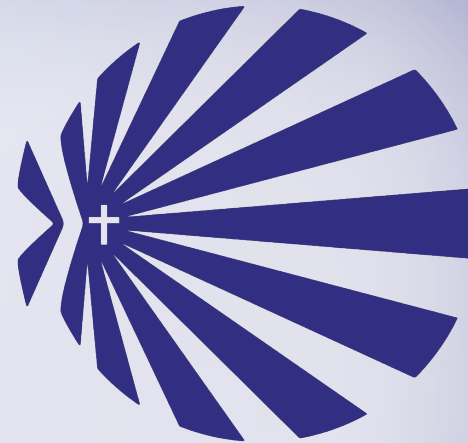


**THIRD  
CATHOLIC  
SCHOOLS  
CONGRESS**



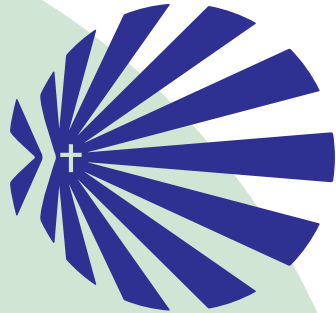
TOWARDS  
TOMORROW  
TOGETHER  
IN FAITH

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2019

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# National Catholic Board of Education



Catholic Schools are a visible witness of the evangelising mission of the Church, called to bring Good News. They are part of the reality of a South Africa rich in its diversity and alive with possibility; a South Africa also riven by poverty, violence and injustice. We are a small, but significant element.

This Congress follows on the Congresses of 1991 and 2004, and echoes particularly their calls for schools to be places of healing, and of affirmation of the dignity of all. At this Congress of 2019 we reflected that though much has been achieved, in the area of justice and the conscious pursuit of the common good, there is much to which we must still commit: in particular the “restlessness for justice” (Congress Vision 1991) with its impelling call to share.

This booklet, designed for Catholic Schools, forms part of the detailed national Strategic Plan which emerged from the Vision and Directions of the 2019 Congress; a plan that has implications and actions for all sectors of the Catholic education community – owners, school leaders, religious education practitioners, governors ... The booklet assists schools to make the Vision and Direction Statements an integral part of school life, planning and accountability. Each Direction Statement is followed by what the school needs to do, and a checklist to assist with evaluating whether the necessary action is taking place. Schools will be supported by their local offices in making the Direction Statements a reality, as they continue to serve the children of South Africa.

# THIRD CATHOLIC SCHOOLS CONGRESS



TOWARDS  
TOMORROW  
TOGETHER  
IN FAITH

## Preamble

Moving from the valued outcomes of the local and regional conferences all over South Africa, the delegates, in great diversity, came together to plan for the future of Catholic Education. In their search for the way forward, foundational elements were the quest to be more Christ-like, and more in line with the values of the Gospel, in a way that is formative, prophetic, accountable and for the common good.

Gathered at the Sierra Towers Hotel, Randburg, from 25 to 27 September 2019, the 3rd National Catholic Schools Congress discerned the following Vision and Directions forward:

## VISION STATEMENT

In fidelity to Jesus Christ and the call of his Gospel,  
we celebrate the uniqueness of our schools' identity as part of the evangelising mission  
of the Church, honouring the past and welcoming the future.

We recognise our responsibility to contribute to the transformation of our country, towards  
a society fit for the children of God.

## The Congress calls the Catholic education community to the following understandings and actions:

- Ethos is the responsibility of the entire school community, and our identity is witnessed to by right relationships with God, our world, and ourselves.
- Rooted in a vision of integrity, social transformation, and care, we will aim at greater justice and equity
- Renewed and resourced Religious Education that builds a generation who are informed about their faith, spiritually formed, at peace with themselves and others, and committed to respectful discernment and dialogue to shape a better world
- Deeper engagement with new methodologies that contribute to the relevant and fruitful education of learners, while retaining the excellence and discipline for which our schools are known
- Working towards a curriculum that is flexible and diverse, and promotes environmental responsibility
- Nurturing servant leadership in governance and management, leadership that is ethical and appropriately democratic and accountable, particularly with regard to the Catholic ethos
- Practising responsible stewardship, and promoting educational sustainability, renewal and growth
- Building greater cooperation between our schools, with Church structures, and with the Education Department who are our partners in the mission of education

# Direction Statement 1

## Catholic Education Today and Tomorrow: Identity and Mission

### Believing

that Jesus Christ and his Gospel are at the heart of the Catholic school, we honour the vision, faith and care of those who founded Catholic schools, and undertake to bring these forward. We strive to educate for the Common Good, by including all, cultivating reciprocal relationships, building unity in our network, and addressing prejudice and injustices

### We commit to

The holistic education of our learners, grounded in the dignity of each person as created in the image of God - an education towards a meaningful and purposeful life, with a concern for justice and for the vulnerable, and where the integrity of creation is recognised and respected.

### We will do this by

- Honouring the Catholic ethos by dedicating time to ongoing reflection, through the celebration of the Eucharist and other liturgies, prayer and meditation
- Prioritising Religious Education, and the resources required for this
- Ensuring that the school climate safeguards the dignity of all, and responding to violence in ways that are restorative and which build peace
- Cultivating a commitment to social and environmental justice, including meaningful and relevant outreach
- Advocating for equality, inclusion and justice in education and in the wider society
- Caring for the vulnerable
- Rigorous implementation and monitoring of the Child Safeguarding Policy
- Ensuring that Governors understand and carry out their prime responsibility to uphold the ethos of the school, including support for Religious Education
- Promoting and honouring the rights named in the Deed of Agreement and in the Constitutions of the Schools, including the distinctive religious character
- Building greater commitment to collaboration and alignment across the network
- Inviting further commitment and involvement from owners, teachers, parents, and learners

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The call to **schools**

E

The following provide **evidence** that Direction Statement 1 is being implemented

**A**  
in place  
✓

**B**  
working  
towards

**C**  
still to  
begin

## Reflection and Exploration

School Governors support Religious Education and Ethos.

Schools reflect on how to create a school climate that builds peace.

Schools value pastoral care, and this is evident.

Schools recognise God's presence and encourage spirituality and practices that are sacramental.

<p><b>Ethos Committee</b></p> <p>The Ethos and Pastoral Care Committee is resourced and holds regular meetings. The School Ethos Committee reports regularly, as a standing agenda item, to the SMT and Governance meetings on Religious Education and Ethos.</p>	A	B	C
<p><b>Opportunities for Reflection</b></p> <p>Management and Governors create opportunities for reflection on what it means to be a Catholic school. Staff reflect on the school's vision each term during professional development. Concrete plans are developed to implement the outcomes of this reflection.</p>	A	B	C
<p><b>Liturgy, Prayer and Assemblies</b></p> <p>Liturgy, including celebration of the Eucharist, is a significant part of school life. Prayer is integral to school life, and each meeting begins with prayer. Assemblies are planned, meaningful and hold a religious message</p>	A	B	C



## The call to **schools**



The following provide **evidence** that Direction Statement 1 is being implemented

**A**  
in place  
✓

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### Policy

Schools include RE and Ethos in the admissions policy, emphasising inclusion.

The Distinctive Catholic Character is clearly articulated in all School Constitutions.

The school ethos includes a Restorative Approach to discipline.

The Constitution of the school has clearly articulated the Distinctive Catholic Character of the School.			
There are specific policies relating to ethos in place and known to all to whom they apply: the RE Policy, Ethos and Pastoral Care Policy, Admissions Policy, Recruitment Policy, Safety and Child Safeguarding Policy.			
The school has adopted the Child Safeguarding Policy, displays it prominently and implements it actively.			
The school keeps an Incident book.			
Codes of Conduct and disciplinary procedures are up-to-date, and reflect a formative and restorative approach.			

### Advocacy and Communication

Schools make staff and parents aware of the distinctive Religious Character of the school through the prospectus, formation events, clear communication and explanations of religious celebrations.

School Leadership assists Governors and Department Officials to understand the Distinctive Religious Character of the school.

Schools display and explain visible signs of their Distinctive Religious Character, e.g. crucifixes, statues, posters and other symbols.			
Schools have Partnership for the Common Good available to give to department officials			
Schools induct new teachers, and learners are inducted into the school's ethos.			
Schools develop student leadership according to Catholic servant leadership principles			
All school communication (newsletter, magazine etc) affirms and promotes the school's Distinctive Religious Character.			

**S**The call to **schools****E**The following provide **evidence** that Direction Statement 1 is being implemented**A**  
in place  
✓**B**  
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towards**C**  
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### Structural Cohesion and Collaboration

Schools form and support Ethos Committees.

Schools recognise and celebrate diversity in the school community

School leaders participate in existing Principals' Forum.

Ethos Committee is functional and recognised; minutes of meetings are presented to Governance Structure			
Year plan shows detail of ethos implementation			
Diversity goals are set and implemented with regard to enrolment.			
Diversity goals are set and implemented with regard to staffing.			
Principal participates in Catholic structures such as the Principals' Forum			
Collaboration with other Catholic schools takes place at a practical level.			

### Formation and Training

Schools are trained in Child Safeguarding and Building Peaceful Catholic Schools, and are aware of social and emotional needs of learners

School communities are trained regarding the ethos of their school.

All staff are trained in the Child Safeguarding Policy			
Training for staff in ethos is regular and planned			
Attendance registers of training workshops are available			

### Development and Resourcing

Resources to support induction to be budgeted for

Governance has budgeted for formation in ethos			
In PSPPs the Deed of Agreement and its provisions are thoroughly understood			



The call to **schools**



The following provide **evidence** that Direction Statement 1 is being implemented

**A**  
in place  
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working towards

**C**  
still to begin

### Projects / Programmes / Events / Occasions

Encourage substantial service and outreach programme

Celebration of feast days and other ethos-related occasions

Attend retreats

	A	B	C
Service and outreach is reported to Governance			
Mass is celebrated on Feast days and Founder's Days, attended by all			
Opportunities for retreats and spiritual formation are planned and provided			
Ethos and Pastoral Care Committee has considered programmes to build peace in school			
Consideration has been given to the BPCS Programme			
Cooperate with CIE in implementation of the health screening programme			

### Monitoring and Evaluation

Self-evaluate using *Signs of God's Presence* (SGP), and report to Governance Structure

Schools use the required monitoring tools for the Child Safeguarding Policy

	A	B	C
<i>Signs of God's Presence</i> has been used as an evaluation tool, reported to Governance and sent to Local Office			
Child Safeguarding is a standing item on the Governance agenda and is reported on with the monitoring tools provided			



## Direction Statement 2

### Religious Education: Educating the heart, mind and soul

#### Believing

that Religious Education permeates all aspects of the School's life, is at the heart of the curriculum, and gives learners the opportunity to learn about and encounter God;  
that the principal, supported by the staff, is the spiritual leader of the school

#### We commit to

A Religious Education which is faithful to the Catholic tradition, is aligned with Fostering Hope, open to all, and which offers learners clear relevant programmes for each grade across the school, within a safe, reflective and contemplative environment that responds to their contexts and experiences.

#### We will do this by

- Assisting Governors, Principals, Religious Education Coordinators and School Management Teams to prioritise that Religious Education, as a subject distinct from Life Orientation, is timetabled, resourced, staffed, and managed
- Developing the shared understanding that the formal RE programme, together with prayer, liturgy, social / environmental justice, and outreach, inform the ethos of the school
- Requiring ongoing formation that will renew and strengthen the teaching and learning of Religious Education as a core subject, including a responsive awareness of our learners' contexts, identities, capacities and vulnerabilities
- Conceptualising Religious Education and its place in the curriculum as required by NCBE policy
- Utilising our Religious Education resources, and developing further contextual relevant resources
- Selection procedures that give appropriate and specific emphasis to upholding the school's ethos and possible teaching of Religious Education
- Identifying suitable Religious Education Coordinators and appointing them to the School Management Team
- Advocating within our structures, to the DBE and the wider education community, for Religious Education's essential and non-negotiable role in Catholic Schools



## The call to schools



The following provide **evidence** that Direction Statement 2 is being implemented

**A**  
in place  
✓

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still to  
begin

### Reflection and Exploration

Ensure that Religious Education is consistently and substantially reported on to Governance

The Religious Education report is part of the Governance practice and minutes			
Religious art and music is celebrated			

### Policy

A Religious Education policy for the school, based on Fostering Hope is adopted, known and used by those in the school, including Governors and Management.

The school's Admissions Policy reflects the understanding that Religious Education (RE) is part of the values and practices of the school.

RE is timetabled at least 2 hours per week (as per Fostering Hope), resourced, staffed and managed.

The Policy Fostering Hope is adopted and implemented			
Governance has adopted the school's RE policy, based on Fostering Hope			
The Admissions Policy clearly includes Religious Education as part of the school's ethos and curriculum			
The school timetable shows at least 2 hours of RE teaching time per week.			
RE is timetabled separately from LO/LS			

**S**

The call to **schools**

**E**

The following provide **evidence** that Direction Statement 2 is being implemented

**A** in place ✓  
**B** working towards  
**C** still to begin

**Advocacy and Communications**

Respond pro-actively to any breach of the Deed of Agreement with regard to the inclusion or teaching of RE

Produce appropriate job adverts for RE teachers, including requirements for teachers who may teach RE.

Adverts, with required criteria for new staff who will teach RE, are signed off by Governance  (Note challenge for PSPPs)			
There are visible signs of the school's religious identity in the reception and teaching areas			

**Structural Cohesion and Collaboration**

RE Teacher Communities of Practice are developed.  
 Similar structure for RECs.

RE is a significant part of the oversight responsibility of the SMT; if REC is not a member of the SMT, then an SMT member takes this responsibility.			
RE staff participate in regional RE structures, where these exist			

**Formation and Training**

Teachers have access to various levels of RE training and formation.

Identify RECs for succession planning.

Retreats and other reflection experiences for RE teachers take place.

Attendance registers for RE training workshops are available			
The School plan provides for formation in RE			
There is adequate staffing for the teaching of RE – preferably a team			
The REC is a member of the Professional Society of Religious Educators			



## The call to **schools**



The following provide **evidence** that Direction Statement 2 is being implemented

**A**  
in place  
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**B**  
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**C**  
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begin

### Development and Resourcing

Schools use resources available to them, and access where needed.

Schools commit resources to formation of RE teachers and RECs.

	A	B	C
RE is a line item in the budget with regard to human resource			
RE is a line item in the budget with regard to other resource			
RE is a line item in the budget with regard to training			

### Projects / Programmes / Events / Occasions

Participate in events related to RE, e.g. Bible Quiz.

Encourage the use of Christian meditation across the school

	A	B	C
There is an age-appropriate sexuality programme			
There is an age-appropriate social justice and ethics programme			
Participation in RE events has been reported to Governance Structures.			
Liturgy, including the celebration of the Eucharist, is a significant part of school life			

### Monitoring and Evaluation

SMT engage in Lesson Observations and evaluation of RE lessons.

School reports on its RE and Ethos to Local Office.

	A	B	C
Lesson observation reports are available			
Learners' workbooks have been monitored and are available			
Evaluation of RE lessons in line with IQMS or Staff appraisal procedures.			
Validation tool has been completed			
Report to Local Office on RE and Ethos is available			

## Direction Statement 3

# Liberating Education: the Catholic School response to the needs of the 21st Century

### Believing

that local, community and global concerns impel us to change our approach to education by striving “to promote a new way of thinking about human beings, life, society and our relationship with nature”, *Laudato 'Si'*, 215; and that our children and their teachers are open to the exploration of different ways of educating and learning together.

### We commit to

welcoming appropriate change;  
holding a happy equilibrium between the best of what we currently have, and the required values of deep thought and reflection, responsibility, creativity, compassionate care, inclusivity, environmental awareness and solidarity for the Common Good; acknowledging the role of the educator in facilitating the acquisition of 21st Century skills.

### We will do this by

- The development, in harmony with our ethos, of appropriate learner-centred initiatives, materials and programmes
- Environmental education, advocacy, action and role-modelling
- Promoting the ethical and appropriate use of technology
- Effective collaboration, training and sharing of current and future skills
- Using and developing the curriculum towards employability, appropriate self-reliance and environmental responsibility
- Lobbying to effect necessary change in the curriculum



The call to **schools**



The following provide **evidence** that Direction Statement 3 is being implemented

**A**  
in place  
✓

**B**  
working  
towards

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still to  
begin

### Reflection and Exploration

Schools practice compassion and acceptance, and emphasise inclusivity of uniqueness and connection between all members of the school community.

Schools continue to be ordered and effective institutions, and foster a culture of quality teaching and learning.

Schools explore project-based learning, and other relevant programmes to encourage and develop critical thinking and 21st Century Skills

Schools build understanding that our value system underpins many 21st Century issues

Schools provide thinking spaces around the positive uses of technology, as well as the link between technology and consumerism; technology and bullying, technology and falsehood.

Values of acceptance and compassion permeate relationships at the school.			
Schools have appointed a group of interested teachers, for reflection and planning, together with a member of the SMT.			
A frame of reference for the reflection and planning group is available			
Peer mentoring, peer teaching, and peer observation are practiced in the school.			
Schools provide for thinking spaces at age-appropriate stages, and with age-appropriate content.			

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The call to **schools**

E

The following provide **evidence** that Direction Statement 3 is being implementedA  
in place  
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## Policy

Policies in schools are designed so that the school will be a place where children have their needs met, stay in school, and thrive.

Teachers are clear about, and implement, their responsibility to teach.

The school provides for substantial and consistent literacy and numeracy teaching and learning.

School adopts a 21st Century Curriculum Policy (knowledge, critical thinking, innovation, IT skills) within the ethos of the school.			
Staff attendance registers are monitored and reported on to Governance Structures.			
The school has a carefully planned, delivered and monitored literacy and numeracy component.			
Policy on environmental responsibility has been adopted.			
Policy on ethical use of technology has been adopted.			

## Advocacy and Communication

Schools advocate for the Environment

Schools advocate for 21st Century approaches

School programmes are harmonious with environmental responsibility.			
21st Century skills are advocated and developed in staff			
Evidence of advocacy events recorded and reported			



The call to **schools**



The following provide **evidence** that Direction Statement 3 is being implemented

**A**  
in place  
✓

**B**  
working  
towards

**C**  
still to  
begin

### Structural Cohesion and Collaboration

Further develop a communal mindset and involvement with community needs

Schools work to understand issues of the 21st Century: energy and fossil fuels; global tensions; failure of systems; climate change and inequality; changing nature of work and jobs

Needs analysis is available for each school.			
Environmental group has been set up in each school.			
Partners identified to collaborate in joint programmes to enhance 21st Century learning			

### Formation and Training

All in the school community are trained in 21st Century Skills, including critical thinking and problem-solving.

School community has been exposed to re-thinking on 21st Century values.

Curricula, both academic and non-academic, strongly reflect 21st Century values

Teachers are able to identify and support children with barriers to learning.

The school provides for substantial and consistent literacy and numeracy training for teachers.

Attendance register for training in 21st Century skills, especially critical thinking and problem-solving.			
Reports at SMT level of staff interventions to assist children with barriers to learning.			
Evidence of staff exposure to training in supporting children with barriers to learning.			



**S**

The call to **schools**

**E**

The following provide **evidence** that Direction Statement 3 is being implemented

**A**  
in place  
✓

**B**  
working towards

**C**  
still to begin

**Development and Resourcing**

School Development Plans provide for 21st Century learning.

Schools are appropriately resourced with technology.

The school campus is a functioning 'green' environment in all possible aspects.

School development plan has a line item on 21st Century skills			
School budget provides responsibly for technology for children's development			
Green environment is a prime driver in development planning			

**Projects / Programmes / Events / Occasions**

*I CAN!* or suitable environmental education programme implemented in schools

Urban gardening at schools

Awareness-raising / peaceful protest/ prayer vigils regarding climate change.

Garden has been set up if feasible.			
<i>I CAN!</i> or similar environmental education programme has been implemented.			

**Monitoring and Evaluation**

Use of technology is subjected to criteria that are ethical and safe

Management checklists of staff planning and workbooks are available.			
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## Direction Statement 4

### Governing and Leading Catholic Schools towards tomorrow: *Ethics, stewardship, empowerment and collaborative practice*

#### **Believing**

In the value of ethical, accountable, collaborative, accessible governance and leadership, informed by the spirit of service; that Ownership, Governance and Leadership, while distinct in their roles, are all key to sustainability; that in the Catholic School, Governance is in the service of mission (rather than market or tradition).

#### **We commit to**

Schools of excellence that are led and governed ethically and effectively, with active commitment to the Catholic ethos; where Governors and Leaders are empowered with the necessary skills and knowledge, reaching out in care and prepared to protect the wellbeing of children.

#### **We will do this by**

- Induction and formation, including spiritual formation, recognising that ethos is at the heart of this ministry
- Strengthening and sharing sound practice in Governance and Leadership
- Training especially in the provisions of the Deed of Agreement and of the Constitutions of the Schools, and in staff selection
- Exploring creative ways of making Governance more accountable, accessible and effective
- Purposeful monitoring and evaluation by mandated structures

**S**

The call to **schools**

**E**

The following provide **evidence** that Direction Statement 4 is being implemented

**A** in place ✓  
**B** working towards  
**C** still to begin

**Reflection and Exploration**

Governance Structures practice self-evaluation.

Schools annually develop an SDP / SIP, including specific reference to Direction Statements 1 and 2.

A clearly defined organogram exists			
There is a school development plan with particular reference to Direction Statements 1 and 2.			

**Policy**

Each School has its Constitution in place, reviewed at intervals.

Schools have recruitment and employment policies that are ethical, cognisant of the ethos, and consider succession.

Constitution of School / SGB is in harmony with Catholic ethos, up-to-date and adopted			
Terms of office of Governors are observed			
Staff selection is procedural			

**Advocacy and Communication**

Inform Local Office of any breach of the Deed of Agreement

Reporting to Governance Structures is rigorous and substantial, using effective communication channels.			
DBE officials recognise the Distinctive Religious Character of the schools, as expressed in the schedule in this regard, which is an integral part of the Deed of Agreement			



The call to **schools**



The following provide **evidence** that Direction Statement 4 is being implemented

**A**  
in place  
✓

**B**  
working  
towards

**C**  
still to  
begin

### Structural Cohesion and Collaboration

Governance Structures are properly composed

School leaders develop their own forums - such as Principals' Forum.

Governance Structures are properly composed			
Tenure and terms of office are recorded and monitored			

### Formation and Training

School-based workshops for Governance Structures and SMT, and for school community (including parents).

Governors have received formation in their role			
Parents have been formed in the school's Distinctive Religious Character			

### Development and Resourcing

School Development Plans have, as a strategic objective, systematic identification of future leaders, and the provision of opportunities for further development.

School Development Plans have identified future leaders and are ensuring their development.			
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**S**

The call to **schools**

**E**

The following provide **evidence** that Direction Statement 4 is being implemented

**A** in place ✓  
**B** working towards  
**C** still to begin

**Projects / Programmes / Events / Occasions**

Parent - Governance Meetings occur annually.

Constitution provides for Governors and Management to meet Parents			
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**Monitoring and Evaluation**

Minutes, together with required reports, are properly done and timeously submitted

Strengthen accountability of schools to Governance through effective record keeping and reporting.

Schools conduct annual Governance Performance Reviews.

Governance Structures monitor RE and CSP			
There is an action plan to which Management is accountable.			
Minutes and reports are filed and accessible to Local Office and Owner.			

## Direction Statement 5

### Sustaining and Growing Catholic Schools Today and Tomorrow: *Ownership, advocacy and viable partnerships*

#### Believing

that Catholic Schools are called to be beacons of hope and places of connection between home, church and community, we are convinced of the value of these schools

#### We commit to

strengthening our ethos and distinctive Catholic character, especially with regard to service, inclusivity, and a particular care for the vulnerable; transforming our schools in all diverse ways necessary, re-aligning them in response to the needs of 21st Century South Africa; respectfully holding the Department of Education and Catholic structures, by strong advocacy, to their respective responsibilities.

#### We will do this by

- Firmly acknowledging Christ at the centre of each school
- Collaborative partnerships, and sharing resources through common structures such as the NCBE
- The formation of skilled Governors and Leaders as an essential element of sustainability
- Putting in place systems for shared centralised services, in order to optimise resources
- Finding and using places where the voices, needs, and aspirations of Catholic Education can be heard
- Exploring and sharing new and/or alternative ownership models
- Exploring the founding of new schools where the need is most urgent
- Identifying which needs can be responded to, and how, by sharing and collaboration

**S**

The call to **schools**

**E**

The following provide **evidence** that Direction Statement 5 is being implemented

**A** in place ✓  
**B** working towards  
**C** still to begin

**Reflection and Exploration**

Schools plan opportunities to reflect on the commitment to place Christ at the centre

Reflection on ethos is shown in Governance and Staff meeting minutes.			
Signs of God's Presence response reflects attention given to ethos.			

**Policy**

Schools have explicit policies relating to sustainability.

Policies are in place and reflect the practice of the school			
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**Advocacy and Communication**

Schools ensure that District officials understand the nature of the Catholic school, and if possible value it.

Circulate newsletters regularly of school activities in their areas.

Documentary evidence of submissions (regarding appointments, breaches of Deed of Agreement, required information etc) to District Office.			
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**Structural Cohesion and Collaboration**

Schools explore collaboration with other schools.

Schools are accessible to under-resourced families			
Collaborative possibilities for sharing services have been identified and explored, and efforts made to network with other schools			



The call to **schools**



The following provide **evidence** that Direction Statement 5 is being implemented

**A**  
in place  
✓

**B**  
working  
towards

**C**  
still to  
begin

### Formation and Training

Schools understand that formation in Governance is critical to sustainability, and resource that formation

Schools see formation for Governors as a need, especially in staff selection and ethos matters

Selection of staff is procedural and includes the Owner's Representative			
Governors are trained in ethos and staff selection			

### Development and Resourcing

Financial systems are rigorous, efficient, and accountable

Schools undertake financial rationalisation where feasible

Schools identify future Management / Leadership personnel

School budget is responsibly and procedurally drawn up			
Financial controls are in place			
Independent Schools are compliant with requirements for subsidy			
Independent Schools are compliant with requirements for Umalusi accreditation.			
Maintenance plan is in place.			
Safety Standards are observed.			
There is a succession plan in place.			
CIE has been assisted with the requirements for the EAP programme, where this applies.			



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The call to **schools**

**E**

The following provide **evidence** that Direction Statement 5 is being implemented

**A** in place ✓  
**B** working towards  
**C** still to begin

**Projects / Programmes / Events / Occasions**

Schools participate in Outreach programmes and campaigns such as *Leave Your Print*.

Outreach programme is reported on to SMT and Governance			
Participation in collaborative service programmes			

**Monitoring and Evaluation**

*Signs of God's Presence* evaluation of Ethos and RE is completed annually with in-depth reflection and process

One statement from <i>Signs of God's Presence</i> per year used by schools to monitor ethos and RE			
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## Conclusion

The Catholic Board of Education calls the Catholic education community to the understandings

- that the outcomes of this Congress are applicable across the network, appropriately to all levels
- that across the network, we make this Vision real
- that we hold these Direction Statements to be realistic and achievable, entrusted to all of us to be faithfully carried out.

To this end, the next steps will be to make these calls practical. These steps will include

- a renewed and vibrant National Strategic Plan, which informs planning at local and regional level (NCBE Constitution #19.1 and 19.2)
- Scenario planning
- Development of clear instruments for the support of accountability in relation to the Direction Statements

Therefore, we call each other to action.

In thanksgiving for our joint and collaborative discernment, and seeking the courage to approach the future with a generous spirit, “we greet the possibilities of the future with joy and hope” (Congress Vision 2004). In the conviction that there is a renewed - and possibly different - future for our schools, we look

Towards tomorrow

Together

In faith



INTRODUCTION

Directional Statement 3

Directional Statement 2

Directional Statement 4

Directional Statement 5

Directional Statement 5

Conclusion

