

# Sacred Heart College Strategic Plan 2024 - 2026

References to Regulations refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

<b>Vision Statement:</b> Sacred Heart College students are compassionate, confident and resilient young people, who live gospel values, challenge themselves, have a thirst for knowledge and are ready to serve others					
<b>Information used to create plan:</b> Analysis of variance, Poutama Pounamu survey results, Talanoa Ako feedback, Pastoral data, Growth cycle data					
<b>Strategic Goals</b> Refer Regulations 7(1)(b)	<b>Which Board Primary Objective does this goal work towards meeting?</b> Refer Regulations 7(1)(b)	<b>Links to Education requirements</b> Refer Regulations 7(d)	<b>What do you expect to see?</b> Refer Regulations 7(g)	<b>How will we achieve or make progress towards our strategic goals?</b> Refer Regulations 7(e), 7(f)	<b>How will you measure success?</b> Refer Regulations 7(g)
Catholic Character  Develop meaningful faith in action experiences for the SHC community.	Board objectives – all of section 127 applies	Integration as set out in the Education and Training Act 2020 RNDM charism Bishops’ requirements 2020 Handbook for Boards of Trustees of New Zealand Catholic State-Integrated Schools	That there are numerous opportunities and ways for the community to experience meaningful faith in action	Plan and deliver relevant opportunities including opportunities to understand the charism and values of our foundresses the Mission sisters.	Kaiako and ākongā involvement in liturgies, masses etc Catholic review (Term 3 2024) Mission and Catholic Character activities (number and type) Kaiako, ākongā and community voice
Teaching and Learning  Develop a refreshed local curriculum that promotes and engenders academic excellence for all. (full implementation by 2027)	Board objectives – all of section 127 applies	NELP Priorities: 1 - 6 Te Mātaiaho and the Common Practice Model, the Te Mātaiaho Implementation supports pack. The Literacy and Communication and Maths Strategy Attendance and Engagement Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo, the Action Plan for Pacific Education 2020-2030 NZSTA's guidance for giving effect to Te Tiriti o Waitangi.	That our curriculum reflects Te Mātaiaho and our communities’ priorities for our ākongā and includes Mataranga Māori	Deliver a curriculum that is future focussed and prepares ākongā for tomorrows world ensuring all gain sound foundation skills in literacy and numeracy.	Annual tracking of our curriculum development and implementation against Te Mātaiaho implementation guidance
			A reduction in barriers for all including Māori, Pacific, and those with learning support needs.  That our environment is inclusive, safe and physically reflects the diversity of our community	Remove all streaming across all curriculum areas. Targeted support for Māori, Pasifika and at-risk ākongā Create meaningful opportunities for the community to engage with ākongā learning and achievement. Work with architects and community in planning of new build	Annual tracking of curriculum areas and subjects Community engagement data Ākongā and whānau feedback Ākongā can see themselves in the physical environment
Cultural Competencies  Provide a culturally responsive and relational learning environment with ākongā at the centre.	Board objectives – all of section 127 applies	NELP Priorities: 1, 2, 6 Priorities11Attendance and Engagement Strategy Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy Ka Hikitia - Ka Hāpaitia Tau Mai te Reo, the Action Plan for Pacific Education 2020-2030 Our Code, Our Standards	A shift in kaiako pedagogy that promotes power sharing, ākongā agency and equity of outcomes for all (Māori and Pacific ākongā)  Progress along the cultural competency continuum.	Engage with and participate in Kahui Ako and Talanoa Ako Develop staff to strengthen teaching, leadership, and ākongā support capability by accessing relevant PD opportunities. Provide appropriate resourcing and time for kaiako development. Have all kaiako engaged with the Growth Cycle.	Poutama Pounamu observations and use of the continuum Progress and achievement data Growth Cycle data Ākongā and whānau feedback
			That relational practices are always used by all the community and our values are embedded.  Strengthened relationships with all members of our community. .	Provide PD for kaiako on relational practices. Build awareness and grow understanding of values and RP with our school community. Provide opportunities to develop a sense of belonging for all. Provide and actively promote involvement of our community.	Pastoral data Ākongā and whānau feedback to measure wellbeing and belonging. Increase in support for school from external agencies/wider community

We are giving practical effect/authenticity to Te Tiriti o Waitangi in all we do and will continue to develop this plan to meet the aspirations of our community.