

Minimum Governance Standards for the Board Regarding Special Character

1. **Safeguard and strengthen the special character.** Boards of state integrated schools must actively safeguard and strengthen the school's special character, ensuring it remains central to all governance decisions and school operations. This is a core governance obligation. [apis.org.nz]
2. **Operate within the legal framework (Education and Training Act 2020).** Boards must comply with all duties under the Education and Training Act 2020, including the requirement that special character must not be jeopardised. The Act confirms that integrated schools have the right to reflect their special character through teaching and conduct. [legislation.govt.nz]
3. **Reflect special character in the school's plans, policies, and procedures.** Boards must ensure the strategic plan, annual plan, and policies reflect the philosophy and identity of the school's special character. [apis.org.nz]
4. **Maintain governance standards across four key areas of shared focus.** Boards have special character responsibilities in relation to: • Property • Employment • Enrolment • Curriculum and Teaching. These four areas must be governed in ways that uphold the school's special character. [apis.org.nz]
5. **Ensure appropriate staffing for special character.** Boards must support staffing appointments that recognise the school's special character, including consideration of special-character positions and staff composition that aligns with the school's identity. [apis.org.nz]
6. **Maintain regular communication and reporting to the Proprietor.** Boards must report annually to the Proprietor on matters affecting special character and communicate any issues early. This accountability ensures risks are identified and addressed. [apis.org.nz]
7. **Promote a positive culture aligned with the school's philosophy.** Boards must place special character at the centre of planning and foster a culture that reflects the school's values, traditions, and identity. [apis.org.nz]