

ANNUAL PLAN 2026

Approved by Board 23 Feb 2026

SPECIAL CHARACTER	Target Set	Strategy	Outcome
<ul style="list-style-type: none"> We are a Catholic school, educating through our Catholic faith and the Sacred Heart tradition, connected to the Catholic Diocese of Auckland. 	<ul style="list-style-type: none"> PD for teachers new to Catholic schools, to understand the Catholic faith as expressed through the Sacred Heart tradition. Scaffolded formation offered for current staff. Student opportunities to participate in Diocesan events, formation and leadership opportunities. 	<ul style="list-style-type: none"> New teachers to attend PD offered by the Diocesan team so they are well inducted into our special character school. Involvement in Caritas, Young Vinnies, Diocesan Youth events to connect our young people to the wider church 	
<ul style="list-style-type: none"> The mission of Saint Madeleine Sophie Barat, to make the Heart of Jesus known and loved, is alive in our curriculum, our students, our environment and our community. 	<ul style="list-style-type: none"> Ongoing formation of SLT and staff to deepen an experience of the charism. Ensure that parents have an awareness of the charism and Catholic Social Teaching in relation to care and support for their daughters. 	<ul style="list-style-type: none"> Continued formation for new SLT and staff members so that they have a deep knowledge of our charism. All-staff formation offered to develop deeper understanding of the Catholic worldview and the charism, with particular focus on 'Sophie's Gift – philosophy of Sacred Heart education'. Time allocation for Sophie Action Groups – for ongoing connection to our Focus Goal. Parent information on CST and the holistic approach to education, as lived through the charism will be shared via the newsletter. 	
<ul style="list-style-type: none"> We encourage each student to grow their own, personal faith. 	<ul style="list-style-type: none"> Sacramental programme that responds to the varied needs of new and current students. Enhanced opportunities for students to explore their own spirituality. 	<ul style="list-style-type: none"> Make use of the KiVa resources to reflect the Catholic world view and hence deepen spirituality. Invitation to new students to begin their Sacramental journey in Year 7. Continue to encourage current students to complete their Sacramental journey by engaging with the school programme or through their parish. Encourage use of the chapel as a space for personal prayer and reflection. Offer a variety of prayer and reflection experiences, both within and beyond the classroom such as Friday Focus in the Chapel for staff and students. 	
<ul style="list-style-type: none"> We provide a Religious Education curriculum that is challenging and engaging, with a contemporary retreat 	<ul style="list-style-type: none"> Commitment to communication with parents around RE curriculum content, health and wellbeing. Continue to offer a responsive, accessible retreat programme for every student. 	<ul style="list-style-type: none"> Director of Mission to provide PD for all staff and students on the Focus Goal and Sophie's Gift. Continue with weekly newsletter contributions to inform parents about the RE programme. 	

programme and time for personal reflection.			
TE TIRITI O WAITANGI	Target Set	Strategy	Outcome
<ul style="list-style-type: none"> We recognise Te Tiriti o Waitangi is the foundation of our bicultural partnership in a multi-cultural society. Baradene is committed to the principles of Te Tiriti o Waitangi. 	<ul style="list-style-type: none"> Continue with opportunities for Whanau engagement in school events. Continue to develop the understanding of the Treaty within our curriculum. 	<ul style="list-style-type: none"> Encourage attendance of whanau at hui at the beginning of the year. Māori Students to continue attending Future Me events at University of Auckland. Continue with Staff PD on Te Tiriti principles by Whaea Mel. 	
<ul style="list-style-type: none"> We teach and value Māori tikanga, te reo Māori and our shared heritage. 	<ul style="list-style-type: none"> Embed tikanga Māori practices into key school events. Continue to develop culturally responsive pedagogy. 	<ul style="list-style-type: none"> Continue with our Mihi Whakatau, Matariki liturgy, House Haka competition. Ensure Te wiki o e re Māori is celebrated by all the school. Staff are aware of and use culturally responsive pedagogy in the classroom. 	
<ul style="list-style-type: none"> We acknowledge Ngāti Whātua o Orākei as Mana Whenua in this area of Tāmaki Makaurau, and we work to build a strong relationship with them. 	<ul style="list-style-type: none"> Continue to build relationship with Ngāti Whātua o Orākei. 	<ul style="list-style-type: none"> Baradene College offers 2 scholarships per year for Ngati Whatua o Orakei who have preference to attend. 	
<ul style="list-style-type: none"> Te Tiriti is part of our wider call to welcome and work with all peoples, for the common good. 	<ul style="list-style-type: none"> Continue to build partnerships built on respect and shared purpose. 	<ul style="list-style-type: none"> Work collaboratively with whānau, to support student success implementing the research findings of the Woolf Fisher Institute. Encourage and support participation in kapa haka. 	
CURRICULUM AND ACADEMIC SUCCESS	Target Set	Strategy	Outcome
<ul style="list-style-type: none"> We set high expectations for academic success for every student at Baradene. It is an environment where academic success and 	<ul style="list-style-type: none"> Continue to deliver curriculum which challenges and supports all students to reach their academic potential. 	<ul style="list-style-type: none"> Continued support of Academic Deans in 2026 so they monitor achievement across all year levels and implement strategies to ensure students reach their potential. HOFs continue to lead within their faculties by modelling effective use of data to support the 	

<p>excellence is encouraged, celebrated and respected by all.</p>		<p>teaching and learning programme for all students (Ed Potential Kamar, CAM, PAT).</p> <ul style="list-style-type: none"> Data summaries by class are regularly updated by HOF in faculty meetings to identify students and determine strategies to support their learning. 	
<ul style="list-style-type: none"> Each student, of every ethnicity and ability, has the opportunity to achieve academic success which reflects their potential, enabling them to follow their chosen path. 	<ul style="list-style-type: none"> 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 work and provide a range of neurodiverse strategies to ensure student needs are met. HOFs in faculty meeting analyse student achievement 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"> Our curriculum connects learning from Year 7 to Year 13, maximising the opportunity to coordinate and specialise in teaching and learning, across all year groups. 	<ul style="list-style-type: none"> Introduction of new curriculum in Mathematics and English for Year 7 to 10. Review curriculum areas and year levels based on changes in the curriculum from MOE. 	<ul style="list-style-type: none"> Reporting to parents in Mathematics and English reflects new curriculum including introduction of structured literacy for years 7 to 10. Adapt reports to include progress markers and descriptors in mid-year and end of year reports for Y7-10, showing learning progress across Reading, Writing and Maths. Faculty schemes of work reflect seamless progression from Y7 to 13. 	
<ul style="list-style-type: none"> We deliver a curriculum that emphasises literacy and numeracy skills and provides a wide range of contemporary subject options. 	<ul style="list-style-type: none"> All teachers understand that they are teachers of literacy and numeracy. Continue to regularly review and refresh curriculum and subject offerings to reflect student needs, interests, and future pathways. Encourage student engagement in the online curriculum document to make appropriate subject choices. 	<ul style="list-style-type: none"> Identify opportunities to strengthen literacy and numeracy within curriculum area using consistent, evidence-based practices HOFs continually review option subjects to ensure they meet the student needs. HOF ensure their subject information is up to date and engaging in the curriculum document. 	
<ul style="list-style-type: none"> We promote the integration of artificial intelligence and technology, to enhance student learning and teaching effectiveness. 	<ul style="list-style-type: none"> To ensure both staff and students have a level of AI literacy which means that AI is used safely and wisely, with critical thinking and integrity. Assessments are authentic. 	<ul style="list-style-type: none"> Professional Development provided for staff by the DLRs in the PD sessions. AI Literacy lessons to be incorporated into the Year 9 and 10 LHR programmes to ensure that students are aware of what AI is, how it can be used safely and what are the risks. Training to be sourced for the development of the Director of Digital Learning. The traffic light system to be introduced to students regarding how and when to use AI for assessment. HOF training to develop AI confidence. 	

<ul style="list-style-type: none"> We encourage teachers to keep learning, working collaboratively, and sharing their knowledge. We value mutual respect and accountability in their interactions with students and one another. 	<ul style="list-style-type: none"> To ensure that all faculties are having regular meetings in order to share the developments of the new curriculum. 	<ul style="list-style-type: none"> Regular updates to be sent out to staff regarding PD availability. HOF meetings/Dean meetings to be used as an opportunity to share good practice. PD to be provided to staff on the Science of Learning and a knowledge rich curriculum. 	
EMPOWERED, INDEPENDENT THINKERS	Target Set	Strategy	Outcome
<ul style="list-style-type: none"> We foster a strong pastoral care environment that ensures students feel safe, supported, and able to focus on their learning and personal growth. 	<ul style="list-style-type: none"> Make use of KiVa results to inform pastoral practice. Provide opportunities to increase student connections across year levels. Embed and enact the attendance management plan into school processes. Review of EOTC processes. 	<ul style="list-style-type: none"> Deans and HR teachers are promoting wellbeing using data from Kiva to determine appropriate actions. Continue with the Big sister/Little sister program. House leaders promote and manage lunchtime activities for the junior students. The attendance plan is actioned by appropriate staff, and all staff realise the responsibility to encourage excellent attendance. Transition paper based EOTC processes to online so that the outcomes are more efficient and robust risk management. 	
<ul style="list-style-type: none"> We equip students with the communication skills to express themselves confidently, respectfully and persuasively. 	<ul style="list-style-type: none"> Introduction of junior and senior assemblies on Friday morning. These will be student led assemblies 	<ul style="list-style-type: none"> Continue to participate in the Alumnae cup Encourage participation in debating and mooting Establish assembly roster which are student led so that students are given opportunities to enhance their communication skills. 	
<ul style="list-style-type: none"> We help students grow in their ability to think deeply and make sound ethical judgements, so they can act with fairness and courage, 	<ul style="list-style-type: none"> Continue to support the Social awareness programme. Encourage the social service council to continue being part of Young Vinnies and promote this school wide 	<ul style="list-style-type: none"> Encourage faculty participation in the Caritas Challenge for year 10. Using school facilities to support Young Vinnies Continue to encourage Mini Vinnies for our junior students. 	

and pursue social justice.	<ul style="list-style-type: none"> Sustainability practices are promoted to ensure students and staff are aware of our responsibility to our “common home”. 	<ul style="list-style-type: none"> The sustainability council and sustainability reps will be responsible for implementation of the concept of “common home”. 	
<ul style="list-style-type: none"> We provide students with diverse opportunities for leadership, preparing them to embrace leadership opportunities beyond their school years. 	<ul style="list-style-type: none"> Ensure that the leadership roles allocated homerooms are effective. Leadership opportunities that are provided to year 13 are effective. 	<ul style="list-style-type: none"> Review of the leadership roles in homeroom – Cor Unum, class captain, academic, sustainability. Review Year 13 Homeroom prefect role and their activities/responsibilities. Participation at Polyfest to develop leadership capabilities within our cultural groups. 	
<ul style="list-style-type: none"> We promote participation in sport, the performing arts, and extracurricular activities, enabling students to develop their talents, creativity, confidence, and resilience. 	<ul style="list-style-type: none"> Continue to encourage participation across all year groups in sport, music and the performing arts. 	<ul style="list-style-type: none"> Continue to collect data on participation in sport and extend analysis of participation statistics into music and performing arts for tracking and review. Continue to celebrate student achievements regularly. 	
<ul style="list-style-type: none"> We encourage the pursuit of excellence in sport and the performing arts, and we support students to achieve at their highest potential. 	<ul style="list-style-type: none"> Increase student participation and achievement in sport and the performing arts, ensuring all students are supported to reach their highest potential. 	<ul style="list-style-type: none"> Review of APS program Provide high-quality coaching and mentoring, strengthen pathways and opportunities, remove barriers to participation, and celebrate student success to foster a culture of excellence. 	
OUR LOVING, LEARNING COMMUNITY	Target Set	Strategy	Outcome
<ul style="list-style-type: none"> We foster Cor Unum spirit, cultivating enduring relationships that connect students and Baradene for life. 	<ul style="list-style-type: none"> Continue inviting alumnae to connect with the College. Continue to celebrate important events that foster Cor Unum Spirit (FOSH, House Parades). 	<ul style="list-style-type: none"> Invite alumnae to be guest speakers at the Careers Evening and at other opportunities throughout the year. Promote Baradene Connect to Alumnae. Alumnae functions are supported by school leaders in attendance. 	
<ul style="list-style-type: none"> We promote care for the environment and encourage responsible use of the earth’s resources. 	<ul style="list-style-type: none"> Students continue to grow the skills to foster sound and considered moral judgements in regard to earth’s resources. 	<ul style="list-style-type: none"> Social Awareness programme. Caritas Challenge. Incorporate Sophie’s gift into students learning program. 	

		<ul style="list-style-type: none"> Promote Sustainability groups and utilise class reps to action initiatives. 	
<ul style="list-style-type: none"> We actively work with our Sacred Heart network, to give students and teachers international learning opportunities and experiences. 	<ul style="list-style-type: none"> Continue to be involved and collaborate with our sister schools within NEANZ. 	<ul style="list-style-type: none"> Participation at the annual Sacred Heart conference. Student Exchanges through the Sacred Heart Network. 	
<ul style="list-style-type: none"> Our careers programme helps each student plan and prepare for the next stage of their learning with confidence and a global perspective. 	<ul style="list-style-type: none"> Awareness and understanding of opportunities for careers within New Zealand and the wider world. 	<ul style="list-style-type: none"> Student subject selection review as to how subject information is accessed by students and parents. Careers department connecting with alumnae for mentorship opportunities. Develop opportunities for Internships and/or part-time employment. Careers faculty deliver career opportunities to Year 7&8. 	
<ul style="list-style-type: none"> We recruit the highest quality teachers and staff, and provide the facilities, resources, and ongoing professional development that allows them to excel. 	<ul style="list-style-type: none"> Commitment to ongoing PD for staff especially in light of the new NZ curriculum. 	<ul style="list-style-type: none"> Provide time to allow staff to upskill and stay up to date PD Schedule for Friday morning and Monday afternoon PD sessions. Use of MoE teacher only days 	
<ul style="list-style-type: none"> We build strong community connection and philanthropic support through the Development Office and the Growing Heart Foundation. 	<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 by supporting their initiatives such as "Giving Week". 	
<ul style="list-style-type: none"> The Board of Trustees and the Proprietor work together to ensure the long-term growth of the College and the development of the College campus. 	<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. 	