



Annual Report 2025

Contents

1. Completed Annual Plan 2024
2. Annual Plan 2025
3. Analysis of Variance
4. Financial Reporting
5. Kiwisport Funding
6. Compliance with Employment Policy

1. Completed Annual Plan 2024

ANNUAL PLAN 2024

FINAL 9 December 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. 	<p>Feast of Madeleine Sophie Barat 23 May Feast of the Sacred Heart 7 June Sacramental programme completed for 2024. Social Awareness has expanded the venue list, offering a range of experiences for Year 11 students. The programme builds on CST teaching and learning in Year 10. RE Faculty Retreat held at the St. Francis Retreat Centre. Thanksgiving Mass well attended and seats found for everyone. Community Work Day was held on Friday 22 November Years 7-11 Planning in place for new refuse and recycling bins, as a new JPIC initiative Cross-curricular planning for the Jubilee Year of Hope - school-wide initiatives and Religious Education planning. Diocesan Catholic Character Evaluation for Development preparation.</p>
<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. 	<p>ANZNET conference held in Auckland. Richard Leonard was keynote speaker. Variety of presenters around the theme of building community and the impact of AI. Various faculty events including a bowling night, creative pottery initiative and shared morning teas. Religious Education faculty held their annual retreat at the Hillsborough Friary.</p> <p>New staff have attended New Teachers to Catholic School PD and have completed the first PD for Teachers new to Sacred Heart Education. Director of Mission spoke at Staff induction on special character and the charism. Increase in staff numbers leading initiatives related to the goal and retreats. Sophie action initiatives successfully completed by all faculties, with high staff involvement.</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 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. 	<p>Year 7 have completed retreats. Year 13 participated in their annual retreat at the Friary in Hillsborough. Year 12 & Year 8 have completed retreats – June 2024 Years 9 and 10 completed their retreats in term 3. Prayer time continues to be offered in RE classes. Prayer time is also being renewed in alignment with the new Bishop's Curriculum – To Tatou Whakapono</p>

			<p>Journalling is part of all Junior RE classes and includes prayer, contemplations and reflective activities</p> <p>All retreats completed for 2025.</p> <p>New initiatives being planned for students to engage in personal prayer time, beginning in 2025.</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"> Y12 Scholarship REL Class. Ensure REL curriculum aligns with the National Centre for Religious Studies Programme (Te Kupenga). 	<p>Presentations for RE scholarship every Monday. Variety of specialist guest speakers.</p> <p>Dedicated RE Scholarship class of 45</p> <p>Numbers entered for this year's Scholarship examination in November are around 56</p> <p>5 Year 13 students have been involved in gaining first year university credits from the University of Waikato Philosophy Faculty. They sat a paper in June and another one in October. Top student received an A+ in both papers and was awarded the Ruben O'Neil Award at Prizegiving.</p> <p>Teachers actively involved in Diocesan formation events around curriculum.</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"> 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 	<p>Netsafe presenter invited into school to speak on Cyber Safety to all pastoral deans, academic deans and SLT. Evening was held for parent community and local schools were invited.</p> <p>Cyber-safety agreement updated for 2024.</p> <p>The Year 10 cohort have received their Healthy relationships talk</p> <p>Year 11,12 and 13 will be receiving their Consent talks from NEST at the end of Term 3 and the start of Term 4</p> <p>Baradene Annual Survey shared with all parents, students and staff regarding their experiences of community (as outlined in the Catholic Character Evaluation for Development document).</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 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 	<p>Kōrero has happened with a n address from Professor Melinda Webber-researcher for the Woolf Fisher Research Centre.</p> <p>School Hymn sang in Te Reo at assemblies. Staff using Te Reo where appropriate.</p> <p>Senior leadership team met with Woolf Fisher research team to hear a draft of their findings. One aspect of this research is the Maori voice.</p>
<ul style="list-style-type: none"> We educate to develop an appreciation and knowledge of 	<ul style="list-style-type: none"> Opportunities for our te reo Māori classes to 	<ul style="list-style-type: none"> Develop a mentoring programme based on tuakana-teina principles 	<p>HOD Māori to pair up Māori Students to support each other after Polyfest.</p>

our Māori tikanga, te reo and bicultural heritage.	<ul style="list-style-type: none"> experience Māori tikanga outside of the school environment Further supporting cultural responsiveness within the school 	<ul style="list-style-type: none"> Cultural Kāhui Ako across-schools liaison position Continue with our kapa haka group's involvement in Polyfest and community events 	<p>Staff attended Kahui Ako conference at Sacred Heart College. Kapa Haka groups involved in Polyfest. Mihi Whakatau at our Sacred Heart Schools Conference.</p> <p>House Haka –Leaders worked with Year 13 Kapa Haka leaders to create a sound bite of House Haka for students to learn correct pronunciation. Mel Ross supporting with tikanga.</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 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 	Ngāti Whatua support with our Mihi Whakatau
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 	<p>Academic Deans 7-10 PD on how to use PATs effectively to support junior tracking by Director Assessment. Data uploaded into Ed potential. New PAT 2024 Science, grammar and punctuation.</p> <p>ICAS examinations offered to 7-10 in digital, english, maths and science</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"> 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 	Students are being tracked by the Academic Deans, Each year level meets with a SLT member that is allocated to their year group.
<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 	<p>New PAT 7-10 grammar and punctuation to support literacy corequisites. To support identifying gaps in knowledge and understanding prior to examination.</p> <p>27 year 8 Baradene students participated in the Curriculum insights study run by Otago University</p> <p>The year 10 cohort have sat the CAA (Common Assessment Activity) which is required for students to gain NCEA level 1, 2 and 3</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 	<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. 	<p>Peer tutoring had an outstanding number of students volunteering to be tutors and those wanted to be tutored.</p> <p>Structured Literacy program available for 7 and 8 who require additional support through the Learning Centre</p>

contemporary options, including digital and financial literacy, evaluative reflection, environmental sustainability and use of technology to enhance learning.	<ul style="list-style-type: none"> Students successful in attaining numeracy and literacy standards 	<ul style="list-style-type: none"> Keep utilising LHR for Scholarship and Enhanced Learning 	Pasifika tutoring group set up by year 12 students to tutor the younger students.
<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 	<p>Remaining HOFs attended PD to support being an effective HOF</p> <p>Staff attending subject association PD to support curriculum changes and understanding of specific context-based</p> <p>2 Deans attended Margret Ross-training course focussing on behaviour management</p> <p>AI working group established</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 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. DO assists Alumnae Association with their communications/events to encourage alumnae back to the College eg 5 year reunion. DO hosts events eg Sisters Movie screenings and alumnae morning teas to encourage alumnae to reconnect with the College Alumnae speakers at the annual Senior Prizegiving and Scholars Assembly. <p>DO assists with alumnae reunions and tours to encourage alumnae back to the College.</p>	<p>Sisters Movie screening for alumnae in Hawkes Bay on 8 May.</p> <p>Alumnae Association Centenary event at Baradene on 19 May.</p> <p>5 year reunion – 21 June</p> <p>DO assisted with Alumnae Association Cor Unum Meritae Award and Afternoon Tea 21 Oct.</p> <p>Regular communications via email, Baradene Connect and Alumnae FaceBook.</p> <p>Betty Chung –Arctitect and ceramic artist spoke at senior prizegiving-Alumna</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 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. 	<p>KiVa training for staff of Junior Homerooms. Visit from another College wanting to learn how KiVa works at Baradene.</p> <p>All Kiva handbooks have been updated to the new editions</p> <p>End of Term 1 Big sister and little sister lunch to touch base on how their term has been.</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 continue to ensure students are confident in speaking in public by giving opportunities throughout the school year 	<ul style="list-style-type: none"> Opportunities for students to present in the school community setting SCT – Pedagogy for the classroom 	<p>Five Baradene students chosen for EU debates at Parliament.</p> <p>The student councils rotate the last word in assembly. This is an opportunity for the students to speak to the school community</p>

	<ul style="list-style-type: none"> Teachers support the students to have confidence in their abilities 		Teacher PD held on understanding how to give feedback and common literacy words across curriculum run by STC
<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 Year 7/8 Music Programme further 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 	<p>APS programme have had sessions with professional sports people – Olivia McTaggart</p> <p>First eleven football team represented Baradene at World Champs and placed 12th</p> <p>Fitness centre up and running from next week offering cardio sessions / yoga / student & staff use hours each week</p> <p>3x3 intra-school basketball involving 90 students is being carried out in new gym, wasn't possible previously</p> <p>White Ferns Fran Jonas & Molly Penfold visiting school on 8 November after teams T20 World Cup win.</p>
<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 	<p>Six groups took part in Polyfest-our highest number to date.</p> <p>A Fiji cultural group met for the first time last week</p>
<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 	<p>New programme purchased to support financial literacy. This was provided to year 13 and year 10 Business Studies</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"> Host ANZNET Conference at Baradene 17/18 May Music Trip to Asia building connections with our Sister Schools Student Exchanges with our Sister Schools 	<p>Conference Hosted at Baradene 17-18 May</p> <p>Music trip planned to Asia in term 1 holidays.</p> <p>Year 9&10 students from Australia visited Baradene for 1 week from 4 June</p> <p>Senior exchanges – France, USA</p>
<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 	<p>Two successful Fire Evacuations undertaken in Term 1 (one planned, one unplanned). Trial of Barat Court as a new evacuation location this year.</p> <p>Our six-monthly Fire Drill evacuation has also taken place. Barat Courts continued to work well with the whole school.</p> <p>Full time Head of Counselling appointed.</p> <p>Asian family services invited into school to talk to the International students</p>

			<p>Meeting with Attendance and Engagement specialist as part of MOE attendance focus</p> <p>Student lead initiative-Peer Pulse Activities for Year 7 and 8 students to complete on a Monday/Thursday/Friday at lunch to build new friendships and connections.</p> <p>Our Lockdown Audit supported by Harrison Tew has been booked for 12 September</p> <p>EOTC review conducted by Harrison Tew</p> <p>Memorandum of Understanding established with AdventureWorks to support the Adventurous Journey Section of the Duke of Edinburgh's Hillary Award.</p>
<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 	<p>Badges for Sustainability reps in each HR</p> <p>Adopt a forest scheme</p> <p>Better recycling through the availability of new bins.</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 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 	<p>Successful conference –staff appreciated the professional development opportunity and the opportunity to build relationships with our nearest Catholic Schools.</p> <p>Social Awareness programme continues to nurture connections with many different schools and organisations.</p> <p>Parent drivers involved every week. Several feeder schools to Baradene support the programme every Wednesday.</p> <p>Principal & Deputy Principal Teaching & Learning attend meetings each term to be involved in the direction of the Kahui Ako.</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"> 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 Delivery of Careers Programme at all year levels. Y7-10 primarily in Term 4. Continuing to develop Long Homeroom programme using Careers Central. 	<p>Careers evening was held on 7th of Aug. Was well attended.</p> <p>Option choices closed 14th Aug. Heads of Faculties attended levels assemblies to promote their subjects. The HOFs had a lunchtime where they were available to answer any questions.</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"> 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 	<p>Staff networking to encourage teacher applications.</p>
<ul style="list-style-type: none"> We support Growing Heart to raise funds from the wider Baradene community to 	<ul style="list-style-type: none"> Fundraising for Growing Heart is successful 	<ul style="list-style-type: none"> "Giving Week" 	<p>2024 Giving Week 14-21 June raised \$212,500 for equipment to fit out the new gym, incorporating a donor plaque to acknowledge major donors.</p>

benefit the College and its mission into the future.			Total donations to GH 2023/24 gym fit out fundraising campaign \$273,227 (net of credit card fees) Approximately 160 plaque donors – focus now on plaque for the gym. Appropriate plaque event to be planned. Growing Heart TaxGift initiative (2021/22 on behalf of BCL) - funds applied to 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 The school's wi-fi network is upgraded. 	<ul style="list-style-type: none"> School Network Upgrade Project (SNUP) 	<p>SNUP project completed over the summer break.</p> <p>DO assisting BOT to apply for grants from community and private trusts for new gym fit out.</p>

2. Annual Plan 2025

FINAL ANNUAL PLAN 2025

Approved



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"> Increase knowledge of where our different parishes are in Auckland. Ensure that all the students connected to the Catholic Diocese of Auckland in this year of the Jubilee. 	<ul style="list-style-type: none"> Religious Education teachers raise awareness with students of parishes and Diocesan structures during lessons. Promotion of Diocesan events that students and staff can attend. Staff and student engagement with the Jubilee Year of Hope 		
<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"> Effective induction of new staff and students to the College. Continued opportunities for formation throughout the year. 	<ul style="list-style-type: none"> The College Goals Focus Day and in-school induction for new staff Province Induction Day for new Senior Leaders Support for Sacred Heart province formation opportunities Celebration of MSB 100 Years of canonisation 		
<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"> To offer a dedicated age – appropriate retreat experience for every student Celebration of our cultural diversity 	<ul style="list-style-type: none"> Provision for a personal retreat experience for every homeroom Encourage facilitation of retreats by staff members 		
<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 ensure that parents have an awareness of the content of the Religious Education programme. To ensure that each student knows that God loves them. 	<ul style="list-style-type: none"> Regular Religious Education slot in the newsletter to inform parents of the Religious Education programme. Investigate a Special Character Instagram for students over 13 years of age. Year 11 external NZQA examination for Religious Education Y12 dedicated Religious Education Scholarship class Successful external Special Character Review in May 		
<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"> Create opportunities for students to mix in the year level. 	<ul style="list-style-type: none"> Investigate a Year 8 Camp to be at the beginning of the year instead of the end for subsequent year. Junior Deans consciously set up opportunities for earlier mix outside the HR classes e.g. Y7/8 during Y9-13 Athletics Day. 		

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"> Continue with our Mihi Whakatau and Kōrero with our Māori community. Continue to develop the understanding of the Treaty within our curriculum. 	<ul style="list-style-type: none"> Junior classes focus on the principles of Te Tiriti o Waitangi in Humanities. Relationships throughout the school reflect the principles of Te Tiriti o Waitangi. 		
<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"> Continued developed through the curriculum and staff professional development. 	<ul style="list-style-type: none"> Engage with Kāhui Ako cultural lead to offer professional development to staff. 		
<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"> Engage with the across school cultural lead from the Kāhui Ako. 	<ul style="list-style-type: none"> Work with the Kāhui Ako cultural lead to support positive relationships with Ngāti Whātua. 		
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"> We continue provide a curriculum which challenges students to reach their academic potential. 	<ul style="list-style-type: none"> Continue to review the curriculum to ensure it is relevant and future focussed. Evidence of teacher embedding the use of achievement data in their teaching & learning programmes. 		
<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"> We expect all students to achieve to their potential and our pedagogy reflects this. 	<ul style="list-style-type: none"> Making sure we offer opportunities for extension and provide a range of neurodiverse strategies to ensure student needs are met. Faculty Heads in faculty meeting look at analysis of achievement with different year levels to ensure student progress and achievement outcomes are consistently equitable and excellent for all. Senior leader responsible for each faculty will be present at meetings and receive minutes. 		
<ul style="list-style-type: none"> We provide a curriculum which is integrated and coherent from Year 7 through Year 13, maximising the 	<ul style="list-style-type: none"> Curriculum development continues to support teaching programmes. 	<ul style="list-style-type: none"> Faculty scheme of work reflects a seamless progression from Y7-13. 		

<ul style="list-style-type: none"> opportunity to promote coordination and specialisation in teaching and learning across all year groups. 				
<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"> We ensure all students have the opportunity to have success in achieving Numeracy and Literacy. Ensure AI is successfully implemented in the College. Embed environmental sustainability into the curriculum. 	<ul style="list-style-type: none"> Ensure close monitoring of students so they have the best opportunity to achieve Numeracy and Literacy. Establish AI protocols for staff and students. Ensure environmental sustainable practice is developed within our teaching programmes. 		
<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"> Professional Development opportunities for all staff within the school. 	<ul style="list-style-type: none"> Encourage staff presentations of learnings during Faculty time. Continue Professional Learning Slot on Friday mornings. 		
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 continue inviting alumnae to connect with the College. 	<ul style="list-style-type: none"> Careers Evening and alumnae guest speakers throughout the year. School continues to support alumnae events throughout the year. 		
<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 sound and considered moral judgements. 	<ul style="list-style-type: none"> Social Awareness programme Caritas Challenge Speakers in Level Assemblies Community Constable 		
<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"> Offer a variety of opportunities for students to lead in both formal and informal capacity. 	<ul style="list-style-type: none"> More opportunities for student oral communication through Levels and full assemblies. 		

<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"> Fully utilise the new Gym facility. Continue to promote musical opportunities for both instrumental and choral ensembles. 	<ul style="list-style-type: none"> Ensure the Gym is a facility for all the school Initiate programmes for fitness for students and staff Dedicated timetable to ensure students have an opportunity to learn a musical instrument. 		
<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"> Opportunities for students across the year groups to take part in performance. 	<ul style="list-style-type: none"> School Production beginning of Term 2 		
<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"> Awareness and understanding of New Zealand and the wider world. 	<ul style="list-style-type: none"> Student Exchanges through the Sacred Heart Network. MUNA Caritas Challenge 		
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"> Continuing to be involved and collaborate with our Sister Schools – NEANZ Visibility of cultural diversity within the College 	<ul style="list-style-type: none"> Attend conferences throughout the year Continue online meetings for global connections Continue exchanges with Sister Schools Involvement in Polyfest Celebration of cultural diversity in the liturgical life of the College 		
<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 pastoral care processes to ensure everyone feels safe at school. 	<ul style="list-style-type: none"> Engage a Health and Safety expert to look a documentation and procedures for EOTC Trips. Presence of counsellor in Y7/8 area. 		
<ul style="list-style-type: none"> We encourage sustainable patterns of living within our College and community, with increasing focus on effective 	<ul style="list-style-type: none"> To promote our local environment to ensure it is kept clean and litter free 	<ul style="list-style-type: none"> Develop "Pack in/ Pack out" initiative New bins with clear instructions 		

<p>stewardship of the earth's resources.</p>	<ul style="list-style-type: none"> Connect priorities of JPIC with the practical elements of sustainability 	<ul style="list-style-type: none"> Formation in JPIC focus of the rscJ worldwide community 		
<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"> Greater understanding of Baradene and what we offer at the College. 	<ul style="list-style-type: none"> Opportunities for Sports teams to use our facilities 		
<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 throughout the junior year levels so they understand the career pathways available. 	<ul style="list-style-type: none"> Schedule additional careers lessons through the curriculum. 		
<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"> Continue to train staff that teach at Baradene. Attract and retain staff as a school of choice. 	<ul style="list-style-type: none"> Continue to develop a programme for attracting new teachers. Support professional growth within the staff community 		
<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"> Growing Heart is well-known within the school community 	<ul style="list-style-type: none"> Continue to raise the profile of the Growing Heart Foundation. 		
<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"> Continue to plan and improve our beautiful grounds. 	<ul style="list-style-type: none"> Support Baradene College Ltd's projects within the school community. 		

3. Analysis of Variance

Statement of Variance

Baradene College Targets for Student Achievement 2025

NCEA ACHIEVEMENT	2024 Target	2024 Result	2025 Target
Students achieve Baradene Certificate, Level 2 and 3 NCEA.			
Baradene Certificate	99	98	99
Level 2	99	99	99
Level 3	99	98.8	99
University Entrance	98	98	98

Comment: Overall achievement in NCEA. In 2024 the Year 11 students sat the Baradene certificate 98% passed. 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 are being highly successful.

NCEA ENDORSEMENTS	2024 Target	2024 Result	2025 Target
Ensure students achieve endorsement at least or better than the following:			
Baradene Certificate			
Excellence	70	57	70
Merit	25	17	25
Level 2			
Excellence	65	52	65
Merit	26	37	26
Level 3			
Excellence	55	54	55
Merit	25	31	25

Comment:
Our targets were nearly met for Baradene Certificate and Level 2 NCEA Excellences. We were very pleased with the Level 3 Excellences. Academic Deans established in 2023 to support students to aim for Excellence credits in 2024. Promotion of entering Scholarships to Years 11,12 & 13 to encourage students to challenge themselves academically. 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	2024 Target	2024 Result	2025 Target
Māori achievement			
(2024 20 students) Baradene Certificate	99	95	99
(2024 22 students) Level 2	99	100	99
(2024 16 students) Level 3	99	94	99
University Entrance	98	94	98
Ensure Māori Endorsement achievement			

Baradene Certificate: Excellence	70	70	70
Merit	25	20	25
Level 2 Excellence	65	45	65
Merit	26	36	26
Level 3 Excellence	55	50	55
Merit	25	25	25
UE	98	94	98

Comment:

Māori student achievement in NCEA overall exceeded the targets set for Level 2. Māori students' achievement in University Entrance nearly met the set target. Māori student endorsements in NCEA did not meet the targets set. This trend followed the cohort pattern. With small numbers of Māori students, the variations tend to be more pronounced. One student did not attain UE. Academic Deans will continue to ensure our Māori students have support to achieve their academic potential.

PASIFIKA STUDENT ACHIEVEMENT	2024 Target	2024 Result	2025 Target
Ensure Pasifika achievement at least or better than:			
(2024 8 students) Baradene Certificate	99	100	99
(2024 18 students) Level 2	99	100	99
(2024 4 students) Level 3	99	100	99
University Entrance	98	100	98
Ensure Pasifika Endorsement achievement at Levels 1-3 is at least or better than: Baradene Certificate			
Excellence	70	25	70
Merit	25	25	25
Level 2 Excellence	65	22	60
Merit	26	67	26
Level 3 Excellence	55	50	55
Merit	25	25	25

Comment:

Pasifika student achievement exceeded the target set for Baradene Certificate and Level 2 and Level 3. The pass rate for University Entrance was higher than our target. The Baradene Certificate and Level 2 Excellence endorsements were below target. Academic Deans will continue to focus on Pasifika achievement. The Year 13 Academic Dean worked closely with the Year 13 students to offer support and will continue to do so in 2025. We are pleased with the Level 3 Excellence endorsement results.

NCEA ACHIEVEMENT Courses	2024 Target	2024 Result	2025 Target
Courses at Baradene Certificate, Level 2 – 30% or more of students being course endorsed with Excellence and 25% at Level 3			
Baradene Certificate	30	Not Available	30
Level 2	28	29.5	30
Level 3	23	27.7	25
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	2024 Target	2024 Result	2025 Target
Scholarships.	55	90	60
Comment: Scholarship examinations are a wonderful challenge for our students. Our teachers support our students by offering tutorials out of school time. 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	2024 Target	2024 Result	2025 Target
	92	93	92
Year 10 Literacy - Writing	2024 Target	2024 Result	2025 Target
	90	92	90
Year 10 Literacy - Numeracy	2024	2024 Result	2025 Target
	90	90	90
Comment: We were pleased with the results for our students in the literacy and numeracy co requisites. We hope to improve on these results in 2025 now we have had experience with what is required.			

Reading Comprehension Year 7 2025

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	9% (19%)		47% (54%)			35% (19%)		9% (4%)
Number of students	1	9	10	22	25	54	38	38	20

Target: Target to shift a student up a stanine in 2025.

Mathematics Year 7 2025

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	2% (4%)	4% (19%)		54% (54%)			35% (19%)		7% (4%)
Number of students	4	1	7	17	40	64	42	36	15

Target: Target to shift a student up a stanine in 2025.

Mathematics Y7 2024 to Y8 2025

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	4% (19%)		51% (54%)			32% (19%)		13% (4%)
Number of students	0	1	7	21	46	49	46	27	29
Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	2% (19%)		56% (54%)			33% (19%)		10% (4%)
Number of students	0	1	2	16	43	51	42	24	19

Consistent results from 2024 to 2025. In 2025 we have an hour of Maths with a specialist Mathematics teacher.

Reading Comprehension Y7 2024 to Y8 2025

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	1% (4%)	8% (19%)		52% (54%)			27% (19%)		13% (4%)
Number of students	2	5	12	26	41	47	40	19	29
Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	9% (19%)		61% (54%)			24% (19%)		6% (4%)
Number of students	1	7	12	18	47	67	28	23	12

Consistent results from 2024 to 2025. Continue with the silent reading programme at the beginning of each English lesson and the timetabled library lesson.

Mathematics Y8 2024 to Y9 2025

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	1% (19%)		58% (54%)			30% (19%)		10% (4%)
Number of students	0	1	2	32	43	54	42	25	22
Stanine	1	2	3	4	5	6	7	8	9
Percentage **	2% (4%)	11% (19%)		55% (54%)			30% (19%)		2% (4%)
Number of students	5	8	15	32	45	43	36	30	4

Continue the horizontal planning of the Maths curriculum throughout the year levels to ensure robust teaching continues.

Reading Comprehension Y8 2024 to Y9 2025

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	10% (19%)		61% (54%)			25% (19%)		5% (4%)
Number of students	0	8	13	46	49	34	44	9	10
Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	7% (19%)		61% (54%)			27% (19%)		5% (4%)
Number of students	0	2	14	32	53	45	38	19	11

Success of the silent reading programme at the beginning of each English lesson and the timetabled library lesson.

Mathematics Y9 2024 to Y10 2025

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	2% (19%)		56% (54%)			31% (19%)		12% (4%)
Number of students	0	0	4	16	43	60	43	23	25
Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	7% (19%)		53% (54%)			30% (19%)		10% (4%)
Number of students	0	3	12	33	36	47	33	34	22

Continue the horizontal planning for the Maths curriculum throughout the year levels to ensure robust teaching continues.

Reading Comprehension Y9 2024 to Y10 2025

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	6% (19%)		57% (54%)			29% (19%)		9% (4%)
Number of students	0	1	11	24	44	52	29	32	18

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	6% (19%)		55% (54%)			34% (19%)		4% (4%)
Number of students	1	3	10	28	51	39	38	35	9

Continue to embed the literacy work which has been undertaken throughout the years 7 to 10 English programme.

4. Financial Reporting

We are unable to include our 2024 Financial Reports due to our audited financial annual statement and the independent auditor's report as our auditors are still working on our 2024 annual financial report.

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

5. Kiwi Sport Funding

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2024 the school received total Kiwisport funding of \$32,420 excluding GST.

The funding was spent on Coaching Development Programmes, equipment, uniforms and operational costs such as team entries, tournament entries and levies. In 2024 we had an 85% participation for our Y7/8 students and a 70% participation for Year 9 to 13 students. This compares to the Auckland girls school average of 46% 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.