

ERO External Evaluation

Baradene College, Remuera, Auckland

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Baradene College is a Catholic girls' school that provides a special character education for students from Year 7 to Year 13. There are currently 1274 students enrolled at the school. Eleven percent are Māori and five percent are of Pacific heritages. Baradene College is part of an international network of Sacred Heart schools established by Saint Madeline Sophie Barat in France in 1800.

The school is guided by its motto 'Cor Unum' (One Heart, One Mind in the Heart of Jesus Christ). Its mission is to provide the conditions where students are "prepared to make a difference with self knowledge, energy and purpose through an outstanding education in the tradition of the Society of the Sacred Heart". Baradene College promotes a holistic education that develops students' spiritual, academic, cultural and sporting dimensions.

Baradene College's strategic goals aim to provide students with a Religious Education curriculum that is challenging, relevant and engaging. To this end, the goals centre on developing:

- special character
- relationships with tangata whenua
- curriculum and academic accomplishment
- a loving learning community.

The school sets high global achievement targets in the National Certificate of Educational Achievement (NCEA) for all students including Maori and Pacific students. Goals are also set for achievement in NCEA merit and excellence endorsements and scholarships. Achievement in literacy and numeracy for Year 7 to 10 students is targeted as well.

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- academic progress and achievement for all groups of students
- student engagement, wellbeing and attendance over time
- student success and participation in sporting and cultural activities
- progress against the school's strategic goals.

The board of trustees has good relationships with Baradene College Limited (BCL), the school's landlord, responsible for developing the school property for effective learning. It also has close ties with the school's Parent Teachers' Association (PTA). Local and international alumnae maintain strong relationships with the school and promote role modelling and mentoring for current students.

Since the 2013 ERO review, two new senior leaders have been appointed. Recent schoolwide professional learning and development has focused on differentiation and the use of digital tools in teaching and learning, and teachers' reflective teaching practice.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

Baradene College is successfully achieving equitable and excellent outcomes for its students.

Achievement information shows very high levels of student success in the NCEA over time for all groups of students, including Māori and Pacific. There are high levels of retention through to the senior school.

The school's achievement data show that the vast majority of students achieve in NCEA well above national averages and in schools of a similar type. This includes:

- NCEA Levels 1, 2 and 3
- merit and excellence endorsements
- University Entrance (UE)
- scholarships in a range of learning areas.

Year 7 to 10 students achieve very well in literacy and mathematics.

Other valued outcomes evident in the school include students who:

- respect and enact the Sacred Heart special character
- demonstrate confidence and resilience
- are capable, lifelong learners.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

The school is very effectively accelerating learning for students whose learning needs accelerating.

The school has very good systems to identify students whose learning needs acceleration. Student achievement is carefully tracked and monitored by teachers and leaders. Achievement data show that students make accelerated progress during their time at the school.

The school's Learning Centre caters very well for students requiring additional support with their learning. Students have a range of opportunities to access personalised and flexible strategies that enhance their learning pathway. Coordination between students, teachers, deans and external agencies ensures that students are able to participate well in appropriate and supportive learning programmes.

Students who are English speakers of other languages (ESOL) achieve successfully. They participate in relevant learning programmes and are fully integrated in the school's inclusive culture.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

High quality school leadership supports equity and excellence through a considered approach and careful alignment with strategic goals.

School leaders build relational trust and collaboration at every level of the school community. This promotes a challenging and supportive professional environment. The school culture focused on growth, wellbeing and a deep respect for intellectual values encourages students to enact the college's mission and achieve their personal best.

The spirit of leadership is fostered in students. Years 7 to 13 students lead a variety of initiatives that include service to the community, peer tutoring, and sporting and cultural events. This enables students to develop self efficacy and reflects the school's special character.

Baradene College's responsive curriculum enables students' individual strengths and talents to flourish, and students excel in a range of learning areas. Collaborative learning is promoted through problem solving and critical thinking opportunities in real world contexts. Students learn social responsibility and develop a meaningful sense of service to others. Programmes are increasingly responsive to students' cultural backgrounds, particularly Māori and Pacific cultures.

Teachers ensure that their teaching is relevant and authentic. High quality professional staff share clear expectations for student learning, progress, achievement and wellbeing. They contribute to the wider education community and lead professional networks to promote innovation and expertise across the curriculum.

The school benefits from close engagement with community groups and local and international partnerships. Relationships from these networks promote curriculum innovation and high quality learning opportunities for students. These opportunities help raise students' global awareness and cultural interaction. Baradene College's deepening partnership with local iwi, Ngāti Whatua, provides opportunities for a rich localised curriculum.

Positive and affirming relationships underpin learning success. Parents feel valued as active participants in their daughters' learning and engage in an extensive range of school activities. This all supports the school's strategic commitment to students' wellbeing.

Internal evaluation is used very well to support equity and excellence. Cycles of deep evaluation, inquiry and knowledge building are purposeful and an integral part of the school's culture. These cycles enable the use of information at student, classroom, teacher and school community levels to promote ongoing improvement.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

To sustain and further support equity and excellence, the school leaders will continue:

- evolving the school's curriculum to ensure it is authentic and relevant for students and supports their future pathways
- building on partnerships with local iwi and international networks.

3 Board assurance on legal requirements

Before the review, the board and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- finance
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the *Vulnerable Children Act 2014*.

Provision for international students

The school is a signatory to the Education (Pastoral Care of International Students) Code of Practice 2016 (the Code) established under section 238F of the Education Act 1989. At the time of this review there were 59 international students attending the school. The school has attested that it complies with all aspects of the Code.

Baradene College has very effective systems and practices to ensure the quality of education and pastoral care for international students. Students' progress and achievement is well monitored and student course selections are carefully considered and personalised. Students integrate well into the school's education community.

4 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- very effective school leadership that has a strategic focus on equity and excellence
- a responsive curriculum that engages students in learning
- high levels of professional capability that promote innovation and expertise across the curriculum
- robust internal evaluation that supports ongoing development and improvement.

ERO's next external evaluation process and timing

ERO is likely to carry out the next external evaluation in four-to-five years.



Julie Foley
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Te Tai Raki - Northern Region

8 June 2018

About the school

Location	Remuera, Auckland
Ministry of Education profile number	61
School type	Secondary (Years 7-13)
School roll	1274
Gender composition	Girls 100%
Ethnic composition	Pākehā 59% Māori 8% other 33%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	May 2018
Date of this report	8 June 2018
Most recent ERO report(s)	Education Review October 2013 Education Review November 2010 Education Review July 2007