

BARADENE COLLEGE OF THE SACRED HEART



CHARTER 2023



STRATEGIC PLAN 2022–2025

One Heart, One Mind in the Heart of Jesus Christ

Baradene College

of the SACRED HEART



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.

MISSION: *To provide a loving community of learning in the ethos and spirit of 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

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 for 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.
- + We recognise that pastoral care and a safe, supportive and inclusive environment are integral to the wellbeing of 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 and knowledge 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 continue 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 with an emphasis on literacy and numeracy and a broad range of conventional and contemporary options, including digital and financial literacy, evaluative reflection, environmental sustainability and use of technology to enhance learning.
- + 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. This will prepare them for high-level leadership.
- + 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.
- + We support and grow participation and the pursuit of excellence in music and sport.
- + We offer and encourage performance opportunities in the arts that reflect our students' diverse and evolving interests.

- + 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.



OUR LOVING, LEARNING COMMUNITY

- + We provide an environment where the safety, health and wellbeing of those in our College is supported and protected.
- + 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 actively collaborate with 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, educational and community institutions.
- + We deliver a contemporary careers programme which enables each student to 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.



This Strategic Plan sets out what Baradene College strives to achieve over the next three 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:

Baradene College of the Sacred Heart
237 Victoria Avenue, Remuera, Auckland 1050
Private Bag 28906, Remuera, Auckland 1541
New Zealand

PHONE
EMAIL
VISIT

+64 9 524 6019
dfrancis@baradene.school.nz
www.baradene.school.nz

ANNUAL PLAN 2023

1 March 2023

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"> Students, staff and parents value the Special Character of Baradene Focus on sustainability awareness and initiatives to support JPIC 	<ul style="list-style-type: none"> When parents have a Year 13 student leaving, feedback sought regarding their experience of the Special Character throughout the school. Feedback from students Feedback from staff through appreciative inquiry on Goals Focus Day Baradene involvement in Diocesan-wide activities Develop leadership of sustainability through homerooms and develop initiatives 		
<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 "A personal and active faith in God" in a meaningful and accessible way for students and staff. 	<ul style="list-style-type: none"> Through Faculty planning and teaching, the focus goal is embedded in the curriculum. New staff induction informs about the charism. Goals Focus Day for all staff 		
<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"> Students come to a deeper understanding of their faith through the Retreat programmes 	<ul style="list-style-type: none"> Feedback from students after Retreat experience New provider for some year level Retreats in 2023 		
<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. 	<ul style="list-style-type: none"> Staff will participate in Diocesan formation throughout the year. To continue to engage with the new Religious Education curriculum. 		
<ul style="list-style-type: none"> We recognise that pastoral care and a safe, supportive and inclusive environment are integral to the wellbeing of every one of our students and staff. 	<ul style="list-style-type: none"> Increase in Pastoral Care staffing to support student academic progress. Increase involvement in extracurricular activities to support the wellbeing of students. Event planning to support staff wellbeing. 	<ul style="list-style-type: none"> Continue to offer a safe, supportive, compassionate environment for all students. Pastoral Dean at every year level Addition of Academic Deans in Y7-13 Audit student extracurricular involvement Continue to provide staff EAP service. Senior Leadership open-door policy 		

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"> Curriculum areas developing te ao Māori and matauranga Māori into their subject areas 	<ul style="list-style-type: none"> Kōrero with Whānau in Term 1 Embed knowledge gained from last year's Professional Development sessions into curriculum planning. 		
<ul style="list-style-type: none"> We educate to develop an appreciation and knowledge of our Māori tikanga, te reo and bicultural heritage. 	<ul style="list-style-type: none"> Aotearoa Histories Curriculum beginning to be implemented in the junior school programme Opportunities for our te reo Māori classes to experience Māori tikanga outside of the school environment 	<ul style="list-style-type: none"> Planning being rolled out for Aotearoa Histories Curriculum. Staff appointed to oversee implementation of Aotearoa Histories Curriculum. Continue to encourage participation in mana korero competition. Te Matatini – Kapa haka competition Incorporate te reo Māori in our Liturgies 		
<ul style="list-style-type: none"> We acknowledge Ngāti Whātua o Orākei as Mana Whenua in this area of Tāmaki Makaurau. We continue to foster positive relationships with Ngāti Whātua o Orākei. 	<ul style="list-style-type: none"> Continue with our Scholarships programme and investigate a visit to Ngāti Whātua o Orākei for various year groups. 	<ul style="list-style-type: none"> Continue with our Scholarships programme and foster relationships 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. 	<ul style="list-style-type: none"> Introducing Academic Deans at all year levels to monitor and track student progress 	<ul style="list-style-type: none"> Proactively respond to Ed Potential data Tracked by the Academic Deans and Senior Leadership Celebrate high expectations and encourage student participation in NZQA Scholarships 		
<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"> Faculty areas knowing and implementing Tapasa, Ka Hikitia and Tataiko Students encouraged to achieve to their potential. Students are confident to take a risk with their learning. 	<ul style="list-style-type: none"> Teaching and Learning documents show evidence of the principles incorporated into Tapasa, Ka Hikitia and Tataiko Annual Faculty Reports to the Senior Leadership Team Messaging around the importance of taking ownership of their learning and challenging themselves. 		

		<ul style="list-style-type: none"> Not being afraid of failing Independent study with Y13 homeroom classes 		
<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"> Introduce Maker Space as an integrated facility to be used across faculty areas 	<ul style="list-style-type: none"> To ensure Maker Space is staffed appropriately to support teachers to use it in different curriculum areas. Teachers have the opportunity to learn how to use high-tech equipment in the Maker Space. 		
<ul style="list-style-type: none"> We provide a strong core curriculum with an emphasis on literacy and numeracy and a broad range of conventional and contemporary options, including digital and financial literacy, evaluative reflection, environmental sustainability and use of technology to enhance learning. 	<ul style="list-style-type: none"> Investigate specialist roles within the College for literacy and numeracy co-ordination. (Once these standards are clarified by the Ministry and NZQA) Students successful in attaining numeracy and literacy standards 	<ul style="list-style-type: none"> Staff appointed to support numeracy and literacy within the College. (Once these standards are clarified by the Ministry and NZQA). Additional support given to students at risk by the Learning Coach. We provide peer tutoring for students to support learning and confidence. 		
<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"> Baradene teachers share their expertise with new graduates in our Auckland School's Teacher Training Programme Staff gain further expertise to assist their teaching through feedback from Professional Development opportunities. 	<ul style="list-style-type: none"> Opportunities for Professional Development Heads of Faculty share best practice in HOF and staff meetings. In Faculty Meetings, staff who have been on Professional Development share new ideas. Academic Monitoring discussions within Faculties. 		
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"> To have alumnae continuing to connect with the College. 	<ul style="list-style-type: none"> Continue to promote "Baradene Connect"/Heart Magazine as a way of alumnae staying in touch with the College and each other. 		

	<ul style="list-style-type: none"> Baradene students have the opportunity to learn from past students about career options. 	<ul style="list-style-type: none"> Continue the Careers night using alumnae where possible to connect them back to the College. 		
<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"> Students learn empathy and their responsibility to care for others. 	<ul style="list-style-type: none"> Continue with Social Awareness programme. Continue with the KiVa programme. Exposure to social justice issues at assemblies and through external speakers. 		
<ul style="list-style-type: none"> We equip students with the personal confidence, resilience and communication abilities to convey themselves wisely and persuasively. This will prepare them for high-level leadership. 	<ul style="list-style-type: none"> To ensure students are confident in speaking in public by giving opportunities throughout the school year The school continues to invest in KiVa to build resilience and social skills 	<ul style="list-style-type: none"> Offer an oral communication programme to Year 7/8 Students speaking at levels and assemblies Continue with the KiVa programme 		
<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"> Focus on the junior instrumental programme to ensure a greater uptake in the senior school Top athletes supported in their academic progress Student inclusion in sports programme Upskilling of Coaches Mentoring Programme for Student Coaches 	<ul style="list-style-type: none"> Head of Music and a senior teacher timetabled into the junior music programme to encourage a love of music Senior Leaders give academic support to top athletes to ensure academic and sporting success Sports Council involved in sports programme Promotion and assistance within codes by Code Captains "A" team members more visible within their code Develop Coaching Philosophy Run generic coaching workshops for student coaches Provide relevant PD opportunities for all coaches Regular meetings with Student Coaches (Code specific) Offer coaching sessions for coaches Offer opportunities for coaches to observe senior trainings Experienced adult coaches to mentor student coaches 		
<ul style="list-style-type: none"> We offer and encourage performance opportunities in the arts that reflect our students' diverse and evolving interests. 	<ul style="list-style-type: none"> Offer a variety of diverse opportunities for our students to participate in 	<ul style="list-style-type: none"> Polyfest School Production Dance Academy Mana korero 		

<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"> Pursue opportunities for our students to develop entrepreneurial skills and learn about the benefits of financial planning 	<ul style="list-style-type: none"> Maker Space Cross-curricular with Technology and Business Studies Finance programme in Y13 Study Internships organised by the Career Department 		
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"> To continue to build connections with our Sacred Heart Schools both in Australia and further afield 	<ul style="list-style-type: none"> Sacred Heart Conference in Melbourne Student exchanges Teacher exchanges Strong connections among the four ANZNET principals 		
<ul style="list-style-type: none"> We provide an environment where the safety, health and wellbeing of those in our College is supported and protected. 	<ul style="list-style-type: none"> Continuation of our Health and Safety Committees and procedures Continue our strong pastoral care processes Ensure we have 90% attendance each term overall 	<ul style="list-style-type: none"> Health and safety considerations, particularly in light of our new build More time allowance given for pastoral care support Focus on attendance with follow-up when required 		
<ul style="list-style-type: none"> We actively collaborate with 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, educational and community institutions. 	<ul style="list-style-type: none"> To take lots of opportunities to collaborate with other schools Baradene becoming part of the Kāhui ako 	<ul style="list-style-type: none"> To collaborate with other schools on the Teachers Training Programme To be active members of our community of learning, attending meetings regularly and looking for ways to collaborate with each other. 		
<ul style="list-style-type: none"> We deliver a contemporary careers programme which enables each student to plan and prepare for global citizenship and the next stage of their learning. 	<ul style="list-style-type: none"> Continual education regarding safe and appropriate online behaviours 	<ul style="list-style-type: none"> Community Constable to address new Year 7 parents at the beginning of the year Use Netsafe School resources Careers Central Parent education regarding social media and strategies to support them 		Newsletters School TV

<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"> • To retain and recruit high quality staff to the College 	<ul style="list-style-type: none"> • Auckland Teachers Training programme • Supportive PD budget • Teachers are supported in a compassionate way with respect to personal matters 		
<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"> • Continue to support the Growing Heart Foundation 	<ul style="list-style-type: none"> • Roles within the Growing Heart Foundation reviewed • “Giving Week” 		
<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"> • The Board of Trustees support BCL to ensure the new gym project is well fitted out to meet the needs of the students • Ensure that provision is made for physical education classes while the gym is being built • The school’s wi-fi network is upgraded. 	<ul style="list-style-type: none"> • Create new changing room facilities. • Timetable changes made to ensure use of available space and relocation of offices • Work with N4L to ensure a smooth upgrade of the school’s wi-fi network. 		

Baradene College of the Sacred Heart
Analysis of Variance for the Year Ended 31 December 2022



Academic Targets /2018/2019/2020/2021/2022/2023 and Results

TARGET NCEA ACHIEVEMENT	2018 Target	2018 Result	2019 Target	2019 Result	2020 Target	2020 Result	2021 Target	2021 Result	2022 Target	2022 Result	2023 Target
Students achieve Level 1, 2 and 3 NCEA.											
Level 1	99	99	99	99	99	99	99	100	99	99	99
Level 2	100	99	99	98	99	100	99	100	99	99	99
Level 3	99	98.5	99	98	99	99	99	99	99	99	99
University Entrance	96	97	97	93	96	98	97	98	98	96	98
	We are slightly below our target for UE, but still pleased with the result. 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 that we continue to focus our students' attention on.										
TARGET 3 NCEA ENDORSEMENTS Ensure students achieve Level Endorsement at least or better than the following:	2018 Target	2018 Result	2019 Target	2019 Result	2020 Target	2020 Result	2021 Target	2021 Result	2022 Target	2022 Result	2023 Target
Level 1											
Excellence	60	60	60	59	63	72	72	70	75	60	70
Level 2											
Excellence	55	61	60	60	62	68	68	70	75	57	70
Level 3											
Excellence	50	36.6	50	46	50	45	50	53	55	43	50
	Level 2 and 3 endorsements were below our target set – which reflects the disruption of COVID 19 on students' learning. Excellence Endorsement continues to be a focus of faculties.										
TARGET 2 NCEA ACHIEVEMENT	2018 Target	2018 Result	2019 Target	2019 Result	2020 Target	2020 Result	2021 Target	2021 Result	2022 Target	2022 Result	2023 Target
Māori achievement at Levels 1-3											
(2022) Level 1 (18 students)	99	100	100	100	100	100	99	100	99	94	99

Level 2 (32 students)	99	100	100	94	100	100	100	100	99	97	99
Level 3 (12 students)	99	100	100	93	100	100	99	91	99	100	99
University Entrance	95	100	100	71	94	100	97	91	98	100	98
Ensure Māori Endorsement achievement at Levels 1-3											
Level 1 Excellence	60	44	60	36	63	60	72	45	75	53	70
Level 2 Excellence	50	50	60	37.5	62	46	68	55	75	39	70
Level 3 Excellence	50	36	50	23	50	29	45	30	55	33	50
	Our Māori students achieved better than the mainstream cohort in NCEA Levels 3 and UE. Level 1 and 2 pass rate and Excellence Endorsement for Māori needs to improve. We have appointed academic deans at Years 11 to 13 to track the academic progress of senior Māori students in Year 11 to 13.										
PASIFIKA STUDENT ACHIEVEMENT	2018 Target	2018 Result	2019 Target	2019 Result	2020 Target	2020 Result	2021 Target	2021 Result	2022 Target	2022 Result	2023 Target
Ensure Pasifika achievement at Levels 1-3 is at least or better than:											
(2022) Level 1 (8 students)	99	100	100	100	100	100	99	100	99	100	99
Level 2 (21 students)	100	100	100	100	100	100	99	100	99	100	99
Level 3 (11 students)	99	100	100	93	100	100	99	94	99	100	99
University Entrance	96	100	100	92	94	100	97	77	98	83	98
Ensure Pasifika Endorsement achievement at Levels 1-3 is at least or better than:											
Level 1 Excellence	60	29	60	44	63	67	72	38	75	33	70
Level 2 Excellence	51	40	60	47	62	56	68	42	75	27	70
Level 3 Excellence	50	50	50	31	50	33	45	25	55	17	50
	Our Pasifika students achieved better than the mainstream cohort in NCEA pass rates Levels 1 and 2. UE and the Excellence Endorsements for Pasifika need to improve. We have appointed Academic Deans at Years 11 to 13 to track the academic progress of senior Pasifika students.										
NCEA ACHIEVEMENT	2018 Target	2018 Result	2019 Target	2019 Result	2020 Target	2020 Result	2021 Target	2021 Result	2022 Target	2022 Result	2023 Target

[illegible]

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		98	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	Not available		100	98
	All Year 7&8 students met the reading targets for 2022.										
	2018 Target	2018 Result	2019 Target	2019 Result	2020 Targets	2020 Result	2021 Target	2021 Result	2022 Target	2022 Result	2023 Target
MATHEMATICS Years 7 to 10											
Year 10 Achieved or better in the End of Year Mathematics exam.	90	90	92	85	90	78	90	N/A	90	73	90
Year 9 Achieved or better in the End of Year Mathematics exam.	95	82	90	88	90	82	90	N/A	90	89	90
Year 8: Achieved or better in Mathematics tests throughout the year.	96	95	96	79	90	89	95	72	95	71	90
Year 7: Achieved or better in Mathematics tests throughout the year.	96	95	96	93	90	94	95	85	95	90	90
	Mathematics: The Year 7 to 10 results were disappointing with no year levels meeting the targets. We have changed the timetable and increased the hours for our Year 7&8 Maths programme. The appointment of Academic Deans at these year levels will identify the need for earlier Maths intervention with students.										