



## DOCUMENTATION AND SELF REVIEW POLICY

### Outcome statement

Sacred Heart Girls' College will have key documentation, review processes and reporting in place which articulates the vision, ambition and objectives of the College and targets to achieve the objectives of the National Education and Learning Priorities (NELP) and the College's own priorities.

### Delegations

The Board will be responsible for ensuring that the key documentation is in place such as the School Charter, Strategic Plan as well as satisfying relevant review and reporting requirements to ensure ongoing improvement in terms of achieving the goals and objectives of the College.

### Key Documentation and Review

STRATEGIC PLAN  
ANNUAL IMPLEMENTATION PLAN  
ANNUAL REPORT

### Procedures

1. Pastoral Care
2. Consultation
3. Reporting to Students and Parents
4. Reporting to School Community
5. Concerns/Complaints Procedure (refer to Concerns and Complaints Policy)
6. Policy Review Schedule

### Supporting Documents and Information

Documentation	Location
Board Minutes (signed)	<i>Stored electronically and maintained by Executive Assistant</i>
Strategic Plan	<i>School Website</i>
ERO Reports	<i>School Website</i>
Ministry Gazette notices and circulars	<i>Executive Assistant's office/staffroom</i>
College Marketing documents (prospectus)	<i>Executive Assistant's office/front office</i>
Review Plan	<i>At the end of this document</i>
NZCEO Handbook	<i>See link below</i>
Code of Conduct	<i>See link below</i>

<https://www.education.govt.nz/school/schools-planning-and-reporting/>


<https://www.nzceohandbook.org.nz/>

<https://www.education.govt.nz/school/boards-information/boards-of-schools-and-kura/code-of-conduct/>

# Legislative compliance

[Education and Training Act 2020](#)

Reviewed: March 2024	Next Reviewed: March 2026
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Signed (Presiding Member): 	Date of Board Meeting reviewed and accepted: Wednesday 27 March 2024
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## **STRATEGIC PLAN**

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The Board is to ensure that Sacred Heart Girls College New Plymouth has a Strategic Plan.

The Strategic Plan may include:

- The College's vision
- Strategic goals developed in consultation with the College's community, for meeting the Board's primary objectives (as set out in s127 of the Education and Training Act 2020)
- Strategies for identifying and catering for learners whose needs have not yet been well met
- Strategies for giving effect to the Board's Te Tiriti o Waitangi obligations
- Measures, evidence and processes to evaluate progress
- Information on how strategic goals are linked with national education requirements including National Education Learning Priorities and foundation curriculum policy statements and national curriculum statements and other national education strategies.

### **Accessibility**

The Strategic Plan will be written and presented in a way that is readily understandable to the College's community.

### **Consultation**

When formulating the Strategic Plan the Board will consult with the College's community, the College's staff and where appropriate the College's students

The Education and Training Act 2020 defines "school community" as:

- a) The parents, families and whānau of the school's students
- b) The Māori community associated with the school; and
- c) Any other person, or group of persons, who the Board considers is part of the school community for the purposes of the relevant provision.

### **Timing**

- A Strategic Plan must be effective from 1 January 2024 and will be for a 2 year period to align with the Board triennial elections.
- Strategic Plans from 1 January 2026 onwards will be for a period of 3 years.
- Strategic Plans must be published on the College's website and submitted to the Secretary of Education by 1 March in the first year of the Strategic Plan being effective.

## **ANNUAL IMPLEMENTATION PLAN**

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The Board will work with the Principal and the Senior Leadership Team to ensure that Sacred Heart Girls College New Plymouth has an Annual Implementation Plan.

The Annual Implementation Plan may include:

- Information about the previous year's performance
- Information on how the previous year's unachieved targets will be addressed
- Annual targets for each strategic goal
- Actions to meet annual targets
- Allocation of resources
- Measures and evidence to evaluate progress
- Information on teaching and learning programmes and strategies with a particular emphasis on literacy and mathematics and te reo matatini and pāngarau, including how the needs of learners whose needs have not yet been well met will be addressed.
- How targets and actions will support Te Tiriti o Waitangi obligations.

### **Accessibility**

The Annual Implementation Plan will be written and presented in a way that is readily understandable to the College's community.

### **Consultation**

The Board will consult if and when appropriate.

### **Timing**

The Annual Implementation Plan must be prepared and published on the College's website each year by 31 March.

## ***ANNUAL REPORT***

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The Board will work with the Principal and the Senior Leadership Team to ensure that Sacred Heart Girls College New Plymouth meets annual reporting requirements.

The Annual reports may include:

- Statement of variance:
  - Actions the Board took to achieve its targets for the past year
  - An evaluation of the impact of the Board's actions, the outcomes of their actions, and the information used to determine those outcomes.
  - Reasons for any differences between performance and targets
  - How the differences will inform the following year's planning.
  
- An evaluation and analysis on the school's students progress and achievement, assessed against expectations across the curriculum, and including students whose needs have not yet been well met.
- A report on how the College has given effect to Te Tiriti o Waitangi.
- Audited annual financial statements
- Independent Auditor's Report
- Kiwisport funding – a statement on how the College has used their Kiwisport funding to increase the students' participation in organised sport.
- Other reports on special and contestable funding (if applicable) which could include how any additional government funding for specific purpose were used to support student development.
- Statement of compliance with employment policy

### **Accessibility**

The Annual Reports must be written and presented in a way that is readily understandable to the College's community.

### **Timing**

- Financial Statements must be submitted to the Auditor-General by 31 March (a audit report will then be produced to the College).
  
- Annual reports must be published on the College website and submitted to the Secretary of Education no later than 31 May in each year.

## **PASTORAL CARE**

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Sacred Heart Girl's College provides excellence in education while embracing gospel values, therefore the pastoral care of each student is of paramount importance.

### **PURPOSE:**

1. Create an environment which meets the individual student's needs for acceptance, approval and belonging, which will ensure optimum engagement.
2. To ensure that pastoral care matters are dealt with using a relational approach and restorative practices where appropriate.
3. To ensure that we identify the gifts and pastoral needs of each student in our College Community.
4. To celebrate success within the College community
5. To provide clear guidelines to assist staff to advise and mentor students in accordance with College policy and Special Character .
6. To provide guidance and support in curriculum and vocational matters.
7. To ensure that appropriate external services are used when needed.

### **GUIDELINES:**

- The pastoral care team of Sacred Heart Girls' College will include the services of a Guidance Counsellor, a Careers Advisor, School Chaplain, RTLB (Resource Teacher of Learning and Behaviour) and relevant health services. In conjunction with these services, SHGC will also meet the pastoral needs of the students through GEMS (Goals Encourage Mana and Success) Programme, using a year level deaning structure and maintaining the Manaaki class relationship. In Years 7-8 a homeroom teacher will be the student's first port of call. In Years 9-13 the Manaaki teacher will be the first port of call.
- The School Website will identify clear referral lines for dealing with issues of guidance, counselling and Manawa Mission expectations.
- Students will be assisted to access appropriate health care.
- The Deans will meet regularly to monitor the provision of pastoral care guidance of students. Deans will regularly review the policies and procedures relating to pastoral matters
- Matters of pastoral care advice and guidance, should be undertaken by staff under the guidance of the pastoral team. Pathways and academic guidance should be undertaken by staff under the guidance of the Careers Advisor, Deans and the relevant Leaders of Learning.
- Staff must support the teaching of the Catholic Church in matters of sexuality. Counselling on these issues must be directed through the Guidance Counsellor.
- Manaaki teachers will be appointed to provide the first point of call for pastoral care in the college. Where possible, Manaaki teachers will remain consistent over years and will also be the GEMS teacher of students in Years 9-13.

## **CONSULTATION**

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This covers consultation between the Board and

- a) **Staff**
- b) **College Community** including
  - i. Parents
  - ii. PTFA
  - iii. Māori community
  - iv. Students
  - v. Parishes
  - vi. Other significant cultural groups.
- c) **Proprietor's Board**

#### **STAFF**

- The Board will include both the Principal and the Staff Representative who are both members of the teaching staff at the College. The role of the staff representative is to put forward the point of view of the staff.
- At staff briefings the Principal and the staff representative are able to discuss any matters that have arisen in the Board meetings and communicate staff responses back to the Board
- The Board Minutes are available to the staff following the meetings and may be discussed with the staff representative.
- Staff are able to attend the public sessions of any Board meetings.
- Staff are invited to be on various subcommittees that the Board deem necessary
- The Board will invite various staff to Board meetings when appropriate during the year.

#### **b) College Community**

- The Board will consult with the college community regarding the Strategic Plan, areas of the curriculum and any other matters which require consultation (e.g Health).
- The Board consults the Māori community regarding Māori student achievement and regular hui will be held.

#### **c) The Proprietor's Board**

- These are nominated seats on the Board for members of the Proprietor's Board.

## **REPORTING TO STUDENTS AND PARENTS**

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The Board will report to all students, parents and caregivers on the achievement of all students in all areas of the curriculum as follows:

- i) Opportunities for in-person meetings between the school and students and their families/caregivers during each year.
- ii) Reports sent to all students and their families regularly
- iii) The School Newsletter may include some general overall reporting about the achievement of students and relevant trends in the area.



## ***REPORTING TO SCHOOL COMMUNITY***

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Reporting to our school community may include the following:

- College Newsletters;
  - i) Achievements of specific target groups of students and the student body as a whole are reported to the community on a case by case basis
  - ii) The Principal, the Senior Leadership Team and other staff members may contribute articles to the newsletters when appropriate.
  
- College newsletters will be emailed to all contributing schools, parishes and other interested parties.
  
- College website and Facebook is updated on a regular basis
  
- Media releases when appropriate

## Operational Policies (board expectations for the control and management of the school) – Review Schedule

	Outcome statements	Approved / reviewed	Next review
1. Legislation Policy	Ensuring that all statutory requirements are satisfied	29/11/23	08/24
2. Delegations and Committee Principles	Recording Delegations and Responsibilities	03/05/23	03/25 (Schedules reviewed annually)
3. Documentation, Review and Reporting Policy	Ensuring that the Board has key documents in place and satisfies all review and reporting requirements.	27/03/24	03/26
4. International Student Policy	To enable international students to achieve academic success and enhance their international experience.	1/3/23	11/26
5. Curriculum delivery policy	Curriculum delivery: <ol style="list-style-type: none"> <li>1. ensures that all knowledge is presented in light of the Gospel, providing a synthesis of culture and faith, and faith and life<sup>1</sup>, thus connecting learning to the lives of the students,</li> <li>2. reflects charter/strategic plan aims,</li> <li>3. meets the requirements of the proprietor in the delivery of the Religious Education Curriculum and the Health Curriculum,</li> <li>4. meets legislative requirements including Schedule 6: Education and Training Act 2020.</li> </ol>	25/11/20	07/24
6. Catholic Special Character Policy	Ensuring the Catholic special character of the school is safeguarded and strengthened.	28/06/23	06/25
7. Te Tiriti o Waitangi Policy	The principles of Te Tiriti o Waitangi are evident at the school.	01/03/23	05/24
8. Personnel Policy	The obligations and responsibilities of being a good, fair and just employer are met.	20/09/23	09/24
9.Appointments Policy	All appointments, including those to Catholic special character (tagged) positions are appointed through a fair and sound appointment's process that meets the legislative requirements of a good employer and Schedule 6: Education and Training Act 2020	30/08/23	10/25
10. Financial Planning Policy	The board, as a good steward, ensures all school resources are managed prudently and equitably to ensure resources are targeted to where they make the most difference to outcomes for students.	27/03/24	04/27
13. Asset protection policy	Assets of the school are utilised to maximise the best outcomes for students. Requirements as set out in Schedule 6: Education and Training Act 2020 and the school's Integration Agreement are met in regard to property.	29/11/23	05/26

<sup>1</sup> New Zealand Catholic Bishops' Conference (2014). *The Catholic Education of School-Age Children*. Sacred Heart Girls' College New Plymouth

14. Protection and sharing of intellectual property (Creative commons) policy	The board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of materials created by school staff in the course of their employment.	29/11/23	05/26
15. Health and safety policy	A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff, and other people in the workplace.	30/08/23	08/25
17. Managing challenging behaviour and physical restraint policy	The Board is committed to a supportive and caring school environment where all students and staff are kept safe from harm and treated with dignity.  Except as authorized under this policy, no staff member may use any form of physical restraint on our students.	03/05/23	09/26
18. Concerns and complaints policy	All complaints, concerns and incidents are attended to promptly, respectfully, restoratively, and professionally, honouring the human dignity of all involved, and seek to bring effective resolution to all parties concerned.	03/05/23	07/26
19. Enrolment policy	Student enrolment meets the proprietor's requirements and Ministry of Education compliances.	01/03/23	10/24
21. Privacy Policy	To ensure personal information given to the College remains confidential and used for which it was collected.	03/05/23	10/24
22. Terms of References for Committees; - Finance Committee - Personnel Committee - Review Committee - Property & Maintenance - Student Disciplinary	To ensure the mandate for each Board committee is clear and fit for purpose.	27/03/24	03/26
23. School Board Governance Framework Policies: - Board Roles & Responsibilities - Board Code of Conduct - Board Remuneration & Expenses - Conflict of Interest - Presiding Member Role Description - Proprietors Appointees Role Description - Staff and Student Representative Role Description - Relationship between Presiding Member and Principal	To ensure the Board's governance framework is effective, efficient and fit for purpose while meeting necessary requirements.	27/03/24	03/27