

SACRED HEART COLLEGE

LOWER HUTT



Virtue and Knowledge

CHARTER

Sacred Heart College is an Integrated Catholic Secondary School for girls in which the whole school community through the general school programme and in its religious studies and observances exercises the right to live and teach the values of Jesus Christ.

MISSION STATEMENT

Sacred Heart College provides a Catholic Education that encourages each student to aim for excellence and to pursue her full potential.

TYPE OF SCHOOL

Sacred Heart College Lower Hutt is a State Integrated Catholic Girls' College.

DESCRIPTION OF THE SCHOOL AND ITS COMMUNITY

The school serves a wide geographical area which includes the whole Hutt Valley and Wainuiomata. It is a multi-ethnic, decile 7 girls' school with a significant Maori and Pacific Island component (each being approximately 15%). There are smaller groups of Chinese, Filipino, Vietnamese, Sri Lankan, Indian, Greek, Croatian, Serb, Polish, Russian, German, Dutch and other ethnic groups. The school has a maximum roll as part of its Integration Agreement (825). Currently (2006 the date of the Charter review) it has 818 including 5 international fee-paying students. Our students are mainly from an urban environment although there are some rural students from small-holdings in Akatarawa, Whiteman's Valley and Wainuiomata.

The oldest building of the school is Euphrasie House built in 1956 with extensions and remodelling in 1975, 1981 and 1994. The former Convent built in 1970 was remodelled to become Mission House in 1993. The Valerie Lawson Music Suite was completed in 1995. The Brian McKee Gymnasium and Carroll O'Donovan Technology Suite were added in 1996. A total renovation of the Chapel was completed in 2002. The cyclical maintenance has always been of a high standard so the buildings are in excellent condition. In 2004 "Fourvière House" was opened by Cardinal Thomas Williams. This was a complete refurbishment of the old building called "Transition House". In 2006 Atawhai will be completely refurbished too and opened in early 2007 as a languages facility. The house will have significant meaning for our Maori Community and internal décor that is uplifting and appropriate.

The College uses SS Peter & Paul Church, the Hutt Recreation Grounds, the Huia Pool, the Lower Hutt Town Hall, Lower Hutt Horticultural Hall and the Korauui Marae in Stokes Valley for a variety of functions. The school is fortunate to have such a central location.

Although the school is located in a highly desirable residential area, the students are from a wide diversity of socio-economic groups. The school has an equal opportunities policy for staff and students and an equity fund to assist students. The diversity of backgrounds is reflected in the school's decile 7 rating. The wide diversity of socio-economic backgrounds is a reflection of the school's wide geographical area.

The students are from the Catholic community of the Hutt Valley and Wainuiomata and most students have had Catholic Primary schooling at least from Year 1 to Year 6 and for many Year 1 to Year 8. The largest contributing school is SS Peter & Paul. The college draws from over 25 contributing schools and every effort is made to have good liaison links with these schools.

There are meetings held for our Maori and Pacific communities (hui and fono) and the community is consulted every 3 years about the Charter and related matters.

MISSION STATEMENT

Sacred Heart College provides a Catholic Education that encourages each student to aim for excellence and to pursue her full potential.

SCHOOL VISION

Sacred Heart College is a school that tries hard to live by gospel values. Learning is a primary focus but the emotional, spiritual, physical and pastoral needs of students are also important. Our hope is for a development of the whole person so that academic learning can be synthesised to become that highly desirable pearl of great price – **wisdom**.

The school is proud of its Catholic tradition and also of its history as the first secondary school to be established in the Hutt Valley and the first Catholic Secondary School in New Zealand to integrate into the State system. The College will be 100 years old in 2012 and care has been taken with our records and an archivist employed. We are proud of our charism passed to us by our founders the Sisters of Our Lady of the Missions. In 2006 a trip to France will be undertaken to visit our spiritual

homeland and this will be a special pilgrimage for all the Mission Colleges. It will also be used to upgrade teaching materials on our Mother Foundress.

The College Proprietors (Mission Colleges Lower Hutt Trust Board), Board of Trustees and staff work hard to provide:

- A safe environment.
- A broad curriculum in all essential learning areas.
- An environment that values individual and cultural diversity and provides opportunities for participation in sports and cultural pursuits.
- A harmonious environment that is in keeping with Gospel Values, where students are encouraged to think of others through leadership, service and a sense of community.
- An environment where the Special Character of the school is at the heart of all we try to achieve.

SPECIAL CHARACTER

Aims

To promote Sacred Heart College as a Catholic school in which the whole community through the general school programme and its religious studies and observances exercises the right to live and teach the values of Jesus Christ.

To implement programmes which foster the traditional spirit of the Order of the Sisters of Our Lady of the Missions as expressed in the 5th schedule of the Integration Agreement.

Objectives

To build a community based on the Gospel values of freedom and love.

To nurture a spiritual perception of life based on faith in Jesus Christ.

To show active concern for those oppressed by ignorance, poverty or injustice.

To learn from other cultures and work towards mutual understanding and tolerance in the universal search for truth.

To ensure that all elements of our Integration Agreement with the Government are met and to comply with the Private Schools' Conditional Integration Act 1975.

CURRICULUM AND STUDENT PROGRESS (NAG 1)

Curriculum Delivery

Aims

To provide each student with the best possible learning opportunities through the provision of a balanced curriculum which meets the requirements of the New Zealand National Curriculum.

To identify, analyse and overcome barriers to learning achievement.

To offer and encourage the participation of students in a wide range of activities leading to the formation of competent, well-balanced and self-confident young women.

Objectives

To offer programmes that endeavour to meet the needs of the students, catering for a variety of learning styles.

To offer courses that specify appropriate learning objectives and outcomes.

To ensure systems are in place for regular planning, evaluation and review of the curriculum.

To ensure strategies are available to address special learning needs, with a particular regard to literacy and numeracy.

To provide opportunities beyond the classroom through which students can develop their potential for leadership, service, spiritual, cultural, social and physical activity.

Student Progress and Achievement

Aims

To ensure assessment will be valid, fair, consistent and purposeful.

To maintain full and appropriate records of programmes and achievements for each student.

To provide regular feedback of achievement and progress to students and parents/caregivers.

Objectives

To have in place quality management systems to ensure equitable outcomes for students.

To maintain appropriate student records.

To report and consult with students and their parents/caregivers as appropriate.

Maori and Other Cultures

Aims

- To fulfil the spirit and intent of the Treaty of Waitangi by valuing and reflecting New Zealand's/Aotearoa's bi-cultural heritage.
- To value, affirm and enhance the cultural diversity of the school community.
- To monitor and support the levels of achievement of all students.
- To strive for a good retention rate of students.

Objectives

- To encourage and foster the learning of Maori language and culture and to accord both the tangata whenua status guaranteed by the Treaty of Waitangi.
- To incorporate tikanga Maori across the curriculum and also to encourage all students to have an appreciation of the language and culture.
- To ensure that the achievement of Maori students is monitored and advanced.
- To promote Maori performing arts, oratory and other cultural activities
- To ensure that the achievement of other groups (e.g. Pasifika students) are also monitored and advanced
- To celebrate all the cultures represented in the school community and respect our community languages.

Careers Advice

Aim

- To ensure there is Careers advice to all students so informed choices can be made.

Objective

- To provide a planned Careers programme throughout the school.
- To advise students towards sound vocational and educational choices.

STRATEGIC PLANNING AND COMMUNITY CONSULTATION (NAG 2)

Community Consultation, Partnership and Involvement

Aims

- To develop and annually review our Strategic Plan which deals with the needs of our learners as well as building/development plans.
- To set goals each year based on identified needs of students.
- To form an annual plan and report on this plan to the Ministry of Education.
- To foster the partnership between parents/caregivers and the school.
- To consult and involve the school community and the wider community.
- To consult and develop the partnership with the Maori community.
- To promote the school in the wider community.
- To consult and liaise with the Proprietor regularly.

Objectives

- To have strong links with our diverse and widespread community by providing opportunities for dialogue and comment on our school's direction.
- To ensure consultation between the Board and the school's community.
- To consider the views and concerns of students and parents/caregivers.
- To report regularly to the school's community.
- To involve the community in the life of the school.
- To promote a positive image of the school through all available means.

School Self-Review

Aim

- To undertake a programme of regular review of all systems.

Objective

- To maintain an on-going programme of self-review in order to develop excellence in governance, policies and procedures, leadership, management and teaching practices.

PERSONNEL AND WORKPLACE (NAG 3)

Personnel

Aims

To appoint sufficient, suitable, appropriately trained and qualified staff of the highest standard.
To be a good employer, promote harmony and equal employment opportunities.
To promote high levels of performance through staff development.

Objectives

To appoint staff to meet the curriculum objectives and preserve the Special Character of the school.
To provide for and encourage the on-going professional development of staff and trustees.
To be an equal opportunity employer as required by legislation.
To maintain an effective performance management system which supports staff development
To provide a safe and healthy work environment for all staff.

ASSET MANAGEMENT (NAG 4)

Finance

Aim

To plan, manage, control and report the use of the school's financial and other resources to achieve Charter goals.

Objectives

To prepare and operate within an annual budget to maximise the school's financial and other resources.
To allocate funds to reflect the Charter objectives and the school's priorities.
To present annually to the Ministry of Education and the school's community a reliable, informative and audited financial report.

Property

Aims

To plan, manage and maintain assets and resources, thus providing a safe and healthy environment conducive to good learning.
To consult the Proprietor on property resources.

Objectives

To ensure that buildings and facilities comply with statutory and local authority requirements.
To meet National Education Guidelines .
To recognise and honour the rights of the Proprietor.
To ensure cyclical maintenance is carried out and that the Proprietor is kept fully informed.

EMOTIONAL AND PHYSICAL ENVIRONMENT (NAG 5)

Aim

To provide education in a community based on the gospel values of freedom and love.
To ensure a safe emotional and physical environment.

Objectives

To provide a discipline policy which is fair and follows the principles of natural justice.
To provide pastoral care through a guidance network which is designed to support students and staff.
To provide a safe and healthy environment where accidents are recorded and hazards dealt with promptly.
To ensure a risk management system for all out of school ventures and trips.

COMPLIANCE ISSUES (NAG 6)

Aim

To comply with legislative requirements and to check compliance with a regular review of all policies and by using a variety of self-review instruments.

The Integration Agreement

To ensure that all elements of our Integration Agreement with the Government are met and to comply with the Private Schools' Conditional Integration Act 1975.

Enrolment Procedures

To have an enrolment policy which is fairly administered.

Attendance

To monitor and improve student attendance through the Deans/Guidance system with assistance from parents and support services where appropriate.

Hours of Opening

To comply with all Ministry requirements and ensure parents are well informed about school hours and any changes to the school day.

Privacy

To have a privacy policy which protects staff and students.

Suspension of Students

To comply with all Ministry regulations and legislation and to ensure that the Board of Trustees Disciplinary Committee has adequate training to deal in a fair and professional way with disciplinary matters.

To register all stand-downs and suspensions with the Ministry.

To monitor the rates of such disciplinary measures in the interests of justice and as an indicator of school climate.

To communicate well with parents at all times and to ensure at all times that natural justice prevails.

Code of Conduct: (Board of Trustees)

The Board of Trustees agrees to adhere to the following code of conduct:

1. Ensure that the needs of the students and their learning are given full consideration when planning, resourcing and implementing the school's curriculum.
2. Ensure that all students are provided with an education which respects their individuality and which challenges them to reach the highest standards of personal achievement.
3. Serve their school and their community to the best of their ability and be honest, reliable, trustworthy, loyal and fair.
4. Respect the integrity of staff, the principal, parents and students.
5. Maintain the confidentiality and trust vested in them.
6. Ensure strict confidentiality of papers and information related to the Board's position as employer.
7. Ensure that individual trustees do not act independently of the Board and its decisions.
8. Ensure all Board members understand their governance role.
9. Accept that the principal is the professional leader of the school who is responsible to the Board and is annually appraised by the Board.
10. Ensure there is a harmonious working relationship with the Mission Colleges Lower Hutt Trust Board (the college's Proprietors) so that both Boards can work for the maintenance of the Special Character of the school.

Code of Conduct for Teachers

(see New Zealand Teachers' Council Ethics and Guidelines also the NZPPTA and NZEI Contracts).

1. The College expects a high standard of professional conduct from all staff members, all teaching staff are registered teachers and expected to adhere to the Teachers' Council Code of Ethics.
2. It is expected that all staff will be supportive of the Special Character of the school.

Code of Conduct for Students

The College expects students to respect the routines, rules and procedures of the College. We teach the values of the gospels and ask students:

1. To respect others.
2. To have good manners.
3. To show a commitment to work and have self-discipline.
4. To have pride in their uniform and appearance, and their school.
5. To care for the environment.
6. To strive towards Virtue and Knowledge in all its forms (as affirmed in the college's motto).
7. To have honesty and integrity.
8. To be fair and act in a spirit of reconciliation towards others.
9. To show a commitment to a sense of community and service to others.
10. To respect the Special Character of the school.

State Integrated School

Sacred Heart College, Lower Hutt, is an integrated school under the Private Schools' Conditional Integration Act 1975 and the School's Integration Agreement under this Act dated 9th April 1980.

Charter Undertaking

In accordance with Section 64 of the Education Act, the Sacred Heart College, Lower Hutt, Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this Charter which have been approved by the Board following consultation with the community in terms of Section 61, 62, 63 and 64 of the Education Act, and to take full account of the National Education Guidelines and all statutory obligations.

The Board of Trustees accepted this Charter as its undertaking to the Minister of Education

on _____ 2006.

Chairperson, Board of Trustees

Date

Approved:

for Minister of Education

Date

This Charter replaces the former Charter dated 1st April, 2003.