in the Act and:
 - (a) *Act* means the Education Act 1989 as amended or replaced from time to time and includes all regulations and rules made under the Act.
 - (b) *Agreement* means this Integration Agreement, as amended by any Supplementary Agreements from time to time.
 - (c) *Depreciation Rate* means four percent (4%) of the depreciated value of state school buildings as set out in the "Statement of Accounting Policies" in the Ministry of Education's Annual Report.
 - (d) *Effective Date* means 1 January 2021.
 - (e) *Minister* means the person holding the office of Minister of Education from time to time and also includes any other Minister of the Crown who is responsible for the administration of Part 33 of the Act.
 - (f) *Supplementary Agreement* means any supplementary agreement entered into by the Parties in writing to amend this Agreement.

(g) *Works* means the capital works specified in Schedule 3.

A reference to a particular provision in the Act includes any provision that is intended to be a replacement or substitute for that provision.

Special character

- 2 As from the Effective Date, the School is established as a State integrated school under Part 33 of the Education Act 1989 to provide education with a special character (through the general school programme, its teaching and conduct) that is, or is based on, the values of Jesus Christ, as expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Proprietor. The School is a Roman Catholic school but with the charism of the Society of Jesus. The philosophy of a Jesuit education is specified in Schedule 5
- 3 The Proprietor has (and must at all times during the term of this Agreement continue to have):
 - (a) responsibility for -
 - (i) determining the special character of the School; and
 - (ii) supervising the maintenance and preservation of that special character¹;
 - (b) the right to determine what is necessary to preserve and safeguard the special character of the education provided by the School.
 - (c) the right to access to the School at all reasonable times to ensure that the special character of the education provided by the School is being maintained.
- 4 The Proprietor may specify (by notice in writing to the board of trustees of the School) what the Proprietor considers to be necessary to provide, maintain, preserve and/or safeguard education with the special character of the School.
- 5 The Proprietor shall regularly monitor the operation of the School to ensure that education with the special character is at all times provided, maintained, preserved and safeguarded by the School.
- 6 The Proprietor may invoke the powers conferred upon a proprietor by Part 33 of the Act if, in the opinion of the Proprietor:
 - (a) the special character of the School has been, or is likely to be, jeopardised; or
 - (b) education with that special character is no longer being preserved and safeguarded.

For this purpose, "jeopardise" includes when the School is not acting consistently with any notice provided by the Proprietor under clause 4.

¹ The Proprietor does not have sole responsibility for maintaining the school's special character but has ultimate responsibility for this.

School programme

- 7 The parties agree that religious observances and religious instruction form part of the education with a special character provided by the School. The instruction and observances that are to form part of the School's programme after integration as determined by the Roman Catholic Bishop of Auckland.

School premises

- 8 As at the Effective Date the Proprietor is the owner of all the land and improvements specified in Schedule 1 ("the Proprietor's land").
- 9 The School premises will be the portion of the Proprietor's land (including any improvements) specified in Schedule 2 ("the School premises").
- 10 The parties acknowledge the following principles in relation to the Proprietor's interests in the property.
- (a) The Proprietor may make available for use by the School any other land, buildings, and/or associated facilities (not forming part of the School premises) that the Proprietor considers may assist with providing and maintaining the special character of the School.
 - (b) The Proprietor should have reasonable access to the use of the school for its own purposes when not in use for school purposes.
 - (c) The Proprietor retains an interest in the use of the school property by third parties, particularly where such use might conflict with the Proprietor's schools religious or philosophical character.
- 11 The Proprietor must at all times during the term of this Agreement continue to own or lease the School premises or hold the School premises in trust (including on the basis that it may be applied for purposes provided for by, and consistent with, the terms of this Agreement).
- 12 The Proprietor must plan (including obtaining all consents and approvals required by law), implement and complete (consistent with all consents and approvals) and pay for:
- (a) the Works in accordance with Schedule 3 of this agreement; and
 - (b) such capital works and associated facilities at the School as the Minister may from time to time (by notice in writing to the Proprietor) approve, with a view to replacing, improving or enlarging the School, its buildings and its associated facilities in order to maintain the School premises at, or consistent with, the minimum standards specified by the Secretary for comparable State schools; and
 - (c) such capital works and associated facilities at the School as the Minister may from time to time (by notice in writing to the Proprietor) require (acting reasonably) because they are necessary in order to maintain the School premises at, or consistent with, the minimum standards specified by the Secretary for comparable State schools.

- 13 The Minister will support the Proprietor by providing, as a minimum, eighty-five percent (85%) of the non-integrated school funding rate of additional property costs resulting from future educational policy change. In-ground costs may be included if they are an integral part of delivering education as a result of the policy change. Funding eligibility is subject to the following:
- (a) The funding to be provided will be determined by an assessment by the Minister of the investment the Proprietor would need to undertake to meet the requirements of the policy change;
 - (b) Funding is contingent on an assessment by the Minister that the school is sustainable and likely to remain open over the medium term (at least five to ten years).
- 14 At all times during the term of this Agreement the Proprietor (and not the Minister, the Secretary, the Ministry or any other person) will:
- (a) be solely responsible for complying with the terms and conditions (including making all payments, in full and on time) under any mortgage, lien, or other charge or security interest over or affecting the land and buildings making up the School premises; and
 - (b) maintain insurance for the School premises in accordance with sections 456(g) and (h) of the Act.
- 15 Nothing in clause 11 or 12 shall limit any right or entitlement the Proprietor may have to request, apply for or receive property funding from the Ministry.

Discharge of Maintenance Obligations

- (a) The Minister will, after the Effective Date, pay to the Proprietor in each year the Sum as determined under Schedule 4 to:
 - assist the Proprietor in maintaining the School premises and the associated facilities in a condition equivalent to that of a comparable non-integrated state school;
 - provide for the maintenance of the School chattels as though the School were a non-integrated state school.
 - (b) The School will be entitled to such furniture and equipment as the Minister supplies from time to time to comparable non-integrated state schools.
- 16 The Minister will pay the Sum to the Proprietor in instalments on the same dates as the Minister provides operations funding to the Board of Trustees.
- 17 The Proprietor must on receipt of the Sum in each year undertake the maintenance of that part of the School premises not required to be undertaken by the Board of Trustees during the course of that year to the standard to which the Crown maintains comparable state schools.
- 18 The Sum shall be applied to meet the obligations in Clause 17. After the obligation in clause 17 has been met in full and if there is a balance of the sum remaining the Proprietor may apply the balance in the following ways:

- (a) to capital works or other purposes directly related to the School;
- (b) to maintenance, capital works or other purposes related to any other integrated school.

No liability for default in certain circumstances

- 19 Neither party will be liable for any act, omission, or failure to fulfil its obligations under this Agreement, if such act, omission or failure arises from any cause reasonably beyond its control including acts of war, epidemics, earthquakes, or other natural disasters or acts of God. ("Force Majeure Event").
- 20 The party unable to fulfil its obligations due to a Force Majeure Event shall:
 - (a) immediately notify the other in writing and provide full information concerning the Force Majeure Event including an estimate of the time likely to be required to overcome the event
 - (b) use its best endeavours to overcome the event; and
 - (c) continue to perform its obligations as far as practicable.

- 21 Despite clause 19, if in any year Parliament has not appropriated sufficient public money to enable the Minister to maintain non-integrated state schools, the Minister will not be required to pay the instalments of the Sum from that point onward until an appropriation is so made. In that event the Minister will only pay the instalments of the Sum due from the date on which that appropriation is made.
- 22 If the Sum is not paid as a result of Clause 21, the Minister's assistance to the Proprietor under this Agreement to maintain the School premises, from the point that Parliament decides not to appropriate the monies until an appropriation is made that enables the payment of the Sum to be recommenced, will not be discharged and the Minister will remain required to provide that assistance on the same basis as to other state schools.

Information

- 23 The Minister may by notice to the Proprietor, require the Proprietor to supply to the Minister any information including but not limited to accounting or banking records in the possession or control of the Proprietor (whether stored on electronic media or otherwise) relating to the performance of the Proprietor's obligations under clauses 15(a) – 22
- 24 The Minister shall be entitled to make and retain copies of any information supplied to the Minister in accordance with Clause 23.

Disputes

- 25 The Minister and the Proprietor shall endeavour to resolve by negotiation any disputes that arise between them concerning clauses 15(a) – 22 within 30 days of one party advising the other of the existence of the dispute.

- 26 If the Minister and the Proprietor are unable to resolve a dispute by negotiation, they shall refer the matter to mediation, and shall choose jointly a mediator. If the parties are unable to agree on the appointment of a mediator then the mediator shall be appointed by the then New Zealand President of the Resolution Institute or, failing that, by the then President of the New Zealand Law Society. The mediation shall thereafter be conducted by the mediator in accordance with the usual practice for the Resolution Institute mediation.
- 27 The obligations of the Minister and of the Proprietor under clauses 15(a) – 22 shall not be affected by any dispute regarding these clauses, and each party shall continue to perform its obligations as if the dispute had not arisen.
- 28 Breach of obligations under clauses 15 (a) – 23.
- (a) If the Proprietor is in breach of its obligations under clauses 15 (a) – 22, and if in the reasonable opinion of the Minister the breach is able to be remedied, the Minister may by notice to the Proprietor require that the breach be remedied within 60 days (or such further or other period as may be specified) of the date of the notice.
 - (b) If the breach is not remedied within the period specified in the notice, or if in the reasonable opinion of the Minister the breach is not capable of being remedied, the Minister may terminate clauses 16 (a)– 29 of this Agreement on giving 14 days' notice to the Proprietor.
 - (c) If clauses 16 – 28 of this Agreement are terminated in accordance with this clause the balance of this Agreement shall continue to apply to both parties.
 - (d) Nothing in this clause shall be construed as limiting or affecting the powers that the Minister has under the Act.

Proprietor's interest in the integrated property

- 29 The parties acknowledge the following principles in relation to the Proprietor's interests in the property:
- (a) The Proprietor should have reasonable access to the use of the school for its own purposes when not in use for school purposes
 - (b) The Proprietor retains an interest in the use of the school property by third parties, particularly where such use might conflict with the Proprietor's /schools religious or philosophical character.

Enrolment

- 30 The maximum number of students who may be enrolled in the School shall be:

- i. 340 in 2023
- ii. 470 in 2024
- iii. 610 in 2025
- iv. 760 in 2027
- v. 900 in 2029

- 31 The children of parents who, in the Proprietor's opinion, have a particular or general philosophical or religious connection with the School must be preferred to other children for enrolment at the School.
- 32 The number of students who do not have preferential enrolment at the School under section 442 of the Act but are required to be enrolled if places are available, is limited to 5% of the maximum roll.

Employees

- 33 Where any person employed at the School is paid (whether in whole or in part) out of money appropriated by Parliament:

(a) the Proprietor agrees that it will not, directly, or indirectly:

- (i) pay that person any remuneration in connection with their role as an employee of the School additional to that provided for by the Act; or
- (ii) grant or permit that person any condition of service more favourable than that permitted for a person employed in the same (or a materially equivalent) position in a State school that is not a State integrated school; and

- 34 An advertisement for the position of principal of the School must state that a willingness and ability to take part in religious instruction appropriate to the special character of the School is a condition of appointment to this position. Any person appointed as principal of the School must accept this requirement as a condition of the person's appointment and must accept and recognise a responsibility to maintain and preserve the special character of the School.
- 35 There will be a position of director of religious studies at the School. An advertisement for that position must state that a willingness and an ability to take part in religious instruction appropriate to the special character of the School is a condition of appointment to this position. Any person appointed as director of religious studies at the School must accept this requirement as a condition of the person's appointment and must give guidance and provide effective leadership in religious instruction and observances throughout the School. The teaching duties of this position are, if any, as may be required by the Principal of the School and as agreed by the Proprietor.
- 36 The following proportion of teaching positions at the School will be positions of importance carrying a responsibility for religious instruction shall be forty (40) percent to the nearest whole number of the Total Staffing Entitlement of the School, excluding the Principal and Director of Religious Studies.

An advertisement for such positions must state that a willingness and an ability to take part in religious instruction appropriate to the special character of the School is a condition of appointment to the position. Any person appointed to any of these positions at the School must accept this requirement as a condition of the person's appointment.

- 37 Any advertisement for the position of deputy principal at that School must state that capabilities to assist in planning and organising the courses and programmes at the school to ensure they reflect the special character of the School shall be a condition of appointment to the position. Any person appointed to this position at the School must accept this requirement as a condition of the person's appointment.



- 38 The Proprietor may employ any person, whether as a chaplain or otherwise, for duties relating to religious instruction appropriate to the special character of the School. The provisions of section 470(2) and (3) of the Act apply to that person's appointment.

Attendance dues

- 39 The Proprietor may enter into an agreement with parents (or other person/s with legal responsibility for the education of a child) that provides that the parents (or such other person/s) must pay attendance dues as a condition of the child's enrolment and attendance at the School.

*General
Delegates*

- 40 The Minister may appoint any person to undertake the administration of this Agreement on the Minister's behalf and to do all things under this Agreement that are expressed or implied as able to be done by the Minister. Any change to the person holding office as the Minister will not affect any appointment previously made, unless such appointment is subsequently revoked.

Assignment or transfer

- 41 The Proprietor will not assign any of its rights or transfer any of its obligations under this Agreement unless that assignment or transfer is permitted by (and will comply with) all laws and has first been approved in writing by the Minister.

No agency

- 42 The Proprietor is not a representative or an agent of any of the Minister, the Secretary or the Ministry and may not hold itself out otherwise to any person.

Privity

- 43 Except as expressly set out in this Agreement, nothing in this Agreement is intended to confer any right, benefit, privilege or obligation on any third party.

Amendment

- 44 The Parties may amend this Agreement by one or more Supplementary Agreements. Any amendment to this Agreement will be effective from the date a Supplementary Agreement is executed by both Parties.

Costs

- 45 Each Party will bear its own costs in the preparation of this Agreement and any Supplementary Agreement.

Good faith

- 46 Each Party agrees to act in good faith in its dealings with the other Party under this Agreement.

Precedence

- 47 On and after the Effective Date the School will be a State integrated school in terms of the Act and part of the State system of education in New Zealand. In the event of any inconsistency between the terms of this Agreement and the provisions of the Act, the provisions of the Act will prevail. Nothing in this Agreement overrides or excludes the application of the Act in any way, including as regards the exercise of any right, power or discretion that the Minister, the Secretary or the Ministry may have under the Act or that the Proprietor may have under the Act. The Minister may (but will not be obliged to) exercise any rights and powers conferred by this Agreement at the same time as, or



at any time in addition to, the rights, powers and discretions given to the Minister, the Secretary and the Ministry (as the case may be) under the Act.

Notices

48 All notices that are required to be sent under this Agreement or the Act must be in writing and sent to the following addresses unless otherwise agreed in writing between the Parties. For the purposes of this clause, "in writing" includes by email.

(a) All notices to the Minister must be sent to The Associate Deputy Secretary, Operational Delivery, Ministry of Education, PO Box 1666, Wellington, facsimile (04) 463 8252 or enquiries.national@education.govt.nz

(b) All notices to be sent to the Proprietor must be sent to Pompallier Diocesan Centre Private Bag 47904, Ponsonby, Auckland 1144 or by email to bishop@cda.org.nz

PAB
AM

Execution

Signed on the 3RD day of JULY 2020 by:

Bishop Patrick Dunn, the Roman Catholic Bishop of the Diocese of Auckland

and his Common Seal affixed in the presence of:

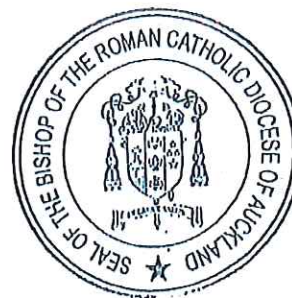
in the presence of:

Name:

M-A McKay
PERSONAL ASSISTANT
AUCKLAND

Occupation:

Location:



By signing this Agreement, each representative of the Proprietor confirms that s/he has the authority to sign for and on behalf of the Proprietor, and that the Proprietor is and will remain a body corporate with capacity to enter into this Agreement under s 421(3) of the Act.

Signed on the 24th day of July 2020 by:

Her Majesty the Queen in right of New Zealand, acting by and through the Minister of Education:



in the presence of:

Name: David Choat

Occupation: Ministerial Advisor


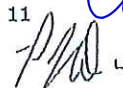
Location: Wellington

SCHEDULE 1: PROPRIETOR'S LAND

St Ignatius of Loyola Catholic College, Drury is to be built on the land owned by the Proprietor as described below:

All that land, buildings and other improvements owned by the Proprietor at Burr Road, Runciman, Drury, LOT 4 Deposited Plan 18718

Certificates of title, showing any encumbrances etc on the land are included on pages 11 and 12.



COMPUTER FREEHOLD REGISTER
UNDER LAND TRANSFER ACT 1952

Search Copy



R. W. Muir
Registrar-General
of Land

Identifier NA117B/534
Land Registration District North Auckland
Date Issued 21 December 1998

Prior References
NA570/18

Estate	Fee Simple
Area	25,4080 hectares more or less
Legal Description	Lot 4 Deposited Plan 187178

Proprietors
The Roman Catholic Bishop of Auckland

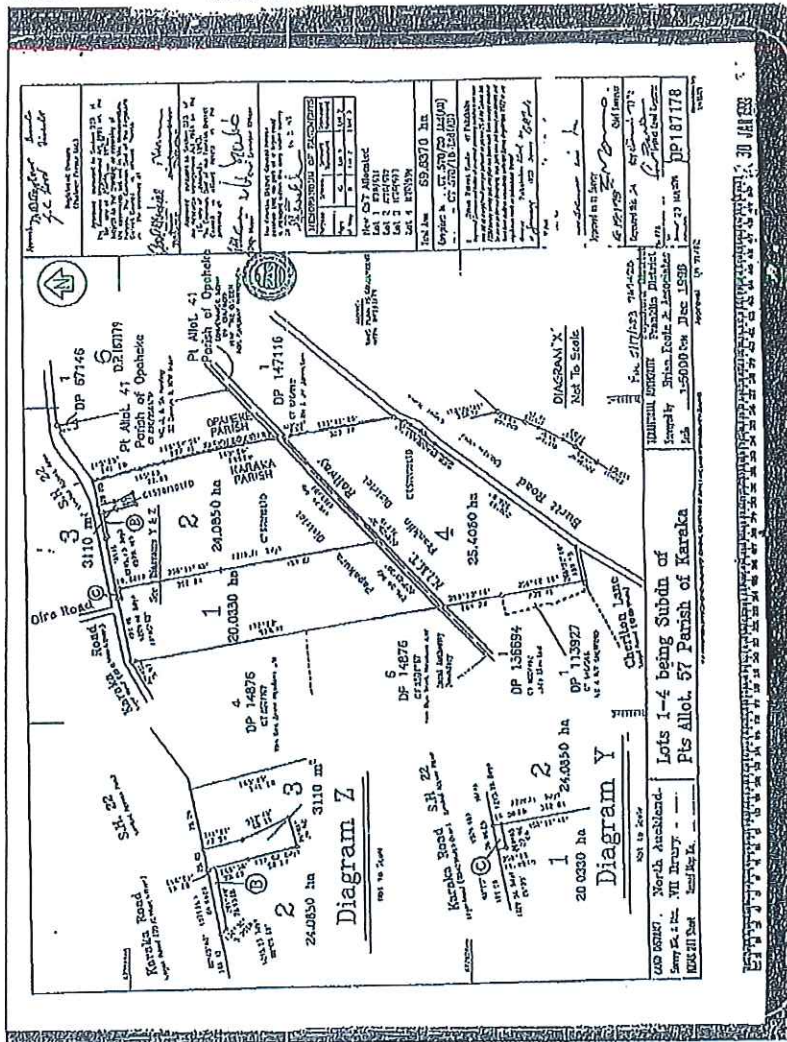
Interests
D343484,6 Consent Notice pursuant to Section 221(1) Resource Management Act 1991 - 21.12.1998 at 2.49 pm

Transaction Id
Client Reference ewsh003

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Register Only

Handwritten signatures in blue ink

Identifier NA117B/534



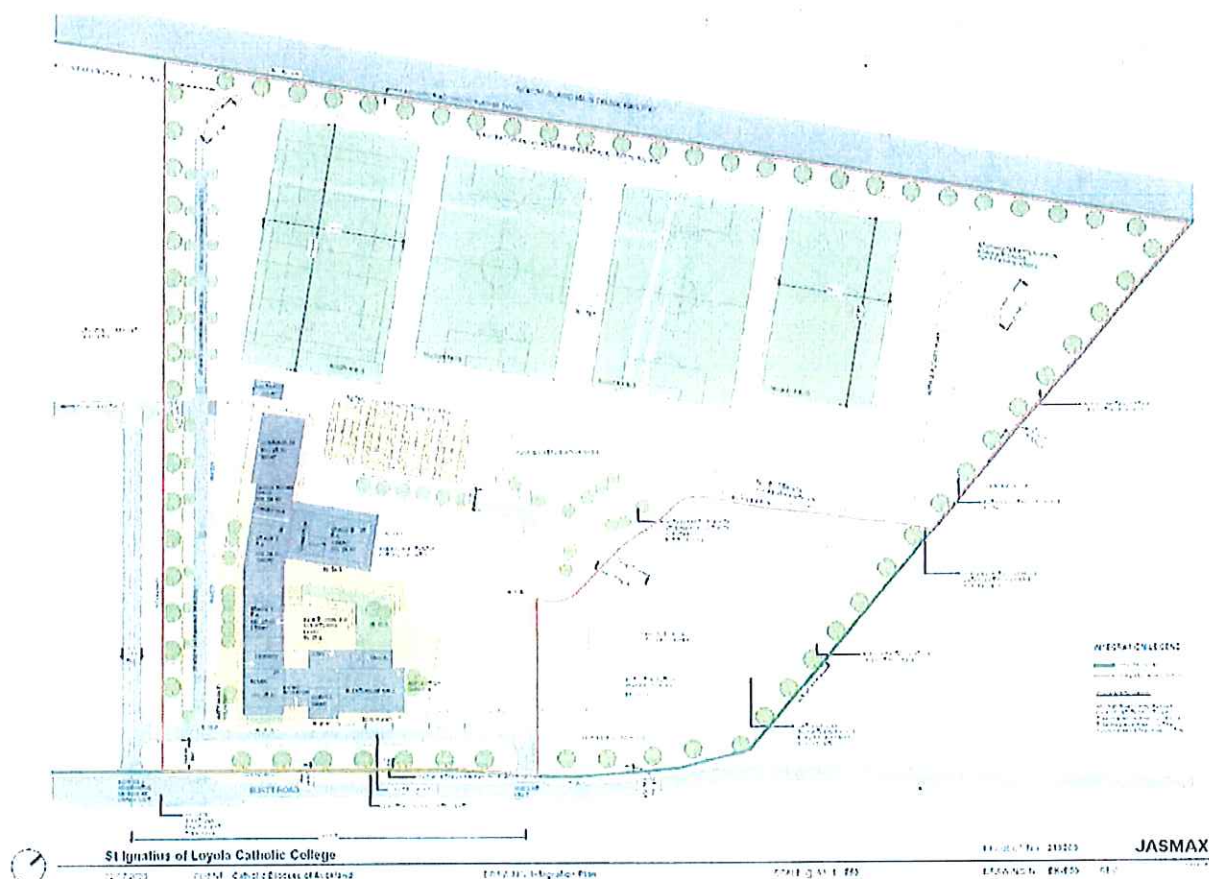
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SCHEDULE 2: SCHOOL PREMISES

All that part of the Proprietor's land in Schedule 1 as outlined in red on the annexed plan (which forms part of this Schedule 2) together with all the School buildings and other improvements.



SCHEDULE 3: WORKS

Works to be carried out by the proprietor and establishment board in relation to the School.

These works are to be planned, executed and paid for by the Proprietor subject to the provisions of this Schedule in relation to the buildings and associated facilities, and constructed to meet legal requirements as a minimum standard. All work is to be carried out by competent contractors to comply with the New Zealand Building Act 2004, and any Territorial Authority requirements.

Buildings and Grounds	Works to be completed by:
Stage 1 - Works for roll of 470	
• Administration Block (sized for final roll 1000)	20 January 2023*
• Teaching Space (24), Resource area	20 January 2023*
• Hall / Multi-purpose space (sized for final roll 1000)	20 January 2023*
• Hard court, grassed area, parking, bus bay, paving, fencing and all other infrastructure works	27 January 2023*
• Furniture	1 February 2023
Stage 2 - Works for roll of 760	
• Teaching Space (15), Resource area	24 January 2025
• Furniture	1 February 2025
Stage 3 - Works for roll of 900 (1000)	
• Teaching Space (13), Resource area	22 January 2027
• Library, Gym	22 January 2027
• Furniture	1 February 2027

* The dates provided above are contingent on the required municipal infrastructure being available to enable the development of the School.

The Proprietor is to ensure that the School's property meets the requirement of the Ministry of Education's Schools Property Guide (SPG) calculator as at the 1 January 2020.



SCHEDULE 4: MAINTENANCE FUNDING

Calculation of the Sum

1. The Sum will be calculated on or before 1 January of each year in accordance with the following formula:
 - (a) The depreciated value (or net carrying value) of the buildings comprising state schools as shown in the most recent Ministry of Education Annual Report (V) is multiplied by the Depreciation Rate (r).
 - (b) The figure thus obtained is divided by the total number of students enrolled in state schools as determined by the most recent actual rolls used for the purposes of operations funding in the year preceding that for which sum is being calculated (s), to give a per student amount.
 - (c) The per student amount is then multiplied by the number of students enrolled in the School as determined by the most recent actual roll used for the purposes of operations funding in the year preceding that for which the sum is being calculated (R) (which number must not exceed the maximum roll provided for in the Integration Agreement).
 - (d) Goods and Services Tax is then added to this figure (GST).

Paragraphs (a) to (d) are expressed in the following formula:

$$\frac{V \times r \times R}{s} + \text{GST} = \text{the Sum}$$

2. If it is not possible by 1 January in any year to calculate the Sum in accordance with clause 0 of this Agreement by using numbers and/or values from the immediately preceding year, the Sum shall be the Sum for that preceding year ("Deemed Sum").
3. If Clause 2 of this Schedule applies and if the Deemed Sum has been paid in whole or in part in accordance with Clause 0 of this Agreement the Minister shall calculate the Sum as soon as numbers and/or values are available for the preceding year in accordance with clause 1 (the sum so calculated being referred to as "the Revised Sum").
4. Subject to the provisions of Clause 5 of this Schedule, in the event that the Revised Sum is more than the Deemed Sum the Minister shall pay the amount of that difference. If the Deemed Sum is more than the Revised Sum the Proprietor shall pay to the Minister the amount of that difference. In either case the payment will be taken into account in the instalments of the Sum paid in accordance with Clause 166 of this Agreement.
5. If the Minister has in any year and for any reason paid the Proprietor more than the Proprietor is entitled to be paid under this Agreement, the Minister may at his or her election recover the overpayment by deducting it from any instalments of the Sum payable, in the current or any future year or years.



6. Where the Effective Date is later than 1 January then in the first year of the operation of this Agreement the Sum shall be deemed to be the amount of the remaining instalments of the Sum, calculated in accordance with this clause 1 of this Schedule for the whole year, payable for the period from the Effective Date to the end of that year.

SCHEDULE 5: SPECIAL CHARACTER

Preamble

St Ignatius of Loyola College is a Year 7-13 Catholic secondary school due to open in 2023. As a Catholic School the school, grounded in Jesuit tradition, it will provide quality education in South Auckland for young women and men and will be a place to encounter the living God who in Jesus Christ reveals his transforming love and truth.

This schedule outlines the history of Ignatian charism and the vision of Jesuit education that underpins the philosophy and characteristics of St Ignatius of Loyola College. It establishes the legal responsibility of the board, the principal and the staff to ensure this philosophy and special character is central to all aspects of life at the College.

Resume of the spiritual journey of St Ignatius of Loyola, Ignatian charism and Jesuit ministry

Ignatius of Loyola was a nobleman, born in 1491 and brought up as a knight in the courts of Spain. In his desire to be famous he went to Pamplona to fight against the French. He was badly wounded and had to return to Loyola where he spent a long convalescence. In this forced period of inactivity, he asked for books to read and accepted the only ones available *The Lives of the Saints and The Life of Christ*. Over time his desire for fame was transformed into a desire to dedicate himself to God. Once he recovered from his wounds he lived as a pilgrim and his response to God's love manifested itself in the form of dedication to Christ through loving service to others. Through his preaching he attracted a number of companions, 'friends of the Lord' and they consecrated their lives to God. They were received favourably by Pope Paul (II) and in 1540 the Society of Jesus (Jesuits) was founded. Their goal was "to love and serve God through the service of others, being ever mindful of the circumstances of place and person." Integral to all Jesuit ministries (education, parishes, social services, research, retreat houses and refugee service) is Ignatian spirituality which is "a reflective and Christ centred approach to life interlocked into the processes of every day."

Jesuit Vision of Education

The Jesuit vision of education is to nurture students of conscience, competence compassion and commitment, combined with a personal love for Jesus Christ and a preferential option for helping the poor. Based on this vision, St Ignatius of Loyola College will provide a safe, inclusive and nurturing learning environment, centred upon Ignatian charism and which aims to develop:

- students of conscience; who discern what is right, good and true and who have the courage to put this into action and to take a stand when necessary. A person of conscience has a passion for social justice and utilises their personal conscience to make a difference in their community and /or in the world.
- students of competence; who understand and embrace their own abilities, strengths and weaknesses (academic, practical, social, technological and vocational) and who contribute to our changing and diverse world with others and for others.

- students of compassion; who recognise human dignity and who have a strong desire to respond to those in need. This is the prerequisite to positive action. A compassionate person walks with others to empower them and can become agents for change.
- students of commitment; who are courageous in action, who can discern the needs of others, who have a commitment to social justice and with the guidance and companionship of Jesus are able to serve and help others.

This Jesuit vision of education will be achieved by ensuring all staff at the College stay true to the distinctive characteristics which underpin Jesuit education.

Jesuit education is committed to:

- *Providing a pervading philosophy to find God in all things*, to serve others, to be open to all worthwhile studies, to learn to discern with wisdom what is good or not good for oneself and society.

The College will seek to ensure all students receive an education that fosters a genuine encounter with Christ and his teachings. St Ignatius of Loyola College will foster students to form a personal relationship with Jesus Christ and recognise the face of Christ in each person. Spiritual formation, pastoral care will be provided to assist students become strong Catholic women and men who have a lifelong:

- and active membership of Catholic parishes & community
- affiliation with the Jesuit tradition.

- *Promoting a personal concern for the whole life of each student so their intellectual, spiritual, moral and psychological development is nurtured.*

St Ignatius of Loyola College will actively promote the principles of Te Tiriti O Waitangi, tikanga Maori and recognise Maori as tangata whenua. The promotion of the mana of each student so as to enhance their positive sense of identity, language and culture; the dignity and worth of the whole person will be nurtured within a holistic educational environment. A strong reciprocal relationship with parents, whanau & iwi will be prioritised. The interrelatedness and interdependence of people and creation will be emphasised.

- *Striving for excellence*

The unique strengths, gifts and passions of all students at the College will be nurtured, students will be given opportunity to realise their potential and be empowered to achieve to the best of their ability. The aim is to educate students, so they have values, skills, knowledge and qualifications to be confident, autonomous learners and become productive members of the church, community and society.

- *Emphasising critical thinking and effective communication.*

The skills and importance of critical analysis (reflecting, evaluating and communicating) will be emphasised rather than just the acquisition of knowledge for its own sake. This focus on analytical thinking will provide students with strategies to evaluate their own thinking and behaviour and prepare them to face some of the complex issues in our community and world.

- *Developing a broad, liberal education* which is world affirming and prepares students for life.

There is a commitment to provide an inclusive and equitable learning environment for all students in the College. The principles and key competencies in the New Zealand Curriculum Framework will provide key content for practice in a range of curriculum areas and the Ignatian charism of context, experience, reflection, action and evaluation will form the basis of the teaching pedagogy at the College.

- *Seeking to ensure a commitment to a "faith that does justice"*

The College aims to create a strong connected partnership between school and home and a reciprocal relationship with the Community, so students and staff support each other to help those in need. We will educate for justice, which arises from conscience and compassion, this will form an integral part of our school's social action with the less fortunate in the local, regional and global communities.

Ignatian charism is a whole school approach. The school community is made of many parts-the board, administrators, teaching and non-teaching staff, students, parents and alumni. All those involved in the educational ministry at St Ignatius of Loyola College will have made a commitment to promote and develop this charism and vision in all aspects of school life.

Reference:

Scroope, M. (2003). (Ed) Ignatius Loyola: Spirit and Practice for Today. Key Readings for Busy People. 2nd Edition, Loyola Institute.