



## Outcome statement

Curriculum delivery:

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,
2. reflects strategic plan aims,
3. meets the requirements of the proprietor in the delivery of the Religious Education Curriculum and the Health Curriculum,
4. meets legislative requirements including Schedule 6: Education and Training Act 2020

## Scoping

The board's primary objectives are to ensure that; every student at the school is able to attain their educational potential; the school is a safe and inclusive environment for all students and staff; students' (human) rights and dignity are protected; the school gives effect to Te Tiriti o Waitangi. In addition, the school's religious goals are not separated from its other educational goals<sup>2</sup>, and the students are supported on their faith journey.

## Delegations

As the professional leader of the school, the principal is responsible for fostering quality teaching and learning outcomes.

## Expectations and limitations

The principal must ensure:

- An annual plan is developed setting out how progress will be made towards the achievement of strategic goals and is approved by the board.
- Religious Education is delivered using the New Zealand Catholic Bishop's Conference (NZCBC) mandated Primary Religious Education Programme or the Secondary Understanding Faith Curriculum supported by the Religious Education Bridging Document for Catholic Schools Teaching Year 1-8 Children in Aotearoa New Zealand and The Secondary Religious Education Bridging Document: for Catholic Schools Teaching Year 9-13 Young People in Aotearoa New Zealand.
- Those aspects of the Health Curriculum are set in the context of the teaching of the Catholic Church.
- The Director of Religious Studies (DRS) is actively involved in the planning of the personal relationships and sexuality components of the Health Curriculum.
- Consultation with both the community and the Proprietor to ensure that the Health Curriculum and its delivery reflect the Catholic special character of the school.

---

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

<sup>2</sup> New Zealand Catholic Bishops' Conference (2014). *The Catholic Education of School-Age Children*.

- The Catholic perspective is included in all curriculum areas with particular emphasis on the core principles of Catholic social teaching.
- All resources, including e-resources, which are used in the teaching and learning programme for Religious Education and all other curricula, including those of outside providers, are in line with the key teachings of the Catholic Church.
- The school local curriculum is based, in consultation with the school's community, on the vision, values, principles and key competencies of the New Zealand Curriculum (or Te Marautanga o Aotearoa), which in terms of Catholic special character and Religious Education is teina (younger sibling) and our Aotearoa Catholic Religious Education curricula are tuakana (older siblings)<sup>3</sup>.
- The school local curriculum reflects local tikanga Māori, mātauranga Māori and te ao Māori and opportunities are provided for the school to engage with whānau, hapu and iwi.
- A holistic approach is taken to education and a variety of co-curricular and extra-curricular activities are offered to the students. In particular activities that foster and develop relationships with other Mission/Catholic Schools as a priority.
- School programmes provide students in Years 7–10 with opportunities to learn in all areas of the national curriculum and the Religious Education Curriculum, and for students in Years 11–13 to continue to learn in their specialised areas of learning, and Religious Education.
- The minimum hours for the delivery of Religious Education mandated by the New Zealand Catholic Bishop's Conference are met.
- The principal and DRS are appropriately qualified and certificated<sup>4</sup>, in order to lead Religious Education curriculum development.
- Religious Education is delivered by teachers with, or working towards a qualification related to Religious Education, theology or Catholic Special Character, or the appropriate level of Certification dependent on length of service in a Catholic school.
- There is a focus on every child and young person:
  - attaining their educational potential and being supported on their faith journey.
  - developing the abilities and attributes outlined in the national education and learning priorities.
  - having an appreciation of the importance of; the inclusion of different groups and persons with different personal characteristics; diversity, cultural knowledge, identity, and the different official languages of New Zealand; Te Tiriti o Waitangi and te reo Māori.
- Assessment practices enable the wellbeing, engagement, progress and achievement of students to be monitored and reported.
- Board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

---

<sup>3</sup> National Centre for Religious Studies. *Draft Aotearoa Religious Education Curriculum*, page 11

<sup>4</sup> Managed by each diocese through NCRS on behalf of the NZ Catholic Bishops' Conference

## Procedures/supporting documentation

[\*The Religious Education Bridging Document for Catholic Schools teaching Year 1-8 Children in Aotearoa New Zealand\*](#)

[\*The Secondary Religious Education Bridging Document: A Focus and Discussion Document for Catholic Schools Teaching Young People in Aotearoa New Zealand\*](#)

[\*Time allocation for Religious Education\*](#)

[\*He Mea Hanga Mīharo ki tō te atua Āhua Wonderfully Made in God's Image\*](#)

[\*He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika-Te Ture Tāuke mō ngā Kura Katorika: Catholic Special Character Evaluation for Development Catholic State Integrated Schools Aotearoa New Zealand\*](#)

NCEA Handbook

Assessment Procedures

Careers Guidance

Learning Support

AI Policy

## Monitoring

The principal will prepare (or, where appropriate, delegate, co-ordinate and approve) regular reports for the board that:


- Includes data and analysis on curriculum delivery, student wellbeing, progress and achievement
- Tracks progress and variance towards annual aims and key performance indicators
- Informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration

## Compliance

[Education and Training Act 2020](#)

[New Zealand Curriculum/Te Marautanga o Aotearoa](#)

Reviewed: April 2025	Next Reviewed: April 2028
----------------------	---------------------------

Signed (Presiding Member): 	Date of Board Meeting reviewed and accepted: Wednesday 30 April 2025
---	---

## ***ASSESSMENT PROCEDURES***

---

Sacred Heart Girls' College is committed to the process of measuring each student's progress in relation to defined objectives as outlined in the New Zealand Curriculum document, and monitoring changes in that progress.

Sacred Heart Girls' College will:

1. Use current and relevant methods of measuring a student's progress.
2. Clearly identify the objectives of a course and the means of assessing student progress.
3. Ensure each student's progress is recorded and monitored effectively.
4. Use student achievement data as evidence to inform decision making

It is the responsibility of Leaders of Learning to review and report annually on the methods of assessment used in their Faculty including the assessment of any off-site or practical work-based components.

The Principal will ensure that, within the financial constraints of the budget, staff are trained in and kept up to date with current best practice in assessment.

Leaders of Learning will ensure that an annual review is undertaken on the effectiveness of the assessment procedures used in the Faculty/subject and the ability of those methods to clearly identify progressions in student progress.

Leaders of Learning will ensure that students are given, at the beginning of a course, clear statements detailing the assessment methods and procedures that apply to each course as well as the objectives and timing of each assessment.

Subject teachers are to follow the policy of the College on internally assessed courses.

For NCEA Assessment, please refer to the NCEA Handbook.

## *CAREER GUIDANCE FOR STUDENTS*

---

The college will provide appropriate career education and guidance for all students with a particular emphasis on developing awareness of employment opportunities and varieties for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or future education/training.

Students at every opportunity will:

1. focus on career self-awareness and exploration.
2. gain knowledge of themselves in terms of their strengths, needs and aspirations.
3. have access to accurate and up to date information about careers and training options.
4. be engaged in discussion about the world of work and education.
5. be informed of the definition of career and what this implies.
6. have access to and be able to listen to people in the community who are involved in interesting and different careers.
7. realise that accessing curriculum content will enhance their opportunities and choices about employment and their quality of life as community members.
8. have opportunities to explore the different careers that people are involved in and what is necessary for them to do at this stage of their education to allow them to access these careers.
9. as appropriate, have access to careers displays information evenings etc.

At every opportunity students will be informed of trends, choices and opportunities of career options.

## ***LEARNING SUPPORT***

---

Sacred Heart Girls' College has a responsibility to maintain an environment which is conducive to learning, promotes the College's Special Character and which encourages self-discipline in students.

Learning will be enhanced by good relationships between College, family/whanau and the wider community.

Sacred Heart Girls' College will;

1. provide clear guidelines for good Learning Support practices at the college.
2. support the learning of all students so that they can reach their individual potential.
3. ensure the development and regular review of a school wide Learning Support Action Plan.
4. ensure Learning Support involves a team approach involving all teaching staff. Leaders of Learning will ensure that programmes of learning are developed to ensure all students are able to reach their potential.

The Learning Support Team includes:

- SENCO: Special Educational Needs Co-ordinator
- Literacy Support Teacher
- ESOL Support Teacher
- Learning Assistants

The Learning Support Team will report (annually) to the Board.