

Our Charism

Communion	Contemplation	Mission
<p>... formation of a community of Faith through developing meaningful relationships, creating space and opportunity to hear and share our Faith story and practice a radical inclusiveness and hospitality – Manaakitanga.</p> <p><i>Like the Samaritan woman who encountered Jesus at the well, proclaiming Jesus as the Messiah: an early example of transformative Missionary Leadership... John 4:4-42</i></p> <p>“All are welcome and all of you is welcome”</p>	<p>... formation of a community of Hope through commitment to personal growth to become fully alive and the best versions of themselves, responding to our calling with balance, passion and authenticity – Whanaungatanga.</p> <p><i>Like the young Mary, at the Annunciation, chosen as the woman through whom the Messiah came, and who said ‘yes’, after discerning the words of the Angel... Lk 1:26-38</i></p> <p>“Anything is Possible”</p>	<p>...formation of a community of Justice through engagement with social issues to grow active agents of change who live out Gospel values in imitation of Jesus, to become leaders who serve to empower others – Whakamana.</p> <p><i>Like Mary, at the Visitation, who lived her ‘yes’, with a missionary heart, and who envisioned the transformation of her world... Lk 1:39-56</i></p> <p>“Mission is Possible”</p>

Our Principles

Manaakitanga	Whanaungatanga	Whakamana
<p>Honouring the mana and dignity of all we meet and creating a sense of unity through acts of aroha, generosity, mutual respect.</p> <p>“Care and Inclusion”</p>	<p>Honouring the obligations that we have as members of this community by working in collaboration with others to make a difference.</p> <p>“Creativity and Innovation”</p>	<p>Honouring the diversity of gifts that we share and the contribution we make to grow others’ potential, influence change and serve others.</p> <p>“Courage and Integrity”</p>

Our Priorities

Identity	Learning	Stewardship
<p>Celebrate our traditions, culture and spirituality</p> <p>“Knowing our Students”</p>	<p>Form and sustain leadership for quality learning</p> <p>“Growing our Students”</p>	<p>Strengthen a culture of continual improvement</p> <p>“Empowering our Students”</p>

Our Story

Yesterday	Today	Tomorrow
<p>The arrival of the RNDM Sisters, in July 1884, to provide a Christian education for the children of early settlers (30 girls and boys!), paved the way for Sacred Heart Girls' College, Hamilton. The Sisters were inspired by a daring and courageous vision that led them to take risks and reach out to the margins of society. The harsh conditions of the Waikato, after the bloody land wars of the 1860s, sparsely populated and described as 'by no means picturesque, except for the river that runs through it makes it so', was the place of Mission for the four pioneer Sisters of Our Lady of the Missions (RNDM).</p>	<p>Sacred Heart Girls' College a Catholic State Integrated secondary school for Years 9 – 13, serving the City of Hamilton. An holistic, formative and rigorous learning experience for students is provided by committed staff who expect and encourage high standards of engagement and achievement, which has contributed to our excellent reputation. Recognising our rich history, the relevance of our Mission Charism and Gospel values, we continue to honour the courage of the pioneering Sisters, as we respond to the diverse needs of our Faith Community.</p>	<p>Sacred Heart Girls' College will courageously develop an inclusive, innovative, creative and technology-rich culture of learning and teaching that is appropriate, engaging and formative for all members of our community, supported by contemporary, flexible and agile spaces. We will continue to respond to the changing landscape of education, placing students at the centre of our decisions and promoting a healthy school culture. We will provide students with opportunities to discover their passions so as to become proactive agents of change for a better world. In honour of the RNDM Sisters, and their pioneering spirit, Sacred Heart Girls' College will continue to be a beacon of Social Justice with a Heart for Mission in a global community.</p>

Our Commitment to the Integration Act

<p>We will develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture</p>	<p>We will ensure that all reasonable steps are taken to provide instruction in Tikanga Māori and Te Reo Māori for students whose parents/whānau ask for it.</p>	<p>We will develop policies and practices that reflect and uphold our Catholic Character.</p>
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Our Cultural Narrative

Māori Perspective

Sacred Heart Girls' College Māori perspective is inclusive of Te Reo Māori, tikanga Māori and Kaupapa Māori initiatives, where students gain a sense of pride and belonging under the leadership and service of our Māori Perspective Student Leader. We honour the mana of Waikato-Tainui as Tangata Whenua and our kawa is that of Waikato. Sacred Heart Girls' College will develop and strengthen the community's understanding of tikanga Māori and provide the means of fostering cultural understanding and responsive pedagogical practice that is consistent with Te Tiriti o Waitangi, through engagement with the language, culture and events.

Te Reo Māori and Tikanga Māori

Sacred Heart Girls College is committed to raising the achievement of Māori students and to celebrate their success as Māori. The whare wānanga, Puāwai, provides a place to strengthen te ao Māori within the college and is utilised daily by students. The Board takes all reasonable steps to provide instruction and learning of Te Reo Māori from years 9-13. When developing policies and practices for the school, Te Tiriti o Waitangi is an underpinning policy along with our Special Character. As a Catholic Learning Community, our focus is on building successful learning relationships with each other, with our students, with our whānau and with our wider community. For the school, every endeavour is made to reflect New Zealand cultural diversity and the unique position of the Māori culture as stated in Te Tiriti o Waitangi. We encourage staff to strengthen their knowledge of te reo Māori and tikanga Māori particular to our region and relevant to our school. Karakia and waiata are part of our community gatherings. We are encouraging a space where it is normal to hear, to greet and give instructions in te reo Māori and where speaking and learning about te ao Māori is seen as the way we do things in our school. A cultural lens is encouraged when working in learning areas to celebrate both current and historical events and contexts. We operate a cultural calendar of specific events such as Matariki, the Koroneihana, Poukai, Parihaka, Rangiaowhia and Te Wiki o Te Reo Māori to promote te ao Māori in the school.

Cultural Diversity

All cultures are valued and celebrated through active encouragement of a school spirit that embraces cultural diversity. Students are encouraged to share, and to be proud of, their cultural heritage. Staff will ensure that students from all cultures are treated with respect and dignity and they will actively work towards high standards of achievement from all students of all cultural backgrounds.

Our Students

Head <i>“Big Ideas that Shape the World”</i>	Heart <i>“Attitudes and Attributes”</i>	Hands <i>“Skills and Competency”</i>
<p>In light of a radical call to the Gospel: ‘I have come that they may have life, and have it in abundance’, the young women attending Sacred Heart Girls’ College will encounter the living Christ in a learning environment where the integration of Faith, Culture and Life matters most. This Catholic formation serves our students today, tomorrow and beyond the school gates, to become the best versions of themselves. Our Young Women who change the world are strongly grounded in the virtues of Faith, Hope and Justice and as we come to know and uncover their potential, discover their gifts and talents, and strengthen their weaknesses, we guide them to maturity, allowing them to become agents of their learning, their decisions and their futures. As Companions - Advocates, Mentors and Teachers - we expect these young women to become:</p> <p style="text-align: center;"><i>Visionary. Passionate. Courageous. Intellectual. Resilient. Gritty.</i> <i>Curious. Creative. Capable. Confident. Adaptable.</i> <i>Collaborative. Compassionate. Influential. Perceptive. Reflective. Transformative.</i></p> <p>This holistic, dynamic learning culture shapes our young women to live a Faith-filled life, with courage and conviction, modelled by Mary, Mother of God, with honour, dignity and joy, and inspired by Euphrasie Barbier, with zeal, spirit and a strength of character that changed the world!</p> <p style="text-align: center;">Age Quod Agis</p>		

Our Teachers

The HEART of Teaching
<p style="text-align: center;">Whāia te iti kahurangi ki te tuohu koe me he maunga teitei</p> <p style="text-align: center;"><i>Pursue that which is precious and do not be deterred by anything less than a lofty mountain. Strive, set goals, persevere, set sights high, don’t give up on them for anything.</i></p> <p style="text-align: center;">Teachers with H.E.A.R.T. are <u>H</u>ighly <u>E</u>ffective <u>A</u>nd <u>R</u>eflective <u>T</u>eachers.</p> <p>Guided by our principles of Manaakitanga, Whanaungatanga and Whakamana, and the implications of our commitment to Te Tiriti o Waitangi, ‘The Catholic Education of School-Age Children’ and ‘Our Code Our Standards’, our teachers are highly qualified professionals who role-model the standards and behaviours we expect from our students and actively contribute to our culture of learning. Drawing on pedagogically sound and ambitious innovations, our teachers cultivate the capacities for learning that our Young Women will need ‘to change the world’. They function in networks and teams; they pursue continuous professional learning as teachers; they promote problem-solving and risk-taking; they trust the collaborative process; they are responsive to change and demonstrate a commitment to continual improvement at Sacred Heart Girls’ College.</p>

Our Strategic Goals

Ignite the Passion: inspiring our young women to change the world – me aro ki te hā o Hineahuone!

for Our Faith and Culture	for Our Students	for Our Staff
<p>To provide programmes of Catholic nourishment and encouragement.</p> <p><i>“Forming Christ in our lives and the lives of others”</i></p>	<p>To provide enriched learning opportunities that promote an attitude of personal excellence in an innovative, safe and creative learning environment.</p> <p><i>“Responsive curriculum, effective teaching and opportunity to learn”</i></p>	<p>To provide enriched learning opportunities that promote an attitude of personal excellence in an innovative, safe and creative learning environment.</p> <p><i>“Professional Capability and Collective capacity”</i></p>
<p>Our students are confident and connected to their Catholic and Cultural identity.</p>	<p>We are a future focused school.</p>	<p>We are a school of passionate, competent, motivated, and well-resourced teachers and support staff.</p>
<p>Priority Strategies for Achieving Goals</p>	<p>Priority Strategies for Achieving Goals</p>	<p>Priority Strategies for Achieving Goals</p>
<ul style="list-style-type: none"> • Ensure our Young Women are supported and encouraged through their Faith journey (evangelisation). • Engage, share and nurture our Catholic Character with our families and the wider school community 	<ul style="list-style-type: none"> • Inspire tomorrow’s leaders through student empowerment, Tuakana/Teina and strong communication strategies. • Foster manaakitanga and strength of character through student voice and practices to support positive behaviours: ‘Kia manaaki, kia tū toa’ • Actively engage past, present and future students. 	<ul style="list-style-type: none"> • Provide pathways to challenge, inspire, engage and grow our students holistically: spiritually, academically, culturally, the arts, sporting and in life-skills/socially. • Provide support services that ensure student well-being and individual needs are respected and met. • Support and foster Staff to role model active engagement in their own teaching, learning and professional growth, as life-long learners.

for Our Environment	for Our Community	for Our Future
<p>To provide a culturally inclusive, safe learning environment to further advance student-centred innovative and collaborative learning and teaching practices.</p> <p><i>“Evaluation, inquiry and knowledge building for improvement and innovation”</i></p>	<p>To engage with our community partnerships to foster manaakitanga: a shared sense of connectedness and belonging to our school.</p> <p><i>“Educationally powerful connections and relationships”</i></p>	<p>To implement strong governance practices to support the ongoing improvement of student achievement and well-being for all.</p> <p><i>“Leadership of conditions for equity and excellence”</i></p>
<p>We are a school that prepares our students for the ever-changing world.</p>	<p>We are a school that is connected to its Community</p>	<p>We are a school that continues to improve its practice.</p>
<p>Priority Strategies for Achieving Goals</p>	<p>Priority Strategies for Achieving Goals</p>	<p>Priority Strategies for Achieving Goals</p>
<ul style="list-style-type: none"> • Work with our proprietor to provide the facilities necessary for our students’ success. • Ensure our facilities are welcoming, safe and reflect our Catholic values and cultural location in the Waikato. • Create an environment that promotes pride and stewardship in our school by staff, students and whānau. • Plan for future development of our learning spaces that is informed, forward thinking, culturally responsive and aligned to sustainable practices. 	<ul style="list-style-type: none"> • Engage openly and develop strong partnerships with feeder schools and families seeking a Catholic education. • Strengthen communication and relationships in our school community. • Develop effective communication and consultation processes in order to build and sustain genuine partnership with our Māori (Waikato and student hononga) and Pasifika communities. 	<ul style="list-style-type: none"> • Ensure community consultation and engagement is our modus operandi. • The Board of Trustees is held accountable through a robust reporting and monitoring plan. • The Board of Trustees policy and decision-making will be underpinned by its commitment to Catholic Character and Te Tiriti o Waitangi.

Our Strategic Objectives

Each of the strategic objectives listed below have a series of goals attached to them that will form the implementation goals for the Annual Plans for the years covered by the Vision Twenty21 and the Strategic Plan.

The Annual Plan lists the goals and/or projects that are scheduled to commence or be achieved during the course of the current year.

1. We will continue the innovative tradition of our Faith, Culture and RNDM Mission Sisters.
2. We will develop a modern, innovative Curriculum that meets the needs of our students.
3. We will initiate a plan that promotes the wellbeing of students and staff.
4. We will design innovative strategies that improve academic achievement for all students.
5. We will design strategies for greater partnership with staff, parents and whānau.
6. We will develop a digital capability strategy that will support the learning and teaching needs of our community.
7. We will develop a Professional Learning Plan for staff that aligns to the National, Local and Catholic curriculum.
8. We will develop stronger relationships with the wider Catholic Community that will establish Sacred Heart Girls' College as the College of choice for Young Women.

2024 STRATEGY/GOALS/TARGETS and Implementation PLAN

Through leadership of collaborative TEAMS, Senior Leadership “F.EE.Ds” the CULTURE of Growth and Transformation through this plan:
STRATEGIC OVERVIEW:

Goals 2024	Future Focus	Effective Engagement	Deliverable Outcomes	NELPs	SHGC Strategic Objectives
Our STORY	A culture of FAITH shaped by the Woman at the Well and the Encounter with Christ (transformation) and the principle of Manaakitanga Sense of INCLUSION	<ul style="list-style-type: none"> • Evangelisation • Companionship • Local Curriculum 	Learners and leaders engaged and agents of SOCIAL CHANGE.	1, 2, 5,	1: We will continue innovative tradition of our Faith, Culture and RNDM Mission Sisters. 8: We will develop stronger relationships with the wider Catholic Community that will establish Sacred Heart Girls’ College as the College of choice for Young Women.
	A culture of LEARNING that serves our students to strive and thrive as agents of their learning, decisions and future. Sense of PURPOSE	<ul style="list-style-type: none"> • Learning Behaviours • Teacher Capability • Curriculum Design 	Students ready for learning, ready for living and ready to ‘change the world’.		
Our PLACE	A culture of CARE shaped by the principles of HAUORA and aligned to principles of TTNE Sense of BELONGING	<ul style="list-style-type: none"> • Resilience as Faith • Relationships First • Meaningful connections 	SHGC provides expansive opportunities for ākonga to learn, lead and achieve ‘beyond the school gates’	1, 3, 7	5: We will design strategies for greater partnership with staff, parents, whānau, community 7: We will develop a Professional Learning Plan for staff that aligns to the National, Local and Catholic curriculum

Progress will be indicated on this plan using the following colour coding system:

No progress to date

Initiated/Progressing

Completed

On hold for 2024 or revisit 2025

[Catholic Education of School-Aged Children](#) [National Education and Learning Priorities \(NELPs\)](#) [Our Code, Our Standards \(Teachers\)](#)

Goal 1: a Catholic/Te Ao Maaori culture of virtues focused on **FAITH** formation, manaakitanga and community social action

Faith/Culture – Pono/Ahurea Outcome: Learners and leaders engaged in social justice actions and agents of SOCIAL CHANGE				
Strategy 1: Evangelisation	PROGRESS?	WHO?	END OF YEAR REVIEW	
Focus on the Gospels as key Evangelisation tool		P/DCMC	Objective: sense of INCLUSION/WELCOME and manaakitanga Resourcing: ‘Catholic Identity and Faith Formation’ survey Review: participation rate; staff/student/community voice	
Emphasise scripture scholarship across the RE curriculum				
Provide regular Catholic Character/Mission Charism PLD				
Strategy 2: Companionship	PROGRESS?	WHO?	END OF YEAR REVIEW	
Clarify the role of CCM Companions for school community		SLT/Deans	Objective: sense of WHANAUNGATANGA/CONNECTION Resourcing: ‘Karakia o te Raa’; dedicated hui; Deans as Companions Review: staff/student/community voice; ‘Catholic Identity’ survey	
Strengthen skills for Companionship as model of support				
Identify SLT/MLT Companions as ‘go-to’ coach/mentor				
Strategy 3: Local Curriculum	PROGRESS?	WHO?	END OF YEAR REVIEW	
Integrate local Catholic and Maaori stories in context		SLT/LoLs	Objective: curriculum reflects CATHOLIC character/TE AO MAAORI Resourcing: LoL Te Ao Maaori; Kāhui Ako WSL; mana whenua Review: curriculum mapping, Learning Area plans; Principal (MAC)	
Provide PLD for staff new to Catholic Schools				
Strengthen connections with the RNDM Mission community				

[Too Taatou Whakapono \(RE curriculum\)](#) [Te Maataiaho \(Refreshed NZ Curriculum\)](#) [Tainui 'Whakatapuranga 2050' - Tikanga ora Reo ora](#)

Goal 2: a culture of **LEARNING/TEACHING – AKO** - where students **strive** and **thrive** as agents of their own learning, decisions and future.

Learning/teaching – Ako Outcome: Students ready for learning, ready for living and ready to ‘change the world’				
Strategy 1: Promote a culture of Agency	PROGRESS?	WHO?	END OF YEAR REVIEW	
Teachers reflect on practice to implement/monitor goals		ALL	Objective: sense of PURPOSE – through relevant curriculum Resourcing: TTNE profile, dedicated companion hui, PGC, PLD time Review: behavioural data; mission coalition data; observations, LBRs	
Leaders of Learning companion teams as North East teachers				
SLT companion LoLs to reflect/monitor on NE leadership				
Strategy 2: Implement Teaching/Leading North East	PROGRESS?	WHO?	END OF YEAR REVIEW	
Target PLD for effective Pedagogy/Leading/Coaching		SLT/LoLs	Objective: North East profile and practice is established at SHGC Resourcing: Cognition Education, Kāhui Ako, PGC, PLD time, SCT Review: mission coalition data; teacher self-review; RBL PLAN	
Upskill Kāhui Ako leaders (WSLs) as Impact Coaches				
Teachers monitor learner progress using GPILSEO plan				
Strategy 3: Responsive Curriculum	PROGRESS?	WHO?	END OF YEAR REVIEW	
Teachers design relevant, meaningful curriculum experiences		ALL	Objective: rich, contextualised, culturally responsive curriculum Resourcing: PL Days, NCEA, Staff PLD; Kāhui Ako WSL, Team Lead Review: curriculum mapping; Learning Area plans; Principal (MAC)	
Progress Junior curriculum that’s aligns with school vision				
Develop school-wide literacy and numeracy strategies				

[Teaching/Leading to the North East \(summary\)](#) [The Future of Education and Skills \(OECD\)](#)

Goal 3: A culture of CARE shaped by the principles of HAUORA

Community - Hapori Whānui Outcome: expansive opportunities for ākonga to learn, lead and achieve ‘beyond the school gates’				
Strategy 1: Promote Radical Resilience as Faith	PROGRESS?		WHO?	END OF YEAR REVIEW
Identify and follow up on school wide issues – eg attendance			SLT/DT	Objective: resilient, resourceful students - a sense of BELONGING Resourcing: ‘Te Whare Mauri Ora’, Kāhui Ako WSL, Health curriculum Review: care notes, Pastoral Data Tracking, student/staff feedback
Teach ‘wellbeing’ strategies (CCM and Health Curriculum)				
Work with Consultant to develop ‘Te Whare Mauri Ora’				
Strategy 2: Strengthen whaanau relationships	PROGRESS?		WHO?	END OF YEAR REVIEW
Provide PLD for Ako teachers as learning mentor/coach			SLT/CCM	Objective: successful transitions through meaningful curriculum Resourcing: Ako Lead Kaiako, Academic Adviser, Career Central Review: ERO evaluation, AREA data, Learning Conversations
Provide PLD for Ako teachers as data literacy expert				
Provide support for learning conversations (CCM/curriculum)				
Strategy 3: Whakawhanaungatanga	PROGRESS?		WHO?	END OF YEAR REVIEW
Provide opportunity for Community Service and Leadership			DCMC/SLT	Objective: expansive programme of student leadership and service Resourcing: Mission in Action Co-Ordinator, Mission Trust Budget Review: end of year evaluation/review, student feedback, visitations
Develop an ‘Ambassador Programme’ for Junior students				
Strengthen Tāniko programme to support local curriculum				

TARGETS: GOAL 1

- **INCREASE by 10%** learners who indicate that they feel cared for by staff in a manner that is reflective of our Charism - CCM - (currently 90%)
- **INCREASE by 10%** learners who identify that karakia/contemplation is part of their daily life at SHGC (currently 87% - Target 98%)

TARGETS: GOAL 2

- 95% of all learners from all ethnic backgrounds achieve the appropriate NCEA qualification (Level 1, 2 or 3) before they leave SHGC (currently 74%)
- **INCREASE by 10%** Level 3 Learners to achieve NCEA qualification at the end of Year 13 (currently 74% - Target: 83%)
- **INCREASE by 10%** learners who demonstrate readiness in functional Literacy and Numeracy prior to Level 1 (currently 54% - Target: 65%)
- **100%** of all learners will achieve Literacy and Numeracy co-requisite credits by the end of their Level 1 programme (currently 95/90%)

TARGETS: GOAL 3

- **INCREASE by 10%** learners from all ethnic backgrounds experience a positive school learning climate (currently 81% - Target: 90%)
- **INCREASE by 10%** whanau and students attend a Learning Conversation with their CCM Companion at least once a year (currently 42% - Target: 55%)
- **DECREASE** intermittent absence in Year 13 (currently 4.1%)