

BARADENE COLLEGE OF THE SACRED HEART



CHARTER 2022

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 2022

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. 	<ul style="list-style-type: none"> The school will continue to actively support the initiatives of the Auckland Catholic Diocese. 	<ul style="list-style-type: none"> Attendance at Diocesan-wide events Continued commitment to Caritas initiatives Catholic Schools Day promoted 		
<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. 	<ul style="list-style-type: none"> To engage with the Focus Goal "Deep Respect for Intellectual Values" in a meaningful and accessible way for students and staff. 	<ul style="list-style-type: none"> Our curriculum and co-curricular offerings are relevant, challenging, and promote intellectual values, educating the whole person. We provide the opportunity for students and staff to be the best they can be and encourage a life-long love of learning. We promote a culture of personal excellence. We nurture and celebrate the diverse gifts of students and respond to their individual differences and needs. 		
<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. 	<ul style="list-style-type: none"> The school will provide annual homeroom retreats with age-appropriate experiences. 	<ul style="list-style-type: none"> Retreats are offered at every year level with homeroom teacher participation 		
<ul style="list-style-type: none"> We provide a strong Religious Education curriculum which is challenging, relevant and engaging. 	<ul style="list-style-type: none"> To continue to ensure that current issues will be integrated into teaching and learning programmes. Staff will participate in Diocesan formation throughout the year. To engage with the new Religious Education curriculum. The library supports current and new RE curriculum with curated, 	<ul style="list-style-type: none"> Senior Assessments are updated to reflect current and relevant themes and Issues. Faculty to attend Diocesan and National PD connected to the new Curriculum and to begin looking at how this may be slowly integrated from 2023. To continue to embed P4C in the curriculum as a tool for developing critical thinking. Focus on improving the quality of Academic Writing across all year levels. Incorporating a PEEL paragraph model into Junior and Senior Assessments - to encourage students to 'write smarter' rather than 'write longer'. 		

	organised an accessible resource in the library. The library provides a welcoming, warm, safe space and place for reflection and reading.	<ul style="list-style-type: none"> Promote APA referencing in senior RE Internals RE Dashboards on the Library website to support topics in Senior RE Internals and Scholarship. Library: Collaborate with R.E. Faculty to develop assessment resources. Source relevant, up-to-date, quality, accessible online and print resources and make available to staff and students e.g. assessment specific dashboard on library website. 		
<ul style="list-style-type: none"> Pastoral care and a safe and supportive environment are enjoyed by every one of our students and staff. 	<ul style="list-style-type: none"> Continue to apply high-quality pastoral care support in normal times as well as Covid environment. 	<ul style="list-style-type: none"> Focus on attendance Introduction of Goodspace (Heads Assessment Survey) to better identify students needing support. Year level TEAMS pages a central location of information and communication 		
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. 	<ul style="list-style-type: none"> Develop a greater understanding of te ao Māori and Mātauranga Māori. Incorporate te ao Māori and Mātauranga Māori in the different curriculum areas. 	<ul style="list-style-type: none"> Work with our PLD facilitator to deliver a programme that increases the knowledge of teaching staff. Faculty support offered so that faculties are supported in changing programmes to meet new curriculum requirements. Individual professional development available for staff to up-skill their te reo Māori. 		
<ul style="list-style-type: none"> We educate to develop an appreciation of our Māori tikanga, te reo and bicultural heritage. 	<ul style="list-style-type: none"> Increase use of te reo Māori and understanding of tikanga Māori. Increase the number of Senior students taking te reo Māori as a subject. 	<ul style="list-style-type: none"> To investigate and write a school pepeha and karakia to be used by our school community. Prioritise the teaching of our school haka to Year 7 and 8 students Promotion of te reo Māori as a subject for Year 9 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. 	<ul style="list-style-type: none"> Find out and incorporate our local Ngāti Whātua history into our curriculum. Continue connections with Ngāti Whātua o Orākei. To continue to offer Scholarships to Ngāti Whātua o Orākei students. The library will source and provide high quality, relevant and current 	<ul style="list-style-type: none"> Link the Social Sciences Faculty with Ngāti Whātua representatives to support a better understanding of our local history. Students from Ngāti Whātua o Orākei offered places at Baradene College. Library. Source relevant, up-to-date, quality, accessible online and print resources and make available to staff and students e.g. assessment specific dashboard on library website. 		

	<ul style="list-style-type: none"> resources on 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. 	<ul style="list-style-type: none"> Continue to challenge students with Scholarship opportunities. Review of numeracy and literacy teaching to be prepared for new numeracy and literacy standards in 2023. Engage with the new NCEA changes and where possible be involved closely in the process to ensure academic rigour. Review whether we continue to offer NCEA Level 1 in 2024. The library will develop and implement whole school information literacy framework (inquiry learning). Provide and encourage use of online and physical resources to support learning. 	<ul style="list-style-type: none"> Look for ways to increase opportunities for Scholarship classes to run. Use of LHR for Scholarship tutorials Faculty targets set for Scholarship and subject endorsements Survey to school community regarding NCEA Level 1 and 2024 Research alternatives to NCEA Level 1 in 2024 Library. Research and review current frameworks used in secondary school education. Develop framework for students and staff in collaboration with Head of Digital Learning and Digital Literacy TIC. Progressively rollout framework school wide. Library Manager to attend Tohatoha/A Bit Sus 10 week P.D. course in Term 1 to assist understanding of misinformation and learn tools to help students develop information literacy skills. 		
<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. 	<ul style="list-style-type: none"> Maori and Pacific students to have a dedicated teacher to closely monitor their academic progress. To improve numeracy in the Junior school. 	<ul style="list-style-type: none"> Dedicated teachers will work closely with the Deans and communicate via OneNote Regular meetings and communication Inquiry process – “to stream or not to stream” 		
<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. 	<ul style="list-style-type: none"> Look for opportunities to integrate our curriculum across the school. Introduction of a Maker Space in the Barat building that can be accessed by all curriculum areas. 	<ul style="list-style-type: none"> Cross curricular opportunities in Technology and Business Studies Head Digital Learning responsibility for Maker Space introduction Classes starting to use this space for innovative learning Library. Use National Library Secondary School Reading Culture Review tool to identify areas of 		

	<ul style="list-style-type: none"> The library will undertake a reading culture review on reading engagement. The library will increase NZ Histories collection in line with new curriculum. 	<p>strength and areas to develop and enhance current reading for pleasure practice across the school and all curriculum areas.</p> <ul style="list-style-type: none"> Library. Collaborate with Social Sciences Faculty and in particular TIC ANZH to identify and provide resources required to support implementation and development of new curriculum. Library. Collaborate with students, parents, whanau, hapu and iwi in our local community to refresh resources available that reflect Aotearoa's bicultural heritage. Library. Use Mataranga Maori sources and resources that we have available e.g. people, cultural heritage organisations, local places etc. 		
<ul style="list-style-type: none"> We provide a strong core curriculum and broad range of conventional and contemporary options, including digital and financial literacy. 	<ul style="list-style-type: none"> Review of NCEA Level 1 standards to ensure their appropriateness for further advanced study. Continue to deliver a high-quality curriculum in a Covid environment The library will teach digital citizenship and digital literacy skills. 	<ul style="list-style-type: none"> Focus on ensuring work covered in class is also posted online through TEAMS during hybrid learning More collaboration of resources in Faculties. Library. 10 week lesson plan developed in collaboration with TIC Digital Literacy to teach Year 7 and 8 students information literacy and digital citizenship skills in Term 3. 		
<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. 	<ul style="list-style-type: none"> To train teachers onsite who have the skills and knowledge in subject areas where there is a national shortage. Make the te reo terms of Whanaunganga (relationships), Manaakitanga (caring for others) and Rangatiratanga (self-determination) more explicit in our everyday practice. 	<ul style="list-style-type: none"> Continue with the Auckland Teacher Training Programme More visual displays within classroom and online environment. More integration into our everyday language. 		
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. 	<ul style="list-style-type: none"> Continue to ensure our students have lifelong connections with each other and the College (both locally and internationally). 	<ul style="list-style-type: none"> Support of alumnae functions Connections with ANZNET schools and Sacred Heart Schools Year 10 global connections initiative 		
<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. 	<ul style="list-style-type: none"> Adapting the opportunities for students to develop and explore ways that they can contribute to the wider community during Covid pandemic. 	<ul style="list-style-type: none"> New social justice programme 1 Human Race Caritas Challenge supported Adaption of social awareness programme to meet the Covid protection requirements 		
<ul style="list-style-type: none"> We equip students with the personal confidence, resilience and communication abilities to convey themselves wisely and persuasively. 	<ul style="list-style-type: none"> Ensure that every Y7/8 student has oral communication opportunities. 	<ul style="list-style-type: none"> Year 7 and 8 Oral assessments offered during the year Alumnae Cup in Year 10 		
<ul style="list-style-type: none"> We support and grow participation and the pursuit of excellence in music and sport. 	<ul style="list-style-type: none"> Promote sport to increase participation levels to 2019 level or greater. Provide a pathway towards students taking Senior Music. 	<ul style="list-style-type: none"> Offer a wide range of sports to cater for different students' interests Provide career pathways for music students Continued support of the Year 7 and 8 Instrumental programme 		
<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. 	<ul style="list-style-type: none"> We will be exploring increased performance opportunities for cultural groups. 	<ul style="list-style-type: none"> Online opportunities to increase performance 		
<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. 	<ul style="list-style-type: none"> To establish connections with Alumnae and the wider school community to facilitate work exploration for Y12 and Y13 students. 	<ul style="list-style-type: none"> Baradene Connect supports identification of possible work places. Gateway incorporated into the Careers Faculty 		

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. 	<ul style="list-style-type: none"> Continue student exchange programme with other Sacred Heart schools on an online platform. 	<ul style="list-style-type: none"> Student and teacher exchange opportunities investigate so they are ready when the boarders open 		
<ul style="list-style-type: none"> We provide an environment where the safety, health and wellbeing of those in our College is protected. 	<ul style="list-style-type: none"> To promote a healthy, safe work environment for staff and students in a global pandemic. 	<ul style="list-style-type: none"> Ongoing attention to ensure we are doing everything we can to ensure wellbeing and health and safety for students and staff 		
<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. 	<ul style="list-style-type: none"> To foster positive relationships with other Catholic schools and our local secondary school cluster groups. 	<ul style="list-style-type: none"> To attend where possible functions with other Catholic schools and be supportive of all our Catholic schools and the Auckland Catholic Diocese functions. Aspiring Principals course attended by senior staff 		
<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. 	<ul style="list-style-type: none"> To ensure each student is fully informed of the range of tertiary education options and career pathways available in New Zealand. 	<ul style="list-style-type: none"> Dates for the university presentations to Baradene College students are taking place in the third week of March. This year, in response to student surveys, most of our presentations are virtual and in the early evening. This later time will give students, as well as our parent community, the opportunity to listen to the university presentations and gather information about courses, accommodation and financial scholarship opportunities. The ZOOM presentations will be recorded and the links made accessible to the school community. 		
<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. 	<ul style="list-style-type: none"> Support staff to develop professionally. 	<ul style="list-style-type: none"> A generous PD budget allotted. Staff supported to undertake PD 		

<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. 	<ul style="list-style-type: none"> • Opportunities to promote and support the Growing Heart Foundation. 	<ul style="list-style-type: none"> • Facilitate Alumnae Mothers event in conjunction with Alumnae Association. • Attend other Alumnae Association events eg 5 year reunion, Meritae Award afternoon tea. • Attend Growing Heart events eg Growing Heart Carols. • Include Growing Heart representation in annual New Parents Welcome event. • Communicate Growing Heart campaigns/initiatives by way of parent newsletters and emails. • Work with Development Office to identify College needs to form the basis of Growing Heart activity; • Acknowledge Growing Heart donors. 		
<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. 	<ul style="list-style-type: none"> • To work with the proprietor to ensure facilities are in line with our roll increase and present/future curriculum needs. • The BOT undertakes community consultation prior to a new updated Strategic Plan in 2022. 	<ul style="list-style-type: none"> • Principal involved in the Project Control Group for the gym project and a member of the Strategic Planning Sub-Committee. 		

Baradene
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SACRED HEART

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TARGET 2 NCEA ACHIEVEMENT	2017 Target	2017 Result	2018 Target	2018 Result	2019 Target	2019 Result	2020 Target	2020 Result	2021 Target	2021 Result	2022 Target
Māori achievement at Levels 1-3											
(2021) Level 1 (31 students)	99	100	99	100	100	100	100	100	99	100	99
Level 2 (11 students)	99	100	99	100	100	94	100	100	100	100	99
Level 3 (10 students)	99	100	99	100	100	93	100	100	99	91	99
University Entrance	96	90	95	100	100	71	94	100	97	91	98
Ensure Māori Endorsement achievement at Levels 1-3											
Level 1 Excellence	63	33.3	60	44	60	36	63	60	72	45	75
Level 2 Excellence	58	38.5	50	50	60	37.5	62	46	68	55	75
Level 3 Excellence	42	50.0	50	36	50	23	50	29	45	30	55

Comment:

Our Māori students achieved better than the mainstream cohort in NCEA Levels 1 and 2 pass rates. Level 3 pass rate, UE and 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	2017 Target	2017 Result	2018 Target	2018 Result	2019 Target	2019 Result	2020 Target	2020 Result	2021 Target	2021 Result	2022 Target
Ensure Pasifika achievement at Levels 1-3 is at least or better than:											
(2020) Level 1(21 students)	99	100	99	100	100	100	100	100	99	100	99
Level 2(12 students)	99	100	100	100	100	100	100	100	99	100	99
Level 3(16 students)	99	100	99	100	100	93	100	100	99	94	99
University Entrance	96	70	96	100	100	92	94	100	97	77	98
Ensure Pasifika Endorsement achievement at Levels 1-3 is at least or better than:											
Level 1 Excellence	63	75	60	29	60	44	63	67	72	38	75
Level 2 Excellence	58	0	51	40	60	47	62	56	68	42	75
Level 3 Excellence	42	20	50	50	50	31	50	33	45	25	55

Comment:

Our Pasifika students achieved better than the mainstream cohort in NCEA pass rates Levels 1 and 2. Level 3 NCEA pass rate, UE and 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.

YEAR 9 & 10 ACHIEVEMENT	2017 Target	2017 Result	2018 Target	2018 Result	2019 Target	2019 Result	2020 Target	2020 Result	2021 Target	2021 Result	2022 Target
Year 9: Pass rate (Achieved or better) in end of year English exam)	97	97.6	98	95.6	98	95.1	98	97	98	100	98
Year 10: Pass rate (Achieved or better) in end of year English exam)	96	97.7	98	97	98	98	98	97	98	92	98

Comments:

All year 9 students were at Achieved or above in 2021. In year 10 the target was not met. This was a result of lock-downs and technology difficulties which had an impact on some of our year 10 students. Early intervention in the form of mid-term formative assessments in 2022 should help to close this gap going forward.

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	100	98
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	100	98

All year 7 and 8 students met the standards for writing in 2021. The substantive writing assessments were based on a mix of creative and formal writing.

	2017 Target	2017 Result	2018 Target	2018 Result	2019 Target	2019 Result	2020 Target s	2020 Result	2021 Target	2021 Result	2022 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	Not available	
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	Not available	

Comments:

Sufficient data for Reading for years 7 and 8 could not be gathered due to the lockdowns. However, diagnostic tests in Term 1 and Term 4 will provide data going forward

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