

BARADENE COLLEGE OF THE SACRED HEART



CHARTER 2021

STRATEGIC PLAN 2021 – 2026

One Heart, One Mind in the Heart of Jesus Christ



OUR MISSION



We are a Catholic girls' college, educating students from years 7-13, as part of the international network of schools belonging to the Society of the Sacred Heart.

That mission is brought
to life through the

5 Sacred Heart GOALS:

- 1 A personal and active faith in God
- 2 A deep respect for intellectual values
- 3 Personal growth in an atmosphere of wise freedom
- 4 A social awareness which impels to action
- 5 Building of community as a Christian value



MISSION:

To provide a loving community of learning in the ethos and spirit of the Society of the Sacred Heart.



OUR STRATEGIC GOALS

Our Strategic Goals reflect the direction in which we seek to lead the College, within the context of our mission and the Sacred Heart goals.

Our Strategic Goals fall under five headings:

- + SPECIAL CHARACTER
- + TE TIRITI O WAITANGI
- + CURRICULUM & ACADEMIC ACCOMPLISHMENT
- + EMPOWERING LIFELONG LEARNERS
- + OUR LOVING, LEARNING COMMUNITY

The first three represent the pillars we must continue to build in order to fulfil the College's mission and the latter two contain initiatives which we believe best support the education and empowerment of confident young women.

Our aspiration for each student at Baradene extends far beyond challenging them to reach their academic potential. Our goal is for every student to leave the College ready to succeed as a global citizen.

The goals are purposefully designed around our students' accomplishments. It is however critical to appreciate that the foundation to achieving each of the goals lies in a committed, engaged, dynamic and progressive teaching and support team. We value and cultivate a challenging and supportive professional environment.

Our growing Baradene community is diverse, united by our Catholic faith. We seek to understand and appreciate each ethnicity and minority, be it our local Māori and Pasifika communities or our international students. We seek to cherish, promote and celebrate our diversity.

SPECIAL CHARACTER

- + We are a Catholic school, educating through our Catholic faith and founding charism, connected to the Catholic Diocese of Auckland.
- + The mission of our foundress, Saint Madeleine Sophie Barat, to make the Heart of Jesus known and loved, is understood and alive in our students and community.
- + We provide an environment and retreat programme in which each student can cultivate her own active and personal faith.
- + We provide a strong Religious Education curriculum which is challenging, relevant and engaging.
- + Pastoral care and a safe and supportive environment are enjoyed by every one of our students and staff.

We strive to continue to provide a Religious Education curriculum which is challenging, relevant and engaging.

TE TIRITI O WAITANGI

- + Te Tiriti o Waitangi is the founding document of our country and establishes the foundation of our bicultural partnership in the context of a multi-cultural society. Baradene is committed to the principles of Te Tiriti o Waitangi.
- + We educate to develop an appreciation of our Māori tikanga, te reo and bicultural heritage.
- + We acknowledge Ngāti Whātua o Orākei as Mana Whenua in this area of Tāmaki Makaurau. We work to foster positive relationships with Ngāti Whātua o Orākei.

CURRICULUM AND ACADEMIC ACCOMPLISHMENT

- + Baradene has high expectations for academic success for each student. It is an environment where academic success is encouraged, celebrated and respected by all.
- + Each student, of every ethnicity and ability, has the opportunity to achieve academic success which reflects their potential and which enables them to follow their chosen pathways beyond school.



- + We provide a curriculum which is integrated and coherent from Year 7 through Year 13, maximising the opportunity to promote coordination and specialisation in teaching and learning across all year groups.
- + We provide a strong core curriculum and broad range of conventional and contemporary options, including digital and financial literacy.
- + In our teaching, we value and promote collegiality, professional and personal growth, the sharing of knowledge and capability, and accountability and mutual respect in our interactions with students and one another.

EMPOWERING LIFELONG LEARNERS

- + We foster Cor Unum spirit, pride in the College and a lifelong connection with all alumna.
- + We help our students to develop the life skills and perspectives to enable them to make sound ethical judgements and inspire them to pursue social justice.
- + We equip students with the personal confidence, resilience and communication abilities to convey themselves wisely and persuasively.
- + We support and grow participation and the pursuit of excellence in music and sport.
- + We continue to offer and encourage performance opportunities in the arts that reflect our students' diverse and evolving interests.
- + We create an environment that is future focussed, so that students leave with enterprise skills, life skills and connections that prepare them for life after school as a global citizen.

OUR LOVING, LEARNING COMMUNITY

- + We build upon our unique network of international Sacred Heart connections to create learning opportunities, experiences and relationships that encourages students' appreciation of diversity and raises their global awareness and cultural empathy.
- + We provide an environment where the safety, health and wellbeing of those in our College is protected.
- + We develop stronger collaboration within our local community to provide opportunities for our students and staff to contribute, learn and connect - between the College, our parents and alumnae, local Iwi and business, tertiary and community institutions.
- + We deliver a careers programme which is contemporary, helping each student plan and prepare for global citizenship and the next stage of their learning.
- + We recruit and retain the highest quality staff and provide a supportive, collegial environment with global professional development opportunities.
- + We support the Growing Heart Foundation to raise funds from the wider Baradene community to benefit the College and its mission into the future.
- + The Board of Trustees and the Proprietor work together to provide forward looking input into the growth of the College and the development of the College's physical facilities.

This Strategic Plan sets out what Baradene College strives to achieve over the next five years. The Board regularly reviews this Plan and identifies and prioritises the annual initiatives it believes best support the achievement of the goals set out.

Our contact details:

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ANNUAL PLAN 2021

SPECIAL CHARACTER	Target Set	Strategy	Responsibility/ Resources	Outcome
<ul style="list-style-type: none"> We are a Catholic school, educating through our Catholic faith and founding charism, connected to the Catholic Diocese of Auckland. 	1. The school will continue to actively support the initiatives of the Auckland Catholic Diocese.	1.1 Active participation in Catholic student leadership. 1.2 Liaison with parishes regarding Sacramental Ministries. 1.3. Actively support the service initiatives of the Diocese.		
	2. To ensure that the Special Character Review positively reflects our Catholic faith and founding charism.	2.1 Gather evidence to inform the Special Character review team.		
<ul style="list-style-type: none"> The mission of our foundress, Saint Madeleine Sophie Barat, to make the Heart of Jesus known and loved, is understood and alive in our students and community. 	1. To engage with the Focus Goal "Personal Growth in an atmosphere of wise freedom" in a meaningful and accessible way for students and staff.	1.1 To provide ongoing personal and professional formation for staff. 1.2 Provide specific student mentoring in response to enhancing personal growth and reflection, personally and/or academically.		
<ul style="list-style-type: none"> We provide an environment and retreat programme in which each student can cultivate her own active and personal faith. 	1. The school will provide annual homeroom retreats with age-appropriate experiences.	1.1 Prioritise retreat dates in the school calendar. 1.2 Constant reflection of effectiveness and adaption where required.		
<ul style="list-style-type: none"> We provide a strong Religious Education curriculum which is challenging, relevant and engaging. 	1.To ensure: Current issues will be integrated into teaching and learning programmes.	1.1 Students engage with current issues across curriculum areas to develop capacity for reflection and better-informed decision-making.		
	2. Staff will participate in Diocesan formation throughout the year.	2.1 Actively promote participation in the Diocesan certification programme. 2.2 New RE teachers and teachers new to Catholic Schools courses fully supported.		
<ul style="list-style-type: none"> Pastoral care and a safe and supportive environment are enjoyed by every one of our students and staff. 	1. To develop a health curriculum for Baradene that reflects the priorities of MOE and the NZ Catholic Bishop's Conference.	1.1 Director of Mission and HOF REL engaged with new NCRS programmes. 1.2 Liasion with Diocesan DRS group regarding formation for staff. 1.3 Cross-curricular programmes reflect these priorities.		

	2. To boost student support for growing numbers.	2.1 To appoint Assistant Deans to all year levels. 2.2 More flexibility with nursing staff. 2.3 To have an external speaker re mental health and wellbeing. 2.4 To investigate SchoolTV for parents. 2.5 Continue using TEAMS as a year level platform for communication, pastoral and individual support.		
TE TIRITI O WAITANGI	Target Set	Strategy	Responsibility/ Resources	Outcome
<ul style="list-style-type: none"> Te Tiriti o Waitangi is the founding document of our country and establishes the foundation of our bicultural partnership in the context of a multi-cultural society. Baradene is committed to the principles of Te Tiriti o Waitangi. 	1. Better understanding of our bi-cultural partnership.	1.1 Relevant PD for all staff		
	2. New Zealand History to be further developed in the Social Sciences curriculum. 3.	2.1 Year 12 History students introduced to the historical background and context of our treaty and partnership. 2.2 Review and assess NZ History services and resources provided by the Library to ensure they meet the needs of the curriculum going forward.		
<ul style="list-style-type: none"> We educate to develop an appreciation of our Māori tikanga, te reo and bicultural heritage. 	1. Increase the use of Te Reo Māori when appropriate.	1.1 Staff PD - work with an external provider to increase our competence and confidence. 1.2 Signage and displays in the library promote and recognise Te Reo Maori		
	2. Increase the number of senior students taking Te Reo Māori.	2.1 Engage an external provider to support our Te Reo Māori teachers.		
	3. Increase Kapa haka participation.	3.1 Continue to promote to students.		
<ul style="list-style-type: none"> We acknowledge Ngāti Whātua o Orākei as Mana Whenua in this area of Tāmaki Makaurau. We work to foster positive relationships with Ngāti Whātua o Orākei. 	1. Continue connections with Ngāti Whātua o Orākei.	1.1 Work with Ngāti Whātua o Orākei to support the integration of local knowledge into our curriculum.		
	2. To continue to offer Scholarships to Ngāti Whātua o Orākei students.	2.1 Students interviewed and offered scholarships after appropriate consultation with Ngāti Whātua o Orākei.		

CURRICULUM AND ACADEMIC ACCOMPLISHMENT	Target Set	Strategy	Responsibility/ Resources	Outcome
<ul style="list-style-type: none"> Baradene has high expectations for academic success for each student. It is an environment where academic success is encouraged, celebrated and respected by all. 	1. Continue to challenge students with Scholarship opportunities.	1.1 Year 11 – 13 Deans to academically track top scholar students to ensure that they are reaching their potential. 1.2 Review scholarship results to ensure students have the opportunity to be successful.		
	2. Review of numeracy and literacy teaching to be prepared for new numeracy and literacy standards in 2023.	2.1 In faculties discuss the new numeracy and literacy requirements and review programmes in the junior school to ensure students will be well prepared.		
	3. Engage with the new NCEA changes and where possible be involved closely in the process to ensure academic rigour.	3.1. Staff involved with Ministry and Education Accord Days. 3.1 Support of staff involved in the writing of the new achievement standards.		
	4. Language Faculty integrating Special Character into the curriculum.	4.1 Working with other Catholic Secondary schools in Auckland facilitated by Future Learning Solutions.		
<ul style="list-style-type: none"> Each student, of every ethnicity and ability, has the opportunity to achieve academic success which reflects their potential, and which enables them to follow their chosen pathways beyond school. 	1. Maori and Pacific students to have a dedicated teacher to closely monitor their academic progress.	1.1 Allocation of non-contact hours to focus on tracking Senior Maori and Pacific students		
	2. To improve numeracy in the Junior school.	2.1 To employ our Learning Coach for an extra day to support junior Mathematics. 2.2 To work with the Mathematics Faculty to support in-class teaching and also to withdraw students when appropriate.		
<ul style="list-style-type: none"> We provide a curriculum which is integrated and coherent from Year 7 through Year 13, maximising the opportunity to promote coordination and specialisation in teaching and learning across all year groups. 	1. Look for opportunities to integrate our curriculum across the school.	1.1 Technology and Commerce to work together to integrate certain elements of the curriculum. 1.2 School Production involving all Performing Arts curriculum areas. 1.3 Moving towards having a Maker Space in the Barat building that can be accessed by all curriculum areas.		
<ul style="list-style-type: none"> We provide a strong core curriculum and broad range of 	1. Review of the Y7/8 DGL programme.	1.1 Time provided to a staff member to review the rewrite the DGL programme incorporating future skillsets		

conventional and contemporary options, including digital and financial literacy.	2. Making sure our curriculum is connected to authentic contexts.	2.1. Outside speakers to upskill students on connections of the curriculum to “real world situations”.		
<ul style="list-style-type: none"> In our teaching, we value and promote collegiality, professional and personal growth, the sharing of knowledge and capability, and accountability and mutual respect in our interactions with students and one another. 	<ol style="list-style-type: none"> To train teachers onsite who have the skills and knowledge in subject areas where there is a national shortage. To offer to staff Philosophy for Children (P4C) to enhance the teaching of critical and deeper thinking in classroom practice 	<ol style="list-style-type: none"> 1.1 Allocation of resources to ensure its success for both Baradene and the students involved. 1.2 Ensure the Baradene staff involved in the process are supported by senior staff. 2.1 To work with Baradene staff and the University of Auckland Philosophy Faculty 		
EMPOWERING LIFELONG LEARNERS	Target Set	Strategy	Responsibility/ Resources	Outcome
<ul style="list-style-type: none"> We foster Cor Unum spirit, pride in the College and a lifelong connection with all alumna. 	1.To ensure our students have lifelong connections with each other and the College (both locally and internationally).	<ol style="list-style-type: none"> 1.1 Graduway set up and promoted within the school and the alumnae community. 1.2 To encourage alumnae to be mentors to both present and past students. 		
<ul style="list-style-type: none"> We help our students to develop the life skills and perspectives to enable them to make sound ethical judgements and inspire them to pursue social justice. 	1. Opportunities for students to develop and explore ways that they can contribute to the wider community.	<ol style="list-style-type: none"> 1.1 Continue to promote and deliver “Mates and Dates” to ensure students are making good judgements. 1.2 Encouraging and supporting student initiatives in areas of social justice. 		
<ul style="list-style-type: none"> We equip students with the personal confidence, resilience and communication abilities to convey themselves wisely and persuasively. 	1. Ensure that every Y7/8 student has oral communication opportunities.	<ol style="list-style-type: none"> 1.1 External examiner to be organised for Y7/8 oral communication. 1.2 Debating to be encouraged. 1.3 More opportunities for Senior students to speak at assembly. 		
<ul style="list-style-type: none"> We support and grow participation and the pursuit of excellence in music and sport. 	1.Promote sport to increase participation levels to 2019 level or greater.	<ol style="list-style-type: none"> 1.1 Survey all girls at Baradene who didn’t participate in school sport this year and develop strategies to involve them in the future. 1.2. Consider intraschool competitions. 		
	2.To review premier coach contracts to be able to secure coaches at the appropriate level.	2.1. Director of Sport to survey similar schools re: contracts of premier coaches.		
	3. To make improvements to the Y7/8 music programme to increase music literacy.	3.1 The programme has been revised so we can group students according to their abilities and to establish		

		groups of different levels who play repertoire and work on music theory adapted for each tier. 3.2 The floating teaching system for music theory to be introduced for better achievement and management. 3.3 The best groups of Y7/8 students to perform all the Junior and Chamber Music event on 30 May.		
	4. Better alignment to Y7/8 Music for Y9/10 Music Programme.	4.1 Better implementation of acquired instrumental skills into Y9 music programme. 4.2 Establish a smoother transition to NCEA music by introducing elements of NCEA music into Year 10.		
	5. Recruit more students into Y12, Y13 NCEA Music.	5.1 Familiarise students with the pathways and opportunities in NCEA Music.		
	6. Prepare students to confidently participate in Scholarship Music.	6.1 Recognise the strengths of students and support their development from Y7.		
	7. To trial a combined choir with St Peter's College in 2021.	7.1 To give more opportunities to our capable singers.		
<ul style="list-style-type: none"> We continue to offer and encourage performance opportunities in the arts that reflect our students' diverse and evolving interests. 	1. We will be exploring increased performance opportunities for cultural groups.	1.1 Cultural groups will be formally under the Performing Arts umbrella.		
	2. To look at providing increased performance opportunities for Junior and Senior students.	2.1 In 2021 the school productions will be a senior production (maybe including some juniors). In 2022 the production will be a junior one.		
<ul style="list-style-type: none"> We create an environment that is future focussed, so that students leave with enterprise skills, life skills and connections that prepare them for life after school as a global citizen. 	1. To establish connections with Alumnae and the wider school community to facilitate work exploration for Y12 & Y13 students.	1.1. Y12 students to approach organisations for work exploration. 1.2. Y13 students will be organised in small groups to visit their career area of interest. 1.3 Documentation acknowledging their work placement for school reports and CV purpose. 1.4. To help Y13 students access internship opportunities.		
	2. To expand careers evening to include a wide range of speakers and Universities. Open for students from Y9 to Y13.	2.1 Contact speakers and Universities earlier in the year to ensure the wide range of speakers.		

OUR LOVING, LEARNING COMMUNITY	Target Set	Strategy	Responsibility/ Resources	Outcome
<ul style="list-style-type: none"> We build upon our unique network of international Sacred Heart connections to create learning opportunities, experiences and relationships that encourages students' appreciation of diversity and raises their global awareness and cultural empathy. 	1. Continue student exchange programme with other Sacred Heart schools on an online platform.	1.1 Connect with schools and offer online exchanges to students.		
<ul style="list-style-type: none"> We provide an environment where the safety, health and wellbeing of those in our College is protected. 	1. To promote a healthy, safe work environment.	1.1 Staff have access to EAP counselling services. 1.2 SLT have an overview of relief and staff pastoral care. 1.3 Staff have opportunity to upskill in First Aid training. 1.4. Staff Health and Safety committee to meet once a month. 1.5. Hazard Register to be maintained in Faculty Areas. 1.6. Alternative rooming offered when necessary.		
<ul style="list-style-type: none"> We develop stronger collaboration within our local community to provide opportunities for our students and staff to contribute, learn and connect - between the College, our parents and alumnae, local Iwi and business, tertiary and community institutions. 	1. To foster positive relationships with other Catholic schools.	1.1 Involvement in East Auckland Learning Support cluster for Catholic Schools. 1.2 Working with other Catholic Schools focusing on the integration of Special Character into language programmes and teaching. 1.3 To respond to needs in other Catholic schools in emergency situations.		
<ul style="list-style-type: none"> We deliver a careers programme which is contemporary, helping each student plan and prepare for global citizenship and the next stage of their learning. 	1.1 To ensure each student is fully informed of the range of tertiary education options and career pathways available in New Zealand.	1.1 Careers Advisor to interview school leavers so tertiary study options can be linked to an individual career plan.		
<ul style="list-style-type: none"> We recruit and retain the highest quality staff and provide a supportive, collegial environment with global professional development opportunities. 	1. Continue to look for opportunities to build positive collegial relationships amongst staff.	1.1 SLT to continue to attend Faculty Meetings. 1.2 Continue to support staff wellbeing.		
	2. Support staff to develop professionally.	2.1 Professional development resources are allocated to support staff professional growth.		

	3. New appraisal process to be developed and implemented.	3.1 Staff Professional Learning Group established with staff from different curriculum areas and responsibilities.		
<ul style="list-style-type: none"> We support the Growing Heart Foundation to raise funds from the wider Baradene community to benefit the College and its mission into the future. 	1.To support the Growing Heart COVID-19 Fund.	1.1 Ensure Growing Heart is well advertised in communications material.		
	2. Opportunities found during the school year to promote Growing Heart.	2.1 Heart Magazine Profiles Growing Heart. 2.2 Parent Meetings – promote Growing Heart. 2.3 To promote Growing Heart to staff and wider community. 2.4 To attend events associated with the Alumnae to support Growing Heart.		
	3. To provide information to Growing Heart to help with decisions around needs and grant allocation.	3.1 On an ongoing basis, meet with the Development Office around needs of school community and grants.		
<ul style="list-style-type: none"> The Board of Trustees and the Proprietor work together to provide forward looking input into the growth of the college and the development of the College's physical facilities. 	1. To work with the proprietor to ensure facilities are in line with our roll increase and present/future curriculum needs.	1.1. Staff representation on the Project Control Group.		

Baradene College of the Sacred Heart
Analysis of Variance for the Year Ended 31 December 2020



Academic Targets 2016/2017/2018/2019/2020/2021 and Results

TARGET NCEA ACHIEVEMENT	2016 Target	2016 Result	2017 Target	2017 Result	2018 Target	2018 Result	2019 Target	2019 Result	2020 Target	2020 Result	2021 Target
Students achieve Level 1, 2 and 3 NCEA.											
Level 1	99	98	99	99.5	99	99	99	99	99	99	99
Level 2	99	100	99	98.8	100	99	99	98	99	100	99
Level 3	99	97	99	100	99	98.5	99	98	99	99	99
University Entrance	94	95	96	96	96	97	97	93	96	98	97
Comments: Very pleased with meeting our targets in all levels and University Entrance. On our roll we appreciate having high learning needs students. This means we will never be able to attain 100% at each year level. UE is an area we have focussed our students' attention on, and we are very pleased with the 2020 result.											
TARGET 3 NCEA ENDORSEMENTS	2016 Target	2016 Result	2017 Target	2017 Result	2018 Target	2018 Result	2019 Target	2019 Result	2020 Target	2020 Result	2021 Target
Ensure students achieve Level Endorsement at least or better than the following:											
Level 1											
Excellence	56	63	63	57	60	60	60	59	63	72	72
Level 2											
Excellence	47	57	58	50	55	61	60	60	62	68	68
Level 3											
Excellence	38	39	42	52	50	36.6	50	46	50	45	50
Comments: Level 1 and 2 endorsements were above our target set – which in spite of the disruption of COVID19 reflects the commitment of our students to Excellence Endorsement. Level 3 was disappointing, and faculties are reviewing their programmes for 2021.											

TARGET 2 NCEA ACHIEVEMENT	2016 Target	2016 Result	2017 Target	2017 Result	2018 Target	2018 Result	2019 Target	2019 Result	2020 Target	2020 Result	2021 Target
Maori achievement at Levels 1-3											
(2020) Level 1 (10 students)	99	100	99	100	99	100	100	100	100	100	99
Level 2 (11 students)	99	100	99	100	99	100	100	94	100	100	100
Level 3 (17 students)	99	92.3	99	100	99	100	100	93	100	100	99
University Entrance	94	92.3	96	90	95	100	100	71	94	100	97
Ensure Maori Endorsement achievement at Levels 1-3											
Level 1 Excellence	56	61.5	63	33.3	60	44	60	36	63	60	72
Level 2 Excellence	47	41.7	58	38.5	50	50	60	37.5	62	46	68
Level 3 Excellence	38	33.0	42	50.0	50	36	50	23	50	29	45
Comment: Our Māori students achieved better than the mainstream cohort in Levels 1,2,3 and UE. The Excellence Endorsements for Māori need to improve. We have a dedicated staff member to track the academic progress of senior Māori students in Year 11 to 13.											
PASIFIKA STUDENT ACHIEVEMENT	2016 Target	2016 Result	2017 Target	2017 Result	2018 Target	2018 Result	2019 Target	2019 Result	2020 Target	2020 Result	2021 Target
Ensure Pasifika achievement at Levels 1-3 is at least or better than:											
(2020) Level 1(12 students)	99	100	99	100	99	100	100	100	100	100	99
Level 2(18 students)	99	100	99	100	100	100	100	100	100	100	99
Level 3(15 students)	99	95	99	100	99	100	100	93	100	100	99
University Entrance	94	86	96	70	96	100	100	92	94	100	97
Ensure Pasifika Endorsement achievement at Levels 1-3 is at least or better than:											
Level 1 Excellence	56	43	63	75	60	29	60	44	63	67	72
Level 2 Excellence	47	10	58	0	51	40	60	47	62	56	68
Level 3 Excellence	38	20	42	20	50	50	50	31	50	33	45
Comment: Our Pasifika students achieved better than the mainstream cohort in Levels 1,2,3 and UE. The Excellence Endorsements for Pasifika need to improve. We have a dedicated staff member to track the academic progress of senior Pasifika students in Year 11 to 13.											

NCEA ACHIEVEMENT	2016 Target	2016 Result	2017 Target	2017 Result	2018 Target	2018 Result	2019 Target	2019 Result	2020 Target	2020 Result	2021 Target
Courses at Level 1, 2 and 3 will have 25% or more of students being course endorsed with Excellence .											
Level 1	25	26	28	24	28	22	25	23	25	35	30
Level 2	22	25	26	23	26	24	25	22	25	29	30
Level 3	18	20	22	18.5	22	15	20	16	20	22	25

Comments:

Excellence Endorsement was a qualification we encouraged our students to attain. We are very pleased with the results for Level 1,2 & 3 in 2020.

NCEA ACHIEVEMENT	2016 Target	2016 Result	2017 Target	2017 Result	2018 Target	2018 Result	2019 Target	2019 Result	2020 Target	2020 Result	2021 Target
Scholarship											
Scholarships.	35	43	45	29	35	50	50	33	50	42	50

Comments:

We have aspirational targets for Scholarship. We are encouraging our students to challenge themselves academically by sitting Scholarship papers. This also assists with their Levels 2&3 achievement.

YEAR 9 & 10 ACHIEVEMENT	2016 Target	2016 Result	2017 Target	2017 Result	2018 Target	2018 Result	2019 Target	2019 Result	2020 Target	2020 Result	2021 Target
Year 9: Pass rate (Achieved or better) in end of year English exam)	97	97.25	97	97.6	98	95.6	98	95.1	98	97	98
Year 10: Pass rate (Achieved or better) in end of year English exam)	96	96	96	97.7	98	97	98	98	98	97	98

Comments:

Year 9 and 10 English just short of the target for 2020. This is representative of students with some learning difficulties, an ESOL background or exam technique issues.

The results for Year 9 and 10 are generated by the 3 parts of the school exam.

The percentages reflects the percentage of students who gained Achieved + grades.

Writing Years 7 and 8											
Year 8: Year 8 students will be working at or above Level 4 on the curriculum with results of Achieved, Merit and Excellence grades indicating this.									98	98	99
Year 7: Year 7 students will be working at or above Level 3 on the curriculum with results of Achieved, Merit and Excellence grades indicating this.									98	100	99
			2017 Target	2017 Result	2018 Target	2018 Result	2019 Target	2019 Result	2020 Targets	2020 Result	2021 Target
Reading Years 7 and 8											
Year 8: Year 8 students will be working at or above Level 4 on the curriculum with results of Achieved, Merit and Excellence grades indicating this.									98	100	99
Year 7: Year 7 students will be working at or above Level 3 on the curriculum with results of Achieved, Merit and Excellence grades indicating this.									98	100	99

Comments:

Improved accuracy of data for Year 7 and 8 as the results are linked to internal assessments completed at school.

Courses are designed to meet the demands of the curriculum: Levels 3/4 for Year 7 and Levels 4/5 for Year 8

Data is collected from:

2 summative assessments for year 7 Reading (book reading and creative writing – task derived from their text they have studied)

2 summative assessments for year 7 Writing (recount writing and extended writing)

2 summative assessments for Year 8 Reading (book reading and novel test)

2 summative assessments for Year 8 Writing (magazine writing and extended writing)

Year 8 Writing: concern 4 students gained NA grades in their extended writing in Year 8: students with some learning difficulties but issue needs to be addressed for 2021 in terms of monitoring and support for students struggling with their writing skills.

			2017 Target	2017 Result	2018 Target	2018 Result	2019 Target	2019 Result	2020 Targets	2020 Result	2021 Target
MATHEMATICS Years 7 to 10											
Year 10 Achieved or better in the End of Year Mathematics exam.			75	73	90	90	92	85	90	78	90
Year 9 Achieved or better in the End of Year Mathematics exam.			95	93.5	95	82	90	88	90	82	90
Year 8: Achieved or better in Mathematics tests throughout the year.			97	95	96	95	96	79	90	89	95
Year 7: Achieved or better in Mathematics tests throughout the year.			95	96	96	95	96	93	90	94	95

Mathematics:

Year 9 and 10 were below targets and the end-of-year examination tested content taught throughout the year, including those topics taught during the two lockdown periods. This affected the Algebra and Trigonometry topics in Year 10 predominantly (which both had 71% Achieved or better grades) and Measurement and Geometry topics in Year 9 (which had a 77% Achieved or better grades)

Year 8 was just below target, but a good increase on the previous year. One test was cancelled due to Covid-19 lockdown.

Year 7 was above target and in line with previous years. Target for 2021 has been adjusted up.