

# ANNUAL PLAN 2023

1 March 2023

SPECIAL CHARACTER	Target Set	Strategy	Responsibility/ Resources	Outcome
<ul style="list-style-type: none"> <li>We are a Catholic school, educating through our Catholic faith and founding charism, connected to the Catholic Diocese of Auckland.</li> </ul>	<ul style="list-style-type: none"> <li>Students, staff and parents value the Special Character of Baradene</li> <li>Focus on sustainability awareness and initiatives to support JPIC</li> </ul>	<ul style="list-style-type: none"> <li>When parents have a Year 13 student leaving, feedback sought regarding their experience of the Special Character throughout the school.</li> <li>Feedback from students</li> <li>Feedback from staff through appreciative inquiry on Goals Focus Day</li> <li>Baradene involvement in Diocesan-wide activities</li> <li>Develop leadership of sustainability through homerooms and develop initiatives</li> </ul>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To engage with the Focus Goal "A personal and active faith in God" in a meaningful and accessible way for students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Through Faculty planning and teaching, the focus goal is embedded in the curriculum.</li> <li>New staff induction informs about the charism.</li> <li>Goals Focus Day for all staff</li> </ul>		
<ul style="list-style-type: none"> <li>We provide an environment and retreat programme in which each student can cultivate her own active and personal faith.</li> </ul>	<ul style="list-style-type: none"> <li>Students come to a deeper understanding of their faith through the Retreat programmes</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from students after Retreat experience</li> <li>New provider for some year level Retreats in 2023</li> </ul>		
<ul style="list-style-type: none"> <li>We provide a strong Religious Education curriculum which is challenging, relevant and engaging.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to ensure that current issues will be integrated into teaching and learning programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will participate in Diocesan formation throughout the year.</li> <li>To continue to engage with the new Religious Education curriculum.</li> </ul>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Increase in Pastoral Care staffing to support student academic progress.</li> <li>Continue to regularly monitor attendance to identify and support students at risk.</li> <li>Increase involvement in extracurricular activities to support the wellbeing of students.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer a safe, supportive, compassionate environment for all students.</li> <li>Pastoral Dean at every year level</li> <li>Addition of Academic Deans in Y7-13</li> <li>Audit student extracurricular involvement</li> <li>Continue to provide staff EAP service.</li> <li>Senior Leadership open-door policy</li> </ul>		

	<ul style="list-style-type: none"> <li>Event planning to support staff wellbeing.</li> </ul>			
TE TIRITI O WAITANGI	Target Set	Strategy	Responsibility/ Resources	Outcome
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum areas developing te ao Māori and matauranga Māori into their subject areas</li> </ul>	<ul style="list-style-type: none"> <li>Kōrero with Whānau in Term 1</li> <li>Embed knowledge gained from last year's Professional Development sessions into curriculum planning.</li> </ul>		
<ul style="list-style-type: none"> <li>We educate to develop an appreciation and knowledge of our Māori tikanga, te reo and bicultural heritage.</li> </ul>	<ul style="list-style-type: none"> <li>Aotearoa Histories Curriculum beginning to be implemented in the junior school programme</li> <li>Opportunities for our te reo Māori classes to experience Māori tikanga outside of the school environment</li> </ul>	<ul style="list-style-type: none"> <li>Planning being rolled out for Aotearoa Histories Curriculum.</li> <li>Staff appointed to oversee implementation of Aotearoa Histories Curriculum.</li> <li>Continue to encourage participation in mana korero competition.</li> <li>Te Matatini – Kapa haka competition</li> <li>Incorporate te reo Māori in our Liturgies</li> </ul>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with our Scholarships programme and investigate a visit to Ngāti Whātua o Orākei for various year groups.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with our Scholarships programme and foster relationships with Ngāti Whātua o Orākei</li> </ul>		
CURRICULUM AND ACADEMIC ACCOMPLISHMENT	Target Set	Strategy	Responsibility/ Resources	Outcome
<ul style="list-style-type: none"> <li>Baradene has high expectations for academic success for each student. It is an environment where academic success is encouraged, celebrated and respected by all.</li> </ul>	<ul style="list-style-type: none"> <li>Introducing Academic Deans at all year levels to monitor and track student progress</li> </ul>	<ul style="list-style-type: none"> <li>Proactively respond to Ed Potential data</li> <li>Tracked by the Academic Deans and Senior Leadership</li> <li>Celebrate high expectations and encourage student participation in NZQA Scholarships</li> </ul>		
<ul style="list-style-type: none"> <li>Each student, of every ethnicity and ability, has the opportunity to achieve academic success which</li> </ul>	<ul style="list-style-type: none"> <li>Faculty areas knowing and implementing Tapasa, Ka Hikitia and Tataiko</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and Learning documents show evidence of the principles incorporated into Tapasa, Ka Hikitia and Tataiko</li> </ul>		

reflects their potential and which enables them to follow their chosen pathways beyond school.	<ul style="list-style-type: none"> <li>Students encouraged to achieve to their potential.</li> <li>Students are confident to take a risk with their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Annual Faculty Reports to the Senior Leadership Team</li> <li>Messaging around the importance of taking ownership of their learning and challenging themselves.</li> <li>Not being afraid of failing</li> <li>Independent study with Y13 homeroom classes</li> </ul>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce Maker Space as an integrated facility to be used across faculty areas</li> </ul>	<ul style="list-style-type: none"> <li>To ensure Maker Space is staffed appropriately to support teachers to use it in different curriculum areas.</li> <li>Teachers have the opportunity to learn how to use high-tech equipment in the Maker Space.</li> </ul>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate specialist roles within the College for literacy and numeracy co-ordination. (Once these standards are clarified by the Ministry and NZQA)</li> <li>Students successful in attaining numeracy and literacy standards</li> </ul>	<ul style="list-style-type: none"> <li>Staff appointed to support numeracy and literacy within the College. (Once these standards are clarified by the Ministry and NZQA).</li> <li>Additional support given to students at risk by the Learning Coach.</li> <li>We provide peer tutoring for students to support learning and confidence.</li> </ul>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Baradene teachers share their expertise with new graduates in our Auckland School's Teacher Training Programme</li> <li>Staff gain further expertise to assist their teaching through feedback from Professional Development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for Professional Development</li> <li>Heads of Faculty share best practice in HOF and staff meetings.</li> <li>In Faculty Meetings, staff who have been on Professional Development share new ideas.</li> <li>Academic Monitoring discussions within Faculties.</li> </ul>		
<b>EMPOWERING LIFELONG LEARNERS</b>	<b>Target Set</b>	<b>Strategy</b>	<b>Responsibility/ Resources</b>	<b>Outcome</b>

<ul style="list-style-type: none"> <li>We foster Cor Unum spirit, pride in the College and a lifelong connection with all alumna.</li> </ul>	<ul style="list-style-type: none"> <li>To have alumnae continuing to connect with the College.</li> <li>Baradene students have the opportunity to learn from past students about career options.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to promote “Baradene Connect”/Heart Magazine as a way of alumnae staying in touch with the College and each other.</li> <li>Continue the Careers night using alumnae where possible to connect them back to the College.</li> </ul>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn empathy and their responsibility to care for others.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with Social Awareness programme.</li> <li>Continue with the KiVa programme.</li> <li>Exposure to social justice issues at assemblies and through external speakers.</li> </ul>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure students are confident in speaking in public by giving opportunities throughout the school year</li> <li>The school continues to invest in KiVa to build resilience and social skills</li> </ul>	<ul style="list-style-type: none"> <li>Offer an oral communication programme to Year 7/8</li> <li>Students speaking at levels and assemblies</li> <li>Continue with the KiVa programme</li> </ul>		
<ul style="list-style-type: none"> <li>We support and grow participation and the pursuit of excellence in music and sport.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the junior instrumental programme to ensure a greater uptake in the senior school</li> <li>Top athletes supported in their academic progress</li> <li>Student inclusion in sports programme</li> <li>Upskilling of Coaches</li> <li>Mentoring Programme for Student Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Head of Music and a senior teacher timetabled into the junior music programme to encourage a love of music</li> <li>Senior Leaders give academic support to top athletes to ensure academic and sporting success</li> <li>Sports Council involved in sports programme</li> <li>Promotion and assistance within codes by Code Captains</li> <li>“A” team members more visible within their code</li> <li>Develop Coaching Philosophy</li> <li>Run generic coaching workshops for student coaches</li> <li>Provide relevant PD opportunities for all coaches</li> <li>Regular meetings with Student Coaches (Code specific)</li> <li>Offer coaching sessions for coaches</li> <li>Offer opportunities for coaches to observe senior trainings</li> <li>Experienced adult coaches to mentor student coaches</li> </ul>		

<ul style="list-style-type: none"> <li>We offer and encourage performance opportunities in the arts that reflect our students' diverse and evolving interests.</li> </ul>	<ul style="list-style-type: none"> <li>Offer a variety of diverse opportunities for our students to participate in</li> </ul>	<ul style="list-style-type: none"> <li>Polyfest</li> <li>School Production</li> <li>Dance Academy</li> <li>Mana korero</li> </ul>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Pursue opportunities for our students to develop entrepreneurial skills and learn about the benefits of financial planning</li> </ul>	<ul style="list-style-type: none"> <li>Maker Space</li> <li>Cross-curricular with Technology and Business Studies</li> <li>Finance programme in Y13 Study</li> <li>Internships organised by the Career Department</li> </ul>		
<b>OUR LOVING, LEARNING COMMUNITY</b>	<b>Target Set</b>	<b>Strategy</b>	<b>Responsibility/ Resources</b>	<b>Outcome</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to build connections with our Sacred Heart Schools both in Australia and further afield</li> </ul>	<ul style="list-style-type: none"> <li>Sacred Heart Conference in Melbourne</li> <li>Student exchanges</li> <li>Teacher exchanges</li> <li>Strong connections among the four ANZNET principals</li> </ul>		
<ul style="list-style-type: none"> <li>We provide an environment where the safety, health and wellbeing of those in our College is supported and protected.</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of our Health and Safety Committees and procedures</li> <li>Continue our strong pastoral care processes</li> <li>Ensure we have 90% attendance each term overall</li> </ul>	<ul style="list-style-type: none"> <li>Health and safety considerations, particularly in light of our new build</li> <li>More time allowance given for pastoral care support</li> <li>Focus on attendance with follow-up when required</li> </ul>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>To take lots of opportunities to collaborate with other schools</li> <li>Baradene becoming part of the Kāhui ako</li> </ul>	<ul style="list-style-type: none"> <li>To collaborate with other schools on the Teachers Training Programme</li> <li>To be active members of our community of learning, attending meetings regularly and looking for ways to collaborate with each other.</li> </ul>		

<ul style="list-style-type: none"> <li>We deliver a contemporary careers programme which enables each student to plan and prepare for global citizenship and the next stage of their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Continual education regarding safe and appropriate online behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Community Constable to address new Year 7 parents at the beginning of the year</li> <li>Use Netsafe School resources</li> <li>Careers Central</li> <li>Parent education regarding social media and strategies to support them</li> </ul>		Newsletters School TV
<ul style="list-style-type: none"> <li>We recruit and retain the highest quality staff and provide a supportive, collegial environment with global professional development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>To retain and recruit high quality staff to the College</li> </ul>	<ul style="list-style-type: none"> <li>Auckland Teachers Training programme</li> <li>Supportive PD budget</li> <li>Teachers are supported in a compassionate way with respect to personal matters</li> </ul>		
<ul style="list-style-type: none"> <li>We support the Growing Heart Foundation to raise funds from the wider Baradene community to benefit the College and its mission into the future.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to support the Growing Heart Foundation</li> </ul>	<ul style="list-style-type: none"> <li>Roles within the Growing Heart Foundation reviewed</li> <li>"Giving Week"</li> </ul>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The Board of Trustees support BCL to ensure the new gym project is well fitted out to meet the needs of the students</li> <li>Ensure that provision is made for physical education classes while the gym is being built</li> <li>The school's wi-fi network is upgraded.</li> </ul>	<ul style="list-style-type: none"> <li>Create new changing room facilities.</li> <li>Timetable changes made to ensure use of available space and relocation of offices</li> <li>Work with N4L to ensure a smooth upgrade of the school's wi-fi network.</li> </ul>		