



Annual Report 2024

Contents

1. Completed Annual Plan 2023
2. Annual Plan 2024
3. Analysis of Variance
4. Financial Reporting
5. Kiwisport Funding
6. Compliance with Employment Policy

1. Completed Annual Plan 2023

ANNUAL PLAN 2023

Final for 2023 – Updated December 2023

SPECIAL CHARACTER	Target Set	Strategy	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 	<p>Stream clean up organised by Sustainability Group. Faculties continue to integrate their chosen initiative for the focus goal</p> <p>Development of a focus document on JPIC highlighting sustainability</p> <p>High student involvement in Vinnies foodhub and leadership training.</p> <p>Vinnies Auckland running formation onsite</p> <p>Cross-faculty engagement continues within special character initiatives, including Vinnies Cook Up, Caritas Challenge, Stitch and Yarn group for juniors</p> <p>Years 9 and 10 retreats have been facilitated by the Diocesan National evangelisation Team.</p> <p>New initiatives being developed for beginning 2024, regarding JPIC and our sustainability focus. Partnership with Trees for Survival, Diocesan Offices and Auckland Council 'Adopt A Park' Scheme.</p> <p>Religious Education Faculty annual retreat undertaken.</p> <p>Year 12 students involved and participated in the Sacred Heart conference</p> <p>Y12 students undertake the requirements of social service hours to apply for leadership positions in 2024.</p> <p>Speaker at senior prizegiving addresses sustainability issues.</p> <p>Charism formation events with DOM for 2024 will include the highlighting of JPIC and sustainability as a priority of the Society (Goals Focus Day and new staff formation sessions).</p> <p>Year 13 Parent Survey reflects an appreciation for the charism in shaping who our students have become as graduates.</p> <p>Year 13 survey reflects an appreciation of special character and our identity as a Sacred Heart school. Clear sense of connection to the Society.</p> <p>New staff for 2024 enrolled in 'Teachers New To Catholic Schools' course, where required.</p> <p>Junior choir participated in the Gaudate Christmas Concert in support of the Catholic Caring Foundation.</p>
<ul style="list-style-type: none"> The mission of our foundress, Saint Madeleine Sophie Barat, to make the Heart of Jesus known 	<ul style="list-style-type: none"> To engage with the Focus Goal "A personal and active faith in God" in a 	<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. 	<p>New staff attended session 1 of Sacred Heart formation.</p> <p>New staff have now completed the second session of SH formation.</p>

and loved, is understood and alive in our students and community.	meaningful and accessible way for students and staff.	<ul style="list-style-type: none"> Goals Focus Day for all staff 	<p>Staff prayer for meetings (with a focus on the goal) is adopted across the College</p> <p>DRS spoke to New staff at induction session on what does it look like to be a Sacred Heart Educator</p> <p>SLT attended the Province Orientation Emma Sullivan and Lucy Fuller have successfully undertaken retreat facilitation this year and they have appreciated the opportunity. They are keen to participate in 2024!</p> <p>RE and Science Faculties are planning expansion of curriculum in 2024 around topics of sustainability and climate change, to integrate the JPIC sustainability focus and trees for Survival.</p> <p>All homerooms (except year 7, who have their own purpose-written resources) now use resources that reflect the Scriptures of the day, each morning.</p> <p>Three more teachers have signed on for 'Having Life To The Full' Course 2024.</p> <p>Goal Focus faculty reports reflect life-giving initiatives undertaken around this goal.</p>
<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 	<p>As above: all year levels have now completed their retreats (except year 10 in September)</p> <p>Return to St Francis Retreat Centre was a good decision – offered a quiet, reflective space for seniors.</p> <p>Collaboration with the Diocesan NET Team</p> <p>Feedback from staff and students following homeroom retreats indicate positive engagement and appropriate content.</p> <p>Liason with diocesan Co-ordinator of NET regarding model of retreats for next year with Years 9 and 10.</p>
<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. 	<p>Professional Development attended by RE staff for New RE Curriculum for Year 11 and 12.</p> <p>HOD to attend Catholic HOD/DRS conference</p> <p>Philosophy for Teacher expert Vanya attended Baradene on a sabbatical to support the new integration of P4C into the Junior curriculum</p>

			<p>New leaders in the Faculty of Makerspace curriculum lead and P4C curriculum lead</p> <p>Beginning to implement the new To Tatou Whakapono curriculum in Year 9 through two new units - well ahead</p> <p>Scholarship RE –dedicated class is going very well and the intergration of the NCEA RE curriculum within it is working well</p>
<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. Continue to regularly monitor attendance to identify and support students at risk. 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 	<p>Suicide prevention awareness training given to all teachers by outside provider in staff meeting after school.</p> <p>Well-being week arranged by student well- being leaders. Programme of events with the theme of connections.</p> <p>Pink shirt day recognised and supported</p> <p>Kiva training from Kiva provider for pastoral Deans yr 7 and 8 asst dean and kiva team.</p> <p>Academic deans have more oversight of academic monitoring process</p> <p>Staff appreciation day 13th Sept</p> <p>KiVa survey completed by Homerooms</p>
TE TIRITI O WAITANGI	Target Set	Strategy	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. 	<p>Year 7/8 Academic Dean meeting with students identifying as Māori to survey and have a Korero on how the year has started and how to best to support their learning</p> <p>Matariki suggestions forwarded to Heads of Faculty to include in teaching programme.</p>
<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 	<p>Students learning a new hymn in Te Reo.</p> <p>Matariki Liturgy – school community, including parents invited. Breakfast provided afterward. Kaumatua led service.</p> <p>Kapa Haka Dinner & Year 13 Māori Students leaver function 12 September</p>

<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 	<p>New students in college in 2023 supported by our scholarship programme in conjunction with Ngāti Whātua o Orākei</p> <p>Flax weaving for PE/Health students with person from Ngāti Whātua</p>
CURRICULUM AND ACADEMIC ACCOMPLISHMENT	Target Set	Strategy	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 	<p>Academic Deans are accessing training from Ed Potential. Yr 7-10 Tues 16 May</p> <p>The addition of students of concerns discussed in Faculty meetings-template showcased at HOF meeting by Academic Dean</p> <p>Top Scholar Assembly to celebrate academic excellence. Scholarship tutorials timetabled in long homeroom where possible.</p> <p>Scholarship tutorials held in term 3 holidays.</p>
<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. Not being afraid of failing Independent study with Y13 homeroom classes 	<p>HOFs have meet with Principal and DP Teaching and Learning to review 2022 Annual Reports</p> <p>Y13 students spoken to about the importance of sitting external achievement standards</p> <p>Students engaged working towards success in their NCEA examinations.</p>
<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. 	<p>Makerspace staffed to ensure accessibility by different faculties.</p> <p>Effective use of makerspace happening.</p> <p>Many faculties have developed units and programmes to be delivered across entire year levels.</p> <p>Student Volunteer programme (Makerspace Guardians) is very effective, providing support to other students across all year levels outside on class time.</p> <p>Approximately three faculties book the makerspace per day.</p>

<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. 	<p>Literacy and Numeracy roles have been appointed, timetables adjusted for time allowance. Effective from the beginning of term 2. All yr 10s (except advanced maths class) and 9MCF have been entered into numeracy standards. All yr 10s have been entered into literacy standards. These will be sat end of Oct 2023. Practice for these exams occurring at the end of term 3 Final literacy & numeracy examinations term 4</p>
<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. 	<p>PD attended by Deans shared in Deans meeting. Key aspects of resources which others would find useful. Baradene hosted a professional development day for teachers in the Auckland Schools Teacher Training programme. This lead to more student teachers finding out about Baradene and applying for positions here. Heads of Faculty meeting to discuss Year 11 programme 2024 Nov. 2023</p>
EMPOWERING LIFELONG LEARNERS	Target Set	Strategy	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. Baradene students have the opportunity to learn from past students about career options. 	<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. Continue the Careers night using alumnae where possible to connect them back to the College. 	<p>Dedicated Alumnae Relations Manager in the Development Office (DO) Principal and the DO support Alumnae Association events (5 year Reunion held on 29 June). DO assists Alumnae Association with communications and administration, including for Meritae Award and Afternoon Tea to be held on 29 Oct. Alumnae Relations Manager attends Alumnae Association Committee meetings. DO facilitates alumnae reunions, tours and ad hoc visits. DO assists with alumnae speakers for Senior Prizegiving and Scholars Assembly.</p> <p>DO/Growing Heart organising screenings of the Sisters Movie for alumnae (older alumnae morning tea/screening held on 20 June) in the Parlour, planning on line alumnae screening and a further Auckland screening on 22 November</p>

			<p>Careers: 2023 Careers Evening focus is on inviting Alumnae represents a wide range of careers (35 of the 52 presenters were alumnae)</p> <p>3rd Form Class of 1953 reunion in the Parlour Sunday 29th Oct. Before Meritae Award and Afternoon Tea (approx. 12 attending, Including Sr Elizabeth).</p> <p>Alumna (Class of 2006) speaker for Senior Prizegiving – first time back in the school.</p> <p>10 Alumnae (including 2 staff) were ambassadors for the Giving Week campaign (videos or words of support).</p> <p>Two alumnae visits/tours (for overseas alumnae) during the year.</p> <p>Assisting alumna (Class of 1965) with arranging her Class reunion.</p> <p>Miscellaneous communications with alumnae in response to individual queries.</p>
<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. 	<p>Social Awareness programme successfully restarted after COVID. KiVa programme has continued and all students Y7-10 do online survey this term to give feedback.</p> <p>Speaker at senior prizegiving a climate change activist</p>
<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 	<p>Polyfest- cultural leaders have to speak to the audience to introduce their dance. They are then interviewed on stage at the end.</p> <p>Year 7 & 8 students speeches in term 3.</p> <p>Alumnae Cup year 10</p> <p>Year 13 students speak at assemblies in the "Last Word".</p>
<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 	<p>HOD Music teaching junior music classes to promote music in senior levels.</p> <p>C Ratcliffe working with A Russell to support athletes in the APS Programme</p> <p>Sports Council have been fantastic – organised Friday lunch treasure hunts, meet regularly with Sports Dept</p> <p>Sport Akl ran generic coaching sessions at the start of winter season for all student coaches who had not done this before – 58 attended</p> <p>Sports Mgrs hold meetings with student coaches – approx monthly</p> <p>Premier & 9A netball coaches held lunchtime sessions to help student coaches</p>

		<ul style="list-style-type: none"> Offer opportunities for coaches to observe senior trainings Experienced adult coaches to mentor student coaches 	Premier netball coach invited coaches to observe one of her coaching sessions
<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 	5 cultural groups performed at Polyfest which is the most we have had for 4 years at least. School production very successful with the school receiving several nominations at the showdown awards. Dance Showcase held October 24.
<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 	<p>Working on a mentoring programme with the Development office for 2024 connecting students with alumnae mentors.</p> <p>Makerspace supports students through programmes such as Young Enterprise. Charity fundraising for schoolwide initiatives, such as SPCA, Caritas etc. Market day students have found a lot of success selling products made in the Makerspace.</p> <p>Good uptake and value from VR headsets to provide virtual and more immersive experiences, across many topics and faculties.</p>
OUR LOVING, LEARNING COMMUNITY	Target Set	Strategy	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 	<p>Development Office has regular catch ups with Development Office in Australian sister schools. DO took RSCJ visitors from Japan and Korea/Chinese Provinces on tour of the school.</p> <p>SLT involved in a steering committee as a result of 2022 SHC-connections with four ANZNET schools. Baradene leading one group-Agents of change</p> <p>ANZNET student exchange restarted with Y9 and Y10 students visiting Sydney, Melbourne and Brisbane with reciprocal visit to Baradene.</p> <p>Overseas exchanges for senior students in progress with exchange students visiting in their summer holidays and our students visiting at the end of the year.</p>

			Online virtual exchange programme with Australian schools and Japan and Taiwan for Year 10 students in the first half of the year. Principal involved in online meetings throughout the year with principals in Australia, Taiwan, Japan & Korea.
<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 	<p>New Fire Evacuation Route for Centennial and A block classrooms to avoid Gym build</p> <p>Successful school-wide Fire Evacuation Drill Term 1 and Term 3</p> <p>Principal attends PCG and Health & Safety reported on at these meetings.</p> <p>Dr Rob Everitt gave First Aid Training to 22 staff prior to Term 4 Camp weeks</p> <p>Participated in NZ ShakeOut Day for Earthquake Drill practice</p> <p>Staff were provided PD regarding what to do in the event of a bomb scare as well as Lockdown procedures (Term 4)</p>
<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. 	<p>Specialist Classroom teacher meets regularly with other schools to collaborate on the teacher training programme needs.</p> <p>Principal attended meeting of schools running Teacher Trainee Programme. Funded again by MOE 2024.</p> <p>Seminar for trainee teachers at Baradene week 10 term 3.</p> <p>Kahui Ako conference at Sacred Heart in 2024.</p>
<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 	<p>Newsletters</p> <p>School TV</p> <p>Continued to use Careers Central as platform. Meeting with Careers Central as to how to optimise use – new tools for students to use (e.g. Scholarship search engine).</p> <p>Careers evening held with panel speakers to help students with subject choices 2024</p>
<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 	<p>Teacher shortage is evident when we advertise for vacancies at the College.</p> <p>Shortage of high quality teachers & those offered positions have many offers to choose from</p>
<ul style="list-style-type: none"> We support the Growing Heart Foundation to raise funds from the wider Baradene community to 	<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” 	<p>Dedicated Growing Heart, Foundation Manager.</p> <p>Principal promotes Growing Heart at Alumnae and College events.</p>

benefit the College and its mission into the future.			Principal acknowledges Growing Heart donors, generally in College and GH Newsletters, and for significant donations, individually. Principal spoke at the Father/Daughter Breakfasts about the new gym project and the upcoming Growing Heart campaign, Principal supported September Giving Week to raise funds for the fit out of the new gym. Ongoing support by the Principal for Growing Heart fundraising for the new gym fit out.
<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. 	<p>Updated changing rooms under A Block. Shed near tennis courts renovated to meet changing needs. Proposal to increase the size of the Food Preparation area for senior food technology to enable the senior class to take more students. Changing rooms development to meet shortage during the Gym rebuild.</p>

2. Annual Plan 2024

ANNUAL PLAN 2024

Approved: 26 February 2024

SPECIAL CHARACTER	Target Set	Strategy	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"> Sacred celebrations reflect a connection to our Catholic and Sacred Heart family. JPIC and Catholic Social teaching are highlighted through out the RE programme. 	
<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 "Building Community as a Christian Value" in a meaningful and accessible way for students and staff. 	<ul style="list-style-type: none"> ANZNET Conference around this theme 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 and other programmes in the College 	<ul style="list-style-type: none"> A variety of prayer styles are offered through the retreat experience. Opportunities for journaling and personal reflection are offered in RE classes. 	
<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"> Y12 Scholarship REL Class. Ensure REL curriculum aligns with the National Centre for Religious Studies Programme (Te Kupenga). 	
<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"> To educate our community regarding Cyber Safety for our students Ensure all students feel connected to Baradene 	<ul style="list-style-type: none"> Increasing parental awareness Cyber Safety agreement – signed yearly by student and parents (with Student Data Form) Microsoft TEAMS message restrictions for Y7-9 NetSafe – parent evening PD for Pastoral Team Awareness for staff around Cyber Safety issues Tracking of all new students Active promotion of extracurricular participation 	
TE TIRITI O WAITANGI	Target Set	Strategy	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 continuing to embed te ao Māori and matauranga Māori into their subject areas 	<ul style="list-style-type: none"> Kōrero with Whānau and Woolf Fisher in Term 1 Encouraging use of te reo throughout the school 	

<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"> Opportunities for our te reo Māori classes to experience Māori tikanga outside of the school environment Further supporting cultural responsiveness within the school 	<ul style="list-style-type: none"> Develop a mentoring programme based on tuakana-teina principles Cultural Kāhui Ako across-schools liaison position Continue with our kapa haka group's involvement in Polyfest and community events 	
<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 acknowledge Ngāti Whātua o Orākei on important occasions. 	<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	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"> Data use to enable teachers to support student's academic success Data informs teacher's own personal teaching practice 	<ul style="list-style-type: none"> Use of Ed Potential to support student achievement 	
<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"> Students encouraged to achieve to their potential. Students are confident to take a risk with their learning. 	<ul style="list-style-type: none"> Close tracking by Academic Deans and SLT Teachers encouraging students to accept challenges with their learning 	
<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"> Establish Baradene Year 11 curriculum for 2024 Revising our Junior Curriculum and structures in line with NZC changes Responsive to changes in policy regarding curriculum (numeracy and literacy) 	<ul style="list-style-type: none"> Year 11 Baradene Certificate Literacy and numeracy pedagogy 	
<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, 	<ul style="list-style-type: none"> Embedding the specialist roles within the College for literacy and numeracy co-ordination. 	<ul style="list-style-type: none"> Additional support given to students at risk by the Learning Coach. We provide peer tutoring for students to support learning and confidence. Keep utilising LHR for Scholarship and Enhanced Learning 	

<p>evaluative reflection, environmental sustainability and use of technology to enhance learning.</p>	<ul style="list-style-type: none"> Students successful in attaining numeracy and literacy standards 		
<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"> Staff gain further expertise with Ed Potential to inform their teaching practice. Professional Development opportunities for all staff within the school. 	<ul style="list-style-type: none"> Include Ed Potential in Faculty Reports and Meetings In Faculty Meetings, staff who have been on Professional Development share new ideas. Regular Faculty Meetings (at least 3 per term) Minutes of Faculty Meetings shared with the Faculty/SLT in charge 	
EMPOWERING LIFELONG LEARNERS	Target Set	Strategy	Outcome
<ul style="list-style-type: none"> We foster Cor Unum spirit, pride in the College and a lifelong connection with all alumnae. 	<ul style="list-style-type: none"> To have alumnae continuing to connect with the College. Baradene students continue to have the opportunity to learn from past students about career options. 	<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. 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 continue to grow the skills to foster life-long citizenship 	<ul style="list-style-type: none"> Continue with Social Awareness programme. Refresh of the KiVa programme for Year 7 Refresh of the Big Sister/Little Sister Programme Continued 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 continue to ensure students are confident in speaking in public by giving opportunities throughout the school year Teachers support the students to have confidence in their abilities 	<ul style="list-style-type: none"> Opportunities for students to present in the school community setting SCT – Pedagogy for the classroom 	
<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"> Support the new Gym facility to ensure Health and Physical Education Teaching and Learning and Sport are enhanced 	<ul style="list-style-type: none"> Opportunities to learn from professional sports people Instrumental programme supported by timetable and homeroom structure Encourage more students to take Music as an option subject 	

	<ul style="list-style-type: none"> Year 7/8 Music Programme further enhanced 		
<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"> Continue to offer a variety of diverse opportunities for our students to participate in 	<ul style="list-style-type: none"> Increased participation in Polyfest 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"> Introduction of different strategies to teach Financial Literacy Internships organised by the Career Department ANZNET Global Exchange 	
OUR LOVING, LEARNING COMMUNITY	Target Set	Strategy	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"> Host ANZNET Conference at Baradene 17/18 May Music Trip to Asia building connections with our Sister Schools Student Exchanges with our Sister Schools 	
<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"> Increased counsellor hours Health and safety considerations, particularly in light of our new build Review of EOTC processes in line with Ministry changes More time allowance given for pastoral care support Focus on attendance with follow-up when required Continue to offer staff EAP services 	
<ul style="list-style-type: none"> We encourage sustainable patterns of living within our College and community, with increasing focus on effective <i>and responsible</i> stewardship of the earth's resources. 	<ul style="list-style-type: none"> To ensure that our local environment is kept clean and litter free Conserve energy where possible 	<ul style="list-style-type: none"> Active Sustainability Representative in every homeroom Trial "Pack-in/Pack-out" rubbish waste Review our lunchbar packaging 	

<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 continue opportunities to collaborate with other schools Further develop our relationship with the schools in the Kāhui ako 	<ul style="list-style-type: none"> Baradene to attend Kāhui ako Conference at Sacred Heart 	
<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"> Further enhancement of our Careers Programme at Baradene 	<ul style="list-style-type: none"> Careers Central CV writing skills Continue Careers Evening and opportunities for a wide range of speakers 	
<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"> Maintain supportive and positive working environment Continue with supportive PD budget Use staff networking to encourage applications 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"> Fundraising for Growing Heart is successful 	<ul style="list-style-type: none"> "Giving Week" Seek support from the student leaders to promote fundraising initiatives within the school community 	
<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 The school's wi-fi network is upgraded. 	<ul style="list-style-type: none"> School Network Upgrade Project (SNUP) 	

3. Analysis of Variance

Statement of Variance Baradene College Targets for Student Achievement 2024

NCEA ACHIEVEMENT	2023 Target	2023 Result	2024 Target
Students achieve Level 1, 2 and 3 NCEA.			
Level 1	99	99	99
Level 2	99	99	99
Level 3	99	99	99
University Entrance	98	98	98
Comment: Overall achievement in NCEA. Very pleasing results that met the targets set. Academic Deans established in 2023 with a focus on improving NCEA pass rates and the percentage of students achieving UE.			
NCEA ENDORSEMENTS	2023 Target	2023 Result	2024 Target
Ensure students achieve Level Endorsement at least or better than the following:			
Level 1			
Excellence	70	53	70
Merit	25	40	25
Level 2			
Excellence	70	59	65
Merit	21	32	26
Level 3			
Excellence	50	47	55
Merit	30	30	25
Comment: Our targets were not met for Level 1 & 2 NCEA Excellences. Level 3 Excellences are nearer to target. Academic Deans established in 2023 to support students to aim for Excellence credits in 2024. Promotion of financial scholarships to encourage students to challenge themselves to achieve their best. Resourcing given to Learning Coach to help students with diverse learning needs. Student academic tutors available to assist students achieve. Tutorials such as Mathematics Help Room available on a regular basis.			
TARGET 2 NCEA ACHIEVEMENT	2023 Target	2023 Result	2024 Target
Maori achievement at Levels 1-3			
(2023 22 students) Level 1	99	100	99
(2023 19 students) Level 2	99	100	99
(2023 31 students) Level 3	99	100	99
University Entrance	98	100	98

Ensure Māori Endorsement achievement at Levels 1-3			
Level 1 Excellence	70	32	70
Merit	25	68	25
Level 2 Excellence	70	58	65
Merit	21	26	26
Level 3 Excellence	50	32	55
Merit	30	36	25
Comment: Māori student achievement in NCEA overall exceeded the targets set. Māori students' achievement in University Entrance exceeded the target set. Māori student endorsements in NCEA did not meet the targets set. This trend followed the cohort pattern but was less than the cohort achievement in Levels 1,2 and 3. In Level 1 there were 22 Māori students and in Level 3, 31 Māori students. With small numbers, the variations tend to be more pronounced. Academic Deans will continue to ensure our Māori students have support to achieve their potential in 2024.			
PASIFIKA STUDENT ACHIEVEMENT	2023 Target	2023 Result	2024 Target
Ensure Pasifika achievement at Levels 1-3 is at least or better than:			
(2023 14 students) Level 1	99	100	99
(2023 6 students) Level 2	99	100	99
(2023 14 students) Level 3	99	100	99
University Entrance	98	93	98
Ensure Pasifika Endorsement achievement at Levels 1-3 is at least or better than:			
Level 1 Excellence	70	7	70
Merit	25	86	25
Level 2 Excellence	70	0	65
Merit	21	67	26
Level 3 Excellence	50	14	55
Merit	30	21	25
Comment: Pasifika student achievement exceeded the target set for Level 1 and Level 2 and Level 3. The pass rate for University Entrance was lower than our target. One student did not achieve University Entrance. The Year 13 Academic Dean worked closely with the Year 13 students to offer support and will continue to do so in 2024. For endorsement, there will be a focus to support our Pasifika students to move from Merit to Excellence in their Achievement Standards.			
NCEA ACHIEVEMENT Courses	2023 Target	2023 Result	2024 Target

Courses at Level 1, 2 – 30% or more of students being course endorsed with Excellence and 25% at level 3			
Level 1	30	25	30
Level 2	30	23	28
Level 3	25	19	23
Comment: We have emphasised the importance of course endorsement in the last few years. Students endorsed with Excellence in a number of subjects are recognised at our Academic Assembly in February. We have seen the number of students achieving Excellence Endorsement in subjects increase and we continue to work to ensure the percentage of course endorsement rises each year. We set high targets to encourage our students to reach their potential.			
NCEA ACHIEVEMENT Scholarship	2023 Target	2023 Result	2024 Target
Scholarships.	55	49	55
Comment: Scholarship examinations are a wonderful challenge for our students. Our teachers support our students by offering tutorials out of school time. In recent years we have had some subjects create an option line for students who would like to have an extra challenge. It is important that students follow through and sit the examinations in November. We work on giving our students confidence to do this, emphasising the importance of trying.			
Year 10 Literacy - Reading		2023 Result	2024 Target
		91	92
Year 10 Literacy - Writing		2023 Result	2024 Target
		90	91
Year 10 Literacy - Numeracy		2023 Result	2024 Target
		90	91
Comment: We were pleased with the first-time results for our students in the literacy and numeracy co requisites. We hope to improve on these results in 2024 now we have had experience with what is required.			

Year 7 in 2024 NZCER - PAT

* Numbers in brackets provide statistics for all students in the national reference group.

** Percentages may not add up to 100 percent due to rounding.

Data as at 27/3/2024

Mathematics - Year 7 in 2024

	Stanine	1	2	3	4	5	6	7	8	9
2024 Year 7	Percentage **	0% (4%)	3% (19%)		52% (54%)			32% (19%)		13% (4%)
	Number of students	0	1	6	21	46	49	45	27	29
Target to shift the students up a stanine in 2024										

Reading Comprehension - Year 7 in 2024

	Stanine	1	2	3	4	5	6	7	8	9
2024 Year 7	Percentage **	1% (4%)	8% (19%)		54% (54%)			25% (19%)		13% (4%)
	Number of students	1	2	12	25	34	40	31	15	23
Target to shift the students up a stanine in 2024										

Year 7 in 2023 – Year 8 in 2024
NZCER - PAT

Mathematics – Year 7 in 2023 – Year 8 in 2024

	Stanine	1	2	3	4	5	6	7	8	9
2023 Year 7	Percentage **	0% (4%)	7% (19%)		53% (54%)			31% (19%)		9% (4%)
	Number of students	1	7	8	33	37	45	45	23	20
2024 Year 8	Percentage **	0% (4%)	1% (19%)		58% (54%)			30% (19%)		10% (4%)
	Number of students	0	1	2	32	43	53	41	25	22

Significant shift noted from a lower stanine to a higher stanine.

Reading Comprehension – Year 7 in 2023 – Year 8 in 2024

	Stanine	1	2	3	4	5	6	7	8	9
2023 Year 7	Percentage **	0% (4%)	5% (19%)		60% (54%)			25% (19%)		9% (4%)
	Number of students	0	4	7	37	41	49	35	18	19
2024 Year 8	Percentage **	% (4%)	9% (19%)		61% (54%)			26% (19%)		5% (4%)
	Number of students	0	7	9	41	43	29	40	8	9

Library period introduced for structured reading for all Year 7&8 classes. Silent sustained reading for all classes. We will increase the number of structured literacy periods and provide further assistance for our high learning needs students.

Year 8 in 2023 – Year 9 in 2024
NZCER - PAT

Mathematics - Year 8 in 2023 – Year 9 in 2024

	Stanine	1	2	3	4	5	6	7	8	9
2023 Year 8	Percentage **	0% (4%)	6% (19%)		52% (54%)			30% (19%)		12% (4%)
	Number of students	1	2	10	40	39	32	30	33	26
2024 Year 9	Percentage **	0% (4%)	2% (19%)		55% (54%)			31% (19%)		11% (4%)
	Number of students	0	0	4	15	41	60	43	23	24

Significant shift noted from a lower stanine to a higher stanine.

Reading Comprehension - Year 8 in 2023 – Year 9 in 2024

	Stanine	1	2	3	4	5	6	7	8	9
2023 Year 8	Percentage **	0% (4%)	6% (19%)		64% (54%)			26% (19%)		3% (4%)
	Number of students	1	2	10	48	55	33	46	9	7
2024 Year 9	Percentage **	0% (4%)	6% (19%)		56% (54%)			30% (19%)		8% (4%)
	Number of students	0	1	11	23	42	49	29	32	17

Success of silent sustained reading shown in data. Regular reading comprehension in Year 8.

Year 9 in 2023 – Year 10 in 2024
NZCER - PAT

Mathematics - Year 9 in 2023 – Year 10 in 2024

	Stanine	1	2	3	4	5	6	7	8	9
2023 Year 9	Percentage **	0% (4%)	11% (19%)		61% (54%)			20% (19%)		7% (4%)
	Number of students	1	3	20	34	50	43	22	19	15
2024 Year 10	Percentage **	0% (4%)	4% (19%)		54% (54%)			32% (19%)		10% (4%)
	Number of students	0	1	7	24	46	39	39	25	20

Significant shift noted from a lower stanine to a higher stanine.

Reading Comprehension - Year 9 in 2023 – Year 10 in 2024

	Stanine	1	2	3	4	5	6	7	8	9
2023 Year 9	Percentage **	0% (4%)	5% (19%)		59% (54%)			27% (19%)		10% (4%)
	Number of students	0	1	8	26	41	50	26	27	20
2024 Year 10	Percentage **	1% (4%)	11% (19%)		63% (54%)			23% (19%)		2% (4%)
	Number of students	1	9	12	26	52	37	35	8	4

Review of year 9 English reading comprehension programme underway to understand why the shift and changes made. We will increase the number of structured literacy periods and provide further assistance for our high learning needs students.

4. Financial Reporting

We are unable to include our 2023 Financial Reports due to our audited financial annual statement and the independent auditor's report as our auditors are still working on our 2022 annual financial report.

Our Board Chair is writing to the Auditor General to advise that this is out of the control of the school.

5. Kiwi Sport Funding

Kiwi sport is a government funding initiative to support students' participation in organised sport. In 2023 the school received total Kiwi sport funding of \$32,861.

(Excluding GST). The funding was spent on Coaching Development Programmes, equipment and uniforms and operational costs - team entries, tournament entries and levies. In 2023 we had 90% participation for our Year 7/8 students and 68% participation for Year 9 to 13 students. This compares to the Auckland Girls school average of 44% for Years 9 to 13.

6. Equal Employment Opportunities Complying with the Principle of being a good employer and ensuring fair and proper treatment of staff in all aspects of their employment.

As required by the Education and Training Act 2020 (s 597), Baradene College operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.

Baradene College promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).

This is to ensure that we:

- treat current and prospective staff fairly
- make decisions based on relevant merit
- work to eliminate bias and discrimination.

EEO programme

To help implement our EEO policy, we have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Baradene College staff.

Our EEO programme may include:

- developing a policy statement and establishing objectives

- appointing an [EEO representative](#)
- consulting with staff to hear any concerns
- creating an employee database (with informed consent for any EEO data collected)
- encouraging staff to participate in training and career development
- programme monitoring through staff meetings and board reports
- reviewing employment and personnel policies and processes.

Baradene College aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.

The Principal assures the board nationally that the school complies with the Equal Employment Opportunities policy.