



MARYMOUNT COLLEGE

CHARITIES AND FUNDRAISING POLICY

Principal

College Board Chair

Date: **17 February 2015**

Review Date: **17 February 2018**

TABLE OF CONTENTS

1. Vision Statement.....	4
2. Introduction	4
2.1 Marymount College Core Purpose	4
2.2 Marymount College Strategic Intent.....	4
2.3 Guiding Principles.....	4
3. Policy Statement	5
4. Definitions	6
4.1 Fundraising.....	6
4.2 Catholic School Community Fundraising.....	6
4.3 Charity or Charitable Agency (staff).....	6
4.4 Community Project.....	6
5. A Guide to Responsibilities	7
5.1 Responsibilities of College Staff	7
5.2 Responsibility of Students	7
5.3 Responsibility of Parents	7
6. Guidelines for Implementation	8
6.1 Charities	8
6.2 Fundraising.....	8
7. Procedures	10
7.1 Further Guidelines.....	10
8. Appendix A	11
8.1 Human Dignity	11
8.2 Community and the Common Good	11
8.3 Rights and Responsibility	11
8.4 Preferential Option for the Poor	11
8.5 Solidarity.....	11
8.6 Stewardship of the Earth's Resources:.....	11
9. Appendix B	12
9.1 St Vincent de Paul Social Justice Action Planning Matrix	12
10. Appendix C	13
10.1 Fundraising.....	13
10.2 Catholic School Community Fundraising.....	13
10.3 Charity or Charitable Agency	13
10.4 Community Project.....	13
11. Appendix D.....	14
11.1 Marymount College Market Day Guidelines	14
12. Appendix E.....	15
12.1 Fundraising / Sponsorship Application Form	15
13. Appendix F.....	16

13.1 Right Bite.....	16
----------------------	----

1. VISION STATEMENT

To live out our Catholic tradition through the charism of the Sisters of the Good Samaritan of the Order of St Benedict, in a spirit of compassion, hospitality and stewardship. Each student is challenged to respond radically to the Gospel to critique and transform the world.

2. INTRODUCTION

“Animated by our Catholic faith and in partnership with our families, our schools are communities which create opportunities for encountering life to the full – in all its personal, religious, political, ecological and cultural richness.” (CESA Mission Statement, 2014)

2.1 Marymount College Core Purpose

At Marymount College we provide equality of opportunity for all students to receive the education as described in our Core Purpose: **Marymount College is a place of belonging committed to developing young women of hope who will continue to nurture their hearts and minds in the Catholic tradition and will be agents of justice grounded in stewardship, hospitality, compassion and reconciliation.**

2.2 Marymount College Strategic Intent

At the centre of Catholic faith is the experience of a God who is love and every aspect of school life provides opportunities for deepening our appreciation of this mystery. The person of Jesus and the significance of his life, death and resurrection are at the centre of the school in its prayer, liturgy, right relationships and actions which are expressed in the school’s pastoral care and commitments in areas such as social justice and ecological conversion. (CESA, Continuous Improvement Framework, 2014)

2.3 Guiding Principles

- 2.3.1 This policy is based on the principles of hospitality, stewardship, compassion and reconciliation with associated activities both educative and practical in outcomes.
- 2.3.2 We embody the Christian law of love, promote the Christian vision of just relationships in society and with all creation.
- 2.3.3 A commitment to **charity** – we respond in a spirit of generosity and solidarity to the immediate needs of others.
- 2.3.4 A commitment to **justice** - we work to transform the situations and structures which cause poverty and oppression.
- 2.3.5 The directive from the Archdiocese of Adelaide is that Catholic Schools support Catholic Charities first. It is therefore the policy of Marymount College that this principle underpins our fundraising activities and is congruent with the values inherent in the College’s vision statement.

3. POLICY STATEMENT

At Marymount College, we participate in the Church's mission "to bring Good News to the Poor" (Luke 4:18) forming students' minds, hearts and consciences, and encouraging members of our community to action on behalf of justice and love.

Marymount College, formed in the tradition of the Good Samaritan participates in fundraising and charity activities as part of the mission of the Church. We acknowledge that the Catholic Church is not the only organization involved in social justice and charity. We recognize that there are many groups outside the Church who do excellent work in response to causes. Our focus for fundraising and justice initiatives is given to official agencies of the Catholic Church, those sponsored by the Sisters of the Good Samaritan of the Order of St Benedict and associated imperatives.

We draw upon the Gospel message and the Church's social teachings. These social teachings provide a framework within which to consider issues and dilemmas which confront us, and also propose a method for reflecting on questions of social justice in the light of our Christian faith (see Appendix A) and for purposes which are educative, social, pastoral and practical in outcome.

Marymount College operates fundraising activities in harmony with purposes associated with enhancing the resourcing of the school itself.

Marymount College values parents/carers as partners in their daughter's education. A parent contribution is incorporated into fees and substitutes for most fundraising. The College values assistance parents offer to the College and is mindful of the financial obligations families may face.

4. DEFINITIONS

4.1 Fundraising

For the purpose of this policy, **fundraising activities** shall refer to **fundraising** and **Catholic School community fundraising**, in accordance to definitions below.

4.1.1 Within School Fundraising

For the purpose of this policy, **within school fundraising** refers to fund raising activities initiated and conducted by school staff, sanctioned student groups or, parent groups as subcommittees of the School Board, under the approval of the APRIM and supervision of the Principal (see Appendix C).

This includes fundraising for Catholic School Community fundraising, educational purposes (learning, social, pastoral/outreach) and resourcing (Parent Representative group and major school community events).

4.1.2 Other Fundraising

For the purpose of this policy, **other fundraising** refers to fund raising sourced externally beyond the school community. Activities for educational purposes (eg Extra Curricular Programs), under the guidance of the organizing teacher may be initiated and conducted by parents/students, after the approval of the APRIM and supervision of the Principal.

4.2 Catholic School Community Fundraising

For the purpose of this policy, **Catholic School Community** fundraising refers to all fundraising activities initiated and conducted by Catholic Schools endorsed by the Catholic Church, under the approval of the APRIM and supervision of the principal.

4.3 Charity or Charitable Agency (staff/students)

For the purpose of this policy a **charity or charitable agency** is any organisation or institution engaged in non-profit assistance to assist disadvantaged members of our local and broader communities, or such institutions set up for the care of such individuals or groups, on occasion this occurs under the guidance of the social committee/APRIM under the approval of the APRIM and supervision of the Principal and in consideration of other College commitments and calendar events.

4.4 Community Project

For the purpose of this policy, a **community project** is an activity that promotes the educational, philanthropic, or other work for the betterment of the local, regional, national, international, and global. (see Appendix B and Appendix C)

5. A GUIDE TO RESPONSIBILITIES

5.1 Responsibilities of College Staff

- 5.1.1 Fundraising will occur in an organised and logical way, having considered the other demands on the community and in accordance with College guidelines.
- 5.1.2 It is expected that Marymount College will support Caritas Australia (Project Compassion), Catholic Missions and the St Vincent de Paul Society. These agencies support different aspects of the Church's mission and they time their appeals so as not to conflict with each other during the school calendar.
- 5.1.3 Support for appeals that assist Centacare (the welfare arm of the Archdiocese of Adelaide) should also be promoted whenever possible. Also, Kiribati in support of the Good Samaritan sisters.
- 5.1.4 No matter what priorities a school community sets, there will always be a need to respond to emergency appeals as they arise.
- 5.1.5 External fundraising for extra curricular programs and events is sought in the broader community in line with the College guidelines following approval given by the College.

5.2 Responsibility of Students

- 5.2.1 Fundraising will occur in an organised and logical way, having considered the other demands on the community.
- 5.2.2 Students will refer to Social Justice Action Planning Matrix (see Appendix B).
- 5.2.3 Students are made aware of College guidelines in the planning of events.

5.3 Responsibility of Parents

- 5.3.1 Fundraising will occur in an organised and logical way, having considered the other demands on the community.
- 5.3.2 Fundraising activities fall within the scope and purpose of this policy.
- 5.3.3 Due to other fundraising commitments of the College, external fundraising for extracurricular programs and events is sought in the broader community in line with the College policy guidelines following approval given by the College (see Appendix E).

6. GUIDELINES FOR IMPLEMENTATION

6.1 Charities

- 6.1.1 Is the philosophy of the organisation in accord with gospel values and Catholic Social Teaching?
- 6.1.2 Is the organisation associated with the Catholic Church and its ethos? If not, is there a Catholic organisation engaged in similar activity that could be supported?
- 6.1.3 Does the activity lend itself to the educational focus and is awareness raising the priority and fundraising secondary?
- 6.1.4 Are there high quality educational resources to support the activity which promote students' understanding of poverty and marginalisation? (See Social Justice planning matrix appendix B)
- 6.1.5 Does it assist students to participate in and understand the Mission of Jesus, the Church and Catholic Social Teaching?
- 6.1.6 Is the charity supported and undertaken in a context of spirituality and prayer?
- 6.1.7 Are any students disadvantaged/not included because of expense issues?
- 6.1.8 Does it relate to and extend the school's charism, spirituality and context?
- 6.1.9 Has equity been considered in affordability? Is there support for the students where affordability is an issue?
- 6.1.10 Are teachers and students enabled to understand the reality and causes of poverty both globally and locally? Is this done in a mindful and embracing way which respects the dignity of all?
- 6.1.11 Is awareness raising the priority and fundraising secondary? Is this done in a mindful and embracing way which respects the dignity of all?
- 6.1.12 What opportunities exist for an ongoing relationship with the issue and/or organisation?

6.2 Fundraising

- 6.2.1 Other commitments of the College and all Calendar events.
- 6.2.2 Communication between organising teacher, parent bodies and School Board (as appropriate).
- 6.2.3 Financial burdens on parents and community.
- 6.2.4 Ample time for approval process.
- 6.2.5 Liquor Licencing Act: Under limited license law (Section 112(1) of the Liquor Licensing Act 1997) consideration can be made for students who are providing entertainment. Following the performance, students are supervised in another location until parent/carer collection, at the discretion of the Principal.
- 6.2.6 When distributing funds raised, supporting students facing financial hardship is a priority. Consultation between the organising teacher and APRIM occurs to ensure these students are funded first before reductions occur. If affordability for several students is an issue then viability of the proposal needs to be revisited.
- 6.2.7 Funds raised for a particular organisation or purpose must be given to that organisation or purpose. They cannot be diverted to another purpose after they are raised.

Requirements for Student involvement in fundraising away from the school that could impact on their schooling:

- 6.2.8 A letter from your parents giving you permission to participate in the fundraising activity.
- 6.2.9 The letter of registration from the charity must be shown to the school.
- 6.2.10 Fundraising is not to take place at school due to our other fundraising commitments
- 6.2.11 A written statement to the Deputy Principal/APRIM of why you are undertaking the activity and who you are hoping to support and what you hope to learn from the experience.
- 6.2.12 In line with the school uniform code against extreme hair styles:
 - No shaving of heads
 - No extreme permanent colour to hair
- 6.2.13 Where the activity involves non-permanent colouring of the hair, the colour is to be on the hair for no more than three days.

7. PROCEDURE

- Complete the Application for Fundraising form (see Appendix E) and submit to the APRIM/Deputy Principal for approval. Include risk assessment, costs and other relevant information, four weeks prior to the scheduled event and at least one school term ahead for major events.
- Once approved, the event is placed on the school calendar (at least a term ahead for major events).
- If advertising with posters etc., these must be removed as part of the clean-up at the conclusion of the activity.
- If activity involves the sale of food (eg sausage sizzle) canteen must be informed at least one week prior to the event and be in line with the guidelines of healthy schools 'right bite' (see Appendix F) which recommends avoiding or limiting the red food category to a maximum of two times a term.
- Any funds raised must be accounted for with transactions and expenses transparent, intention clear, have school approval. Monies must go through the business officers, including nominal fees on entry to recover costs/resources.

7.1 Further Guidelines

7.1.1 Considerations for accountability

- What percentage of the donated dollar reaches the project/community services of the organisation?
- If private donations are made are they accounted for?
- Is the organisation accountable for its use of funds including administration costs?
- Does the organisation tie the use of funds to religious or political affiliation or purposes?
- Are those involved in the decision-making and administrative processes aware of the aims, background and authenticity of those receiving their donations?
- Market Day Guidelines (see Appendix D).

7.1.2 Reading

- CESA, (2014), Continuous Improvement Framework for Catholic Schools
- CESA, 2008, Fundraising for Social Justice: Linking Charity, Education and Justice in Catholic Schools
- Marymount College Strategic Intent

8. APPENDIX A

Key Principles of Catholic Social Teaching

Key principles of Catholic Social Teaching which underpin the mission and vision of the Church and guide discernment include:

8.1 Human Dignity

All people have an essential dignity by virtue of the fact that they are created in the image of God. In stressing both the dignity of each individual human being and the importance of community, the Church emphasises that humans are created by God as social beings. (Pastoral Constitution on the Church in the Modern World, n. 12.)

8.2 Community and the Common Good

“Individuals and groups within society have an obligation to pursue not only their own interests but the good of all. The governing and administrative bodies of a society are obliged to safeguard and promote the common good, as well as the good of the society’s component parts. (Australian Catholic Bishops *Common Wealth for the Common Good*, 1992)

8.3 Rights and Responsibility

All people have a fundamental right to life, shelter, health care, education and employment. **All people share both a right and an obligation to participate in the social life and decision-making of the community.** Membership of communities implies that we should be more than merely passive recipients of decisions made by others. (John XXIII, *Christianity and Social Progress*, 1961, n. 54-65.)

8.4 Preferential Option for the Poor

Christians are required by the Gospel to make a deliberate choice to be on the side of the poor. This involves **a willingness to stand side by side with those in poverty and other victims of injustice, to see the world through their eyes, to be willing to learn from them, and to treat them as equals and not as objects of one’s pity.** (Australian Catholic Bishops, *A New Beginning*, 1996)

8.5 Solidarity

We are more than just isolated individuals. We are called to solidarity with one another, because we are all really responsible for all. (John Paul II, *On Social Concerns*, 1987)

8.6 Stewardship of the Earth’s Resources:

God intended the earth and all it contains for the use of every human being and people, without excluding or favouring anyone. (Vatican Council II, *Pastoral Constitution on the Church in the Modern World*, 1965) **This applies to all products, resources and opportunities. Although the Church has consistently upheld the right to private property as a basic human right, it emphasises that this right is not absolute or unchangeable. The right to own private property is in fact subordinated to the right to common**

9. APPENDIX B

9.1 St Vincent de Paul Social Justice Action Planning Matrix

Social Justice Action Planning Matrix Turning Ideas Into Action



St Vincent de Paul Society
SA
good works

This form can be used in conjunction with the 'Yes If' planning form. As each 'line' is completed, action can begin. The line may start from any of the seven columns.

What's Unfair?	What's the Issue?	What's our Action	Letting People Know	Help?	Key People	Result
Social Justice Principle	What's the issue that has caught your attention?	Name the action/s we can take?	How will we advocate? People need to understand the issue to enlist support.	What Support do we need? Name the people and resources?	Who will coordinate? If there are parts, who will do each part?	What is the realistic predicted result of our work?

Tim Taylor 2008 education@svdpsa.org.au

10. APPENDIX C

Examples of Fundraising Activities

10.1 Fundraising

10.1.1 Within School Fundraising

- MLG, student led initiatives, Social Justice Group, Sustainability Action Group, Market Day (Appendix D)
- Annual school events (eg Drama production, Music performance, Sports Day) and significant milestone College events.
- Parent sub-committees of the School Board eg Parent Representative Group (Quiz Night, Entertainment book, whole school events); Friends of Music (hot cross bun drive).

10.1.2 Other Fundraising

- Fundraising sourced beyond school community
- Extra Curricular related events eg Bunning's barbeque, sponsorship.

10.2 Catholic School Community Fundraising

10.2.1 Project Compassion

10.2.2 Catholic Charities

10.2.3 St Vincent De Paul

10.2.4 Hutt St

10.2.5 Fred's Van

10.2.6 Good Samaritan charity in Kiribati

10.2.7 Response to emergency needs

10.3 Charity or Charitable Agency

10.3.1 Biggest morning tea-staff

10.4 Community Project

10.4.1 Louise Place

10.4.2 Catherine House-Staff

In line with the guidelines of healthy schools 'right bite' either for charity fundraising or community service/parent engagement, we may occasionally provide food/drinks outside of the canteen from the red food category eg Mary's Feast Day, Sport's Day, Caritas Café etc

11. APPENDIX D

11.1 Marymount College Market Day Guidelines

- 11.1.1 The market stalls are an enterprise but are also an avenue for raising money for charities; however it is also acknowledged that stallholders need to cover costs associated with their stall. Given this, stallholders are to donate a total of 20% of their takings to school fundraising and charity.
- 11.1.2 In consideration of safety issues associated with the use of electrical appliances in outdoor and high traffic areas, the use of electrical appliances at market stalls is not an option.
- 11.1.3 Adequate hygiene relating to the handling of food requires stallholders to: use plastic gloves when handling food; ensure food that is sold is taken from a sealed container (although a sample of what is being sold may be kept on display); all food sold needs to be offered in a paper napkin or bag.
- 11.1.4 All food sold needs to contain information on ingredients contained within. This is important for people who may have food allergies.
- 11.1.5 Consideration should be given to selling items related to 'lunch time' foods, in particular savoury items.
- 11.1.6 To minimize food wastage (and maximize profit), try not to have too many items of food. eg Your stall would be better off selling all 20 chocolate biscuits that you made, rather than 25 chocolate biscuits with 50 left over. If in doubt... make less!
- 11.1.7 I understand that I am responsible for providing my own "float" and this is not the responsibility of the school to provide any change. This float should be based on my unit price.
- 11.1.8 I understand that it is a condition of selling that IOUs cannot be accepted and that it is at the discretion of the stall holder whether items can be reserved.
- 11.1.9 I understand that any type of advertising is my responsibility.

12. APPENDIX E

12.1 Fundraising / Sponsorship Application Form

(this may be incorporated on the electronic forms on the intranet)

Name: _____ Date: ____/____/____

Organising Teacher: _____

Please outline the nature of the activity: _____

Proposed date & timeframe of activity: ____/____/____ from ____:____ am / pm to ____:____ am / pm

Approximate anticipated profit: \$ _____

Is the activity a:

☐ Parent Class Rep ☐ Music ☐ Pedal Prix ☐ Staff ☐ Individual

☐ Other - please explain: _____

Is this activity likely to be regular: ☐ YES ☐ NO

Is a Limited Liquor Licence required: ☐ YES ☐ NO

Has the Polding Centre/Oval been booked: ☐ YES ☐ NO

Have the calendar dates been checked: ☐ YES ☐ NO

Please specify the charity/organisation to which the funds will be distributed:

SPONSORSHIP

Name: _____

Nature of Business: _____

Community Connection: _____

APPROVAL

Please ensure canteen / music teachers are informed if required.

Complete relevant work safe requirements: ☐ Risk Assessment

Approved: ☐ YES ☐ NO Signature: _____

13. APPENDIX F

13.1 Right Bite

For **Right Bite** information go to the following link for **The Easy Guide to Healthy Food and Drink Supply for South Australian Schools and Preschools**:

http://www.decd.sa.gov.au/eatwellsa/files/links/Easy_Guide_Updated_June.pdf