



Annual Report 2025

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1. Completed Annual Plan 2025

ANNUAL PLAN 2025

FINAL FOR 2025 2.12.2025

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 		<p>As part of the Year 7 Welcome to Baradene unit, all RE teachers raised awareness of the parish and Diocesan structures. This will also occur in Year 9 when appropriate in the curriculum.</p> <p>Specific homeroom resources linking prayer and year of jubilee.</p> <p>Year 11 Our Story students are taught about the development and structure of the dioceses in New Zealand. From one to the 6 we have now, their dates of inception and reasons for development.</p> <p>RE teacher are well engaged with the Jubilee Year and the theme of Hope. For example, in RE Faculty meetings each member of staff will reflect on the Year of Hope. Staff and students are using prayer as a focus of hope. Year 7-9 are travelling on a digital pilgrimage with 6/8 locations throughout the year which if they complete, they will receive a stamp. Year 10 have engaged with the Year of Jubilee through the impending Canonisation of Carlo Acutis. Year 11 students studying Gospel Values have used the Jubilee Year of Hope as one of their examples of the lived experience of their faith.</p> <p>All diocesan events are promoted to the RE staff. Many we attend such as the Dedication Mass, Catholic Caring Mass etc.</p> <p>Diocesan NET Team facilitates the Year 9 and 10 retreats.</p>

			<p>Sacramental celebrations celebrated in the parish of St Ignatius (Baptism and Confirmation) to offer a connection to the wider Church</p> <p>Sacramental Programme completed for 2025. 20 Students fully initiated into the Church. Content includes encouragement for continued involvement in local parish life. Mons. Kiely has been invited to speak to every Year 7 RE class in either Week 8 or when he is available in Term 3. Mons has indicated how much he has enjoyed connecting directly with the students.</p> <p>Strong student engagement with Vinnies – volunteering at the foodbank, attending regional meetings and a cook up facilitated by the technology staff.</p> <p>Student leadership opportunities offered through Caritas and Vinnies Auckland are an important dimension of our student leaders' formation.</p> <p>Fri focus set up by EVR in Chapel</p> <p>Director of Mission attended Jubilee Year of Hope events in Rome. Resources to be developed for use with classes.</p> <p>New staff attendance at 'Teachers New to Catholic Schools' Day, offered by the Diocese of Auckland.</p> <p>Significant formation and support for staff as they participated in the Diocesan Catholic Character Evaluation for Development. Baradene has received positive and encouraging feedback from the visiting team. This has been a wonderful opportunity to revisit with all staff our special Catholic character, as reflected and experienced through our charism.</p> <p>Strong commitment of Director of Mission and HOF RE to attending all formation events offered by the Diocese.</p>
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				<p>Director of Mission continued service on the Diocesan Commission for Liturgy</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"> 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 		<p>Goals Focus day was successful run with John Mooney as the keynote speaker. 2 SLT members are attending the Province Orientation March 28-30th. Growing Heart screened the Sisters Film for the parent community on 8 March, coinciding with International Women's Day (approx. 60 attendees). 2025 Giving Week raising funds for the Sister Elizabeth Snedden Scholarship was an opportunity to include in communications messaging about St Madeleine Sophie and the RSCJ.</p> <p>6 teachers participating in 'Teachers new to Catholic schools' course Term 3.</p> <p>The celebration of MSB 100 Years of canonisation was conducted as a school and within RE lessons, especially Year 10 who created a footsteps wall leading up to D415 which celebrated MSB legacy.</p> <p>Four staff and four students attended the province schools conference (with three staff responsible for presenting). Five staff attended the province silent retreat. Two senior staff attended the province leader's orientation.</p> <p>Formation for new staff continues to be a focus. Two key sessions with lunch in Term 1. Staff new to Catholic schools who join Baradene attend the formation offered by the Diocese.</p> <p>All staff have three Friday morning 'Sophie Action' homeroom times to further their engagement with the focus 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"> 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 	<p>Year 13 retreats were held earlier in Term 1 and Year 7 retreats were successful held last week. In Term 3 Year 10 and 8 and 11 Retreats will be held.</p> <p>All retreats successfully completed. A review of the Years 9,10 and 11 programme to be undertaken in Term 4.</p> <p>RE Faculty retreat will be held on Sept 6th and involve a Mind, Body and Soul theme. A walk up our Maunga, lunch out to nourish the body and the whole faculty attending Heart Space.</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 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 	<p>This will begin in Week 9 and occur every 2 weeks. The first information will relate to Scholarship and Senior/Junior Grey Matter. In Week 11 the article will be on one Senior and one Junior event. This has been occurring and positive feedback has been received from parents.</p> <p>Special Character Instagram has launched @baradenespirit</p> <p>Head of Faculty has begun engagement with HOD at Carmel College who have sat the NZQA External for support and mentoring. Also, support has been requested from RSTANZ the RS Teacher Association for support with Externals as this is new to the subject area.</p> <p>JNK is looking to mark for NZQA so that a handle can be had on the Year 11 external examination for 2026. The curriculum will be amended in Term 3 to accommodate this examination and all Year 11's will be spoken to in a Levels assembly in Term 3.</p> <p>The curriculum is now well underway for the External. A derived examination will be organised and a slot will be requested in the Year 11 Examination timetable preferably the Friday so RE staff can</p>

			<p>mark the papers quickly in order to return the papers to students.</p> <p>The Yr 12 dedicated Scholarship class has been set up in the school timetable. There are 38 students in the class. There is also a Scholarship class after school on a Monday with another 20 regular attendees. The class will be spoken to on Friday 6th June to remind them that the practice examination is compulsory. Letters will be sent home.</p> <p>The Dedicated Scholarship class as well as the other Year 11 and 13 students who make up the 89 students entered for scholarship RS in 2025 sat a mock examination on Exams. Net. This was a success and their responses suggest a good scholarship result in 2025. Another essay has been set for the students so they can work on this before the examination in November.</p> <p>Due to SHA leaving for the UK, then JNK will take over the Dedicated Scholarship class from August 4th. This has gone very well and the students results in their final NCEA of Year 12 is in alignment with their results in Term 1 and 2. So the change of staffing has had no effect on their results which is good for consistency.</p> <p>2026 JNK would like to investigate the opportunity for a Dedicated Scholarship class in Year 11. This can occur as several rotation classes do not rotate and so JNK and MDX could have the classes which are taught NCEA and Scholarship.</p> <p>The numbers are in for Year 11s 2025 elected to be part of a 2026 dedicated scholarship class and there is enough interest for two classes. JNK has approached WDJ A decision was made and there will be two Scholarship classes in Year 12 in 2026. This is exciting and will raise the students to 63 in 2026.</p>
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			<p>Students are excited to learn at that higher level.</p> <p>Y11 to sit an external NCEA standard in RE. The students sat this on 26 Nov and is practice for an external standard which will be helpful for 2026.</p> <p>Year 11 derived grade exam was completed on Exam.net with great success. Working with New Era expressed solidarity as they supported the learners and the staff with the new software. Using Exam.net allows for SAC conditions and authenticity of the standard to be maintained.</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"> 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. Peer Pulse Programme – activities for Y7/8 students led by Student Leaders – to start in Term 1 Lunchtime groups (e.g., Knitting Club) are running for students who may benefit from making new connections and friendships Year 7 and 8 level assemblies have had presentations on making friends and being inclusive <p>Term 4 Year 11 and Year 7 lunchtime activities</p>	<p>The House Leaders have continued with Peer Pulse in term 2 for our year 7 and 8s.</p> <p>Nutrition talk with guest speaker at Y7 level assembly – promoting a well balanced lifestyle</p> <p>Seasons of Growth group started with small group of juniors – focus on dealing with transition and loss</p> <p>Scrapbooking club for Y7 and Y8 students at lunchtime</p> <p>Sexuality and Relationships course for Year 10 will occur in Term 3 and for Year 11.12 and 13 at the end of Term 3 and into Term 4</p> <p>Year 8 students participated in a puberty education session that supported their health, wellbeing, and understanding of adolescent changes.</p> <p>The Year 10 dance challenge, undertaken in homerooms, provided a valuable opportunity for participation, collaboration, and teamwork across the year group</p> <p>New lunchtime activities are being planned for Year 7 and Year 11 students. The sessions will provide opportunities for Year 11 students to develop leadership skills and a sense of purpose, while offering support and social connection for Year 7 students who may</p>

				be feeling isolated or in need of friendship. These activities aim to foster a positive school culture and strengthen peer relationships across year groups.
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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. 		<p>Held a successful Korero with whanau twice which was well attended. University of Auckland presented on the importance of sitting and passing 20 credits. There was an update and data given to Baradene in regards to students being prepared for University. The university has agreed to attend our whanau meeting in 2026 to explain to parents the importance of sitting and passing 20 external credits in year 12 and 13.</p> <p>Presentation to staff from Whaea Mel on Niho Taniwha in TOD. This was also shared with the Board. Focus on cultural responsive practice for Māori akonga</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"> 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. 		<p>Maori artist, Peata Larkin (past parent) created an artwork to acknowledge the major donors to the Growing Heart fundraising campaign to fit out the gym. The artwork incorporates Te ao Māori themes and was blessed by Mātua Manuel Beazley following Baradene's Matariki celebrations on 19 June, giving donors the opportunity to also attend the Matariki Liturgy. It was a special occasion.</p> <p>At the teacher only day on 1 Aug, Mel Ross TIC of Maori presented to staff on culturally responsive pedagogy. The House Haka competition was held at the end of term 3. Each house presented a waiata and the haka. The performances this year were outstanding with the students actively participating. The senior students are very familiar with the haka having learnt it over a number of school years.</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 	<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. 		<p>Principal will meet with the Cultural Lead from the Kahui Ako. During term 1 2026 there will be a follow up meeting with the Cultural Lead, myself and Mel Ross (TIC of Maori)</p>

Orākei.				
CURRICULUM AND ACADEMIC ACCOMPLISHMENT	Target Set	Strategy	Responsibility/ Resources	Outcome
<ul style="list-style-type: none"> Baradene has high expectations for academic success for each student. It is an environment where academic success is encouraged, celebrated and respected by all. 	<ul style="list-style-type: none"> 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. 		<p>Principal and Director of Teaching and Learning will meet with all the HOFs before the end of the term to review 2024 data and where SLT can help. Presentation by Academic Deans to staff on how they use data to inform them in about student engagement and achievement</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"> 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. 		<p>SLT are attending faculty meetings. Support for Māori and Pasifika through Auckland university programme offered to secondary school. <u>Baradene has become part of the partnership of school initiative, designed specifically to support Maori and Pasifika achievement</u> <u>Not suitable for our setting</u></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"> Curriculum development continues to support teaching programmes. 	<ul style="list-style-type: none"> Faculty scheme of work reflects a seamless progression from Y7-13. 		<p>Updating of Teaching and Learning documents by HOFs to reflect co-ordinated junior to senior curriculum. Kahiu ako appointment from Baradene for Lit across schools. Director of Teaching and Learning has engaged with Ed Potential to use their data and graphs in the annual faculty report. Structured Literacy PD application for English dept and a number of key HOFs and SLT</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"> 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. 		<p>2 DPS went to a hui on AI. Have discussed in SLT meeting on how to move forward and establish protocols.</p> <p>RE Faculty have provided every student from Year -13 with an Academic Integrity course – previous shown to HODs at a HOD meeting in 2024. HOD of RE is awaiting the results from the End of Term 1 Assessments and AS Internals to</p>

				<p>provide data on the courses success. Year 7 and 8 will receive the Academic Integrity course at the start of Term 2. A small number of students sat the CAA in literacy and numeracy. In May and we had good pass rates in Numeracy and Literacy. The year 10 cohort sit the CAAs in Sept. The CAAs for yr 10 for literacy and numeracy were sat on the 1st and 2nd of Sept. Students were well prepared by the literacy and numeracy leads. The results literacy results were pleasing with the 4 year 12 students gaining the qualification.</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"> 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. 		<p>Friday morning PD slots have been well utilised this term. Variety of topics. Staff have been surveyed to see what they would like. TOD includes a session from Mel Ross on culturally responsive pedagogy with material from a course she attended. Fiona Gillies and Sarah Boasman presented to staff on the Science of Learning.</p>
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. 		<p>Development Office assisted Alumnae Association with a Mass/morning tea to celebrate the centenary of the canonisation of St Madeleine Sophie Barat on May 24th (approx. 50 alumnae attended).</p> <p>Development Office assisted Alumnae Association with the 5-year reunion on 6 June.</p> <p>Ad hoc alumnae visits by alumnae to the school.</p> <p>Working toward facilitating a Sydney alumnae reunion.</p>

			<p>Alumnae features/milestones in Heart magazine.</p> <p>Approx. 60 donors to 2025 Giving Week run by Growing Heart raising funds for Sister Elizabeth Snedden Scholarship were alumnae.</p> <p>DO looking at ways to ensure older alumnae engage with/remain engaged with the College.</p> <p>Alumnae invited to Judge the Year 10 Alumnae Cup.</p> <p>REC working with Archives to include sessions with Yolanda in Year 7 and 10. JNK also wishing for Yolanda to be involved with the International RE students.</p> <p>DO assisting Alumnae Association with communications and ticket sales for Alumnae Meritae Award and Afternoon Tea on 2 Nov,</p> <p>DO working with Alumnae Association on events planning for 2026.</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 sound and considered moral judgements. 	<ul style="list-style-type: none"> • Social Awareness programme • Caritas Challenge • Speakers in Level Assemblies • Community Constable 	<p>First guest speakers of the Social Awareness programme were NeuroDuo. Adult's who have been diagnosed as adults with ADHD and Autism and who have created an educational guest speaker options for informing young people of the awareness needed for Neurodiversity.</p> <p>Caritas Challenge was held Friday 21st March. Staff and students both enjoyed the day.</p> <p>Two alumnae from 2020 spoke with all Year 11 students about their employment with Recreate NZ, Shared the impact of the Baradene social service programmes on their work choices.</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"> 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. 		<p>Students always start HR with prayers and student leaders plus Y13 frequent speakers at assembly Y13 Head Girl organising "So they can be" challenge – raising funds and awareness for girls' education in developing countries. This was a very successful event which raised \$4000</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"> 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. 		<p>Cardio and student-use hours provided weekly in the fitness centre Gym used for "give it a Go" sessions – eg 3x3 basketball, volleyball for Y7/8s College Sport's Snr A basketball league hosted at Baradene. And in Term 4 – Volleyball league hosted in gym Sports council running inter-house comps, and "dance Fridays" College Leaders ran "So They Can" activity in gym raising \$\$ for this cause.</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"> Opportunities for students across the year groups to take part in performance. 	<ul style="list-style-type: none"> School Production beginning of Term 2 		<p>School production ran from 22nd-24th May. It was an excellent production of Shrek with Sacred Heart. All performances were sold out.</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"> 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 		<p>The Australian Exchange for yrs 9 and 10 has been very well subscribed. Baradene students have been to Melbourne and all the Australian schools come to Auckland in June.</p>
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 	<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 		<p>Online global connections are continuing this year with the first meeting being held last week. There has been a lot of interest in the exchange with our sister schools in Australia for our yr 9 and y10 students</p>

<p>and raises their global awareness and cultural empathy.</p>		<ul style="list-style-type: none"> • Celebration of cultural diversity in the liturgical life of the College 	<p>Students attending exchange</p> <p>Year 12 x 4 attended conference in Brisbane 24-26 July. They were billeted by Stuartholme families. The students had a conference which ran alongside the teacher conference. They came with a problem and left with a solution. The problem enabled them to demonstrate the goal of social awareness that impels to action.</p> <p>The teacher conference had excellent keynote speakers and the workshops were interesting as well.</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 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. • Reinforcement of key child protection issues and protocols 	<p>Early PD with all staff focussing on pastoral processes and importance of disclosure if staff have concerns about any student.</p> <p>The BOT have engaged an external reviewer who presented to staff at the beginning of term 3. They got the staff to look at risks and how you mitigate them. This is the information that needs to be in our EOTC forms. They are attending the yr13 Geo trip and will provide feedback on how to alter our EOTC forms.</p> <p>One of our Counsellors is located in Centennial and is enjoying the new space.</p> <p>The draft EOTC review report has been received and we in the process of reviewing the recommendations, correcting any inaccuracies and preparing our response. We had already been looking to move our processes to a digital platform which will also meet some of the recommendations and formalise more of our processes.</p> <p>In August we successfully completed a Lockdown practice under the guidance of consultants Harrison Tew.</p> <p>In November six staff undertook a digital EOTC PD session with School Bridge whose module has been developed to align with EONZ guidelines and templates. Staff will work in test mode to trial the system in 2025.</p>

				Work is also about to begin on an integrated Safety Management Plan for the College, amalgamating existing Health and Safety policy and procedure and using the EONZ template as a guide.
<ul style="list-style-type: none"> We encourage sustainable patterns of living within our College and community, with increasing focus on effective stewardship of the earth's resources. 	<ul style="list-style-type: none"> To promote our local environment to ensure it is kept clean and litter free Connect priorities of JPIC with the practical elements of sustainability 	<ul style="list-style-type: none"> Develop "Pack in/ Pack out" initiative New bins with clear instructions Formation in JPIC focus of the rscJ worldwide community 		New bins have arrived and activities sent by the Sustainability to homerooms for students to understand what goes in the bins.
<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 		<p>Adopt a park. Tree planting.</p> <p>The Environmental Committee organised a beach clean up at Okahu Bay at which a local iwi leader attended and offered a blessing before the cleanup began.</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 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. 		<p>Woolf Fisher Research Centre have provided a model which Careers can use to integrate into the careers program for yrs 7 to 13.</p> <p>The careers evening is on the 6th of Aug and has a lot of alumni presenting. The Year 13 students host the panels. This is a well-supported community event.</p> <p>Continuing to develop careers lessons for Y7-10 in term 4 and senior students in first week of school programme.</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"> 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 		Fully staffed. Opportunities for graduates to join teaching profession and be trained in house at Baradene. Focus on alumnae
<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. 		<p>2025 Giving Week run by Growing Heart with support of the Principal –raised approx. \$42,500.</p> <p>GH now working to finalise the criteria, terms and conditions of the Sister Elizabeth Snedden Scholarship, in</p>

				<p>consultation with the Principal and Sister Elizabeth. The Principal will personally thank the major donors to the campaign. DO working on updated Strategic Plan for Growing Heart 2026-2030.</p>
<p>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.</p>	<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. 		<p>Orchard proposal with BCL Lockers to be removed from the bottom of Barat. This area will be re carpeted in the July holidays. Discussion has started with BCL about the possibility of two new classrooms in the lower Barat area.</p>

2. Annual Plan 2026

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. 	

3. Analysis of Variance

Statement of Variance

Baradene College Targets for Student Achievement 2026

NCEA ACHIEVEMENT	2025 Target	2025 Result	2026 Target
Students achieve Baradene Certificate, Level 2 and 3 NCEA.			
Baradene Certificate	99	97.6	99
Level 2	99	97.8	99
Level 3	99	97.1	99
University Entrance	98	96.5	98

Comment: Overall achievement in NCEA. In 2025 the Year 11 students sat the Baradene certificate 97.6% passed. Level 2 and 3 targets were nearly met. Academic Deans continue to play an important role in meeting academic targets. Academic Deans were established in 2023 with a focus on improving NCEA pass rates and the percentage of students achieving UE – they have been highly successful. This is the second year of the Baradene Certificate and students remain at school until the end of Term 4.

NCEA ENDORSEMENTS	2025 Target	2025 Result	2026 Target
Ensure students achieve endorsement at least or better than the following:			
Baradene Certificate			
Excellence	70	53	70
Merit	25	37	25
Level 2			
Excellence	65	67	65
Merit	26	26	26
Level 3			
Excellence	55	50	55
Merit	25	38	25

Comment:
Our targets were nearly met for Baradene Certificate and Level 3 NCEA Excellences. We were very pleased with the Level 2 Excellences which are a result of a robust Level 1 programme. 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 has been given to the Learning Centre to help students with diverse learning needs. Student academic tutors available to assist students achieve. Tutorials such as Mathematics Help is available on a regular basis. Senior students are tracked by their year-level academic Dean and are encouraged to reach academic excellence. The learning centre is resourced to enable neuro-diverse students to achieve their potential through special assessment conditions. Special assessment conditions are well utilised. Peer tutoring has continued to be popular with the student community and the programme is supported by teachers.

TARGET 2 NCEA ACHIEVEMENT	2025 Target	2025 Result	2026 Target
Māori achievement			
Baradene Certificate	99	100	99
Level 2	99	100	99
Level 3	99	100	99
University Entrance	98	100	98
Ensure Māori Endorsement achievement			
Baradene Certificate: Excellence	70	45	70
Merit	25	44	25
Level 2 Excellence	65	68	65
Merit	26	21	26
Level 3 Excellence	55	33	55
Merit	25	57	25
UE	98	100	98
Comment:	<p>Māori student achievement in NCEA overall exceeded the targets set for Level 2. Māori students' achievement in University Entrance exceeded the set target.</p> <p>The Level 3 Excellence target was not met by the Māori students and encouraging students to aim for Excellence endorsement is a message we will continue with. Academic Deans will continue to ensure our Māori students have support to achieve their academic potential.</p>		
PASIFIKA STUDENT ACHIEVEMENT	2025 Target	2025 Result	2026 Target
Ensure Pasifika achievement at least or better than:			
Baradene Certificate	99	100	99
Level 2	99	100	99
Level 3	99	100	99
University Entrance	98	93	98
Ensure Pasifika Endorsement achievement at Levels 1-3 is at least or better than: Baradene Certificate			
Excellence	70	33	70
Merit	25	55	25
Level 2 Excellence	60	40	60
Merit	26	40	26
Level 3 Excellence	55	22	55
Merit	25	56	25
Comment:	<p>Our Pasifika numbers for 2025 were small. One student missed UE. The Excellence endorsements were not met and is an area which needs to be worked on with the Academic Deans, Deans and teachers.</p>		

NCEA ACHIEVEMENT Courses	2025 Target	2025 Result	2026 Target
Courses at Level 2 – 30% or more of students being course endorsed with Excellence and 25% at Level 3			
Level 2	30	48.4%	30
Level 3	25	27.3%	25
<p>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.</p>			
NCEA ACHIEVEMENT Scholarship	2025 Target	2025 Result	2026 Target
Scholarships.	60	76	60
<p>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.</p>			
Year 10 Literacy - Reading	2025 Target	2025 Result	2026 Target
	92	98	92
Year 10 Literacy - Writing	2025 Target	2025 Result	2026 Target
	90	98	90
Year 10 Literacy - Numeracy	2025 Target	2025 Result	2026 Target
	90	95	90
<p>Comment: We were pleased with the results for our students in the literacy and numeracy co requisites. We improved our results in 2025 as we had experience in what was required and how to support our students.</p>			

PAT RESULTS

PAT Y7 2026 Pāngarau Mathematics

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	5% (19%)		52% (54%)			38% (19%)		5% (4%)
Number of students	0	1	8	17	28	49	39	30	9

Target: To shift a student up a stanine in 2026.

PAT Y7 2026 Pānui Reading Comprehension

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	1% (4%)	6% (19%)		48% (54%)			38% (19%)		8% (4%)
Number of students	2	4	7	15	28	52	44	31	15

Target: To shift a student up a stanine in 2026.

PAT Y7 2025 Pāngarau Mathematics

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: To shift a student up a stanine in 2026

PAT Y8 2026 Pāngarau Mathematics

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	2% (4%)	3% (19%)		60% (54%)			30% (19%)		6% (4%)
Number of students	4	2	4	21	46	70	40	28	14

Target: To shift a student up a stanine from 2025 to 2026. Pleasing to see movement in stanine 4 to 6 bands and upper bands well above National average.

PAT Y7 2025 Pānui Reading Comprehension

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	1% (4%)	10% (19%)		45% (54%)			35% (19%)		9% (4%)
Number of students	2	13	8	23	30	45	52	24	20

PAT Y8 2026 Pānui Reading Comprehension

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	1% (4%)	7% (19%)		53% (54%)			30% (19%)		10% (4%)
Number of students	2	4	11	26	44	49	46	22	22

Target: To shift a student up a stanine from 2025 to 2026. Pleasing to see movement in stanine 4 to 6 bands and upper bands well above National average.

PAT Y8 2025 Pāngarau Mathematics

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	4% (19%)		58% (54%)			30% (19%)		8% (4%)
Number of students	0	3	6	26	51	54	43	24	19

PAT Y9 2026 Pāngarau Mathematics

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	4% (19%)		53% (54%)			30% (19%)		13% (4%)
Number of students	1	3	7	24	51	49	47	23	30

Target: To shift a student up a stanine from 2025 to 2026. Pleasing to see movement in stanine 4 to 6 bands and upper bands well above National average.

PAT Y8 2025 Pānui Reading Comprehension

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	3% (4%)	9% (19%)		52% (54%)			25% (19%)		11% (4%)
Number of students	6	6	14	12	47	52	36	18	24

PAT Y9 2026 Pānui Reading Comprehension

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	10% (19%)		54% (54%)			30% (19%)		6% (4%)
Number of students	1	5	18	30	58	36	50	20	13

Target: To shift a student up a stanine from 2025 to 2026. Pleasing to see movement in stanine 4 to 6 bands and upper bands well above National average.

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

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

4. Financial Reporting

5. Kiwi Sport Funding

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2025 the school received total Kiwisport funding of \$34,013 (Excluding GST). The funding was spent on Coaching Development Programmes, equipment, uniforms, operational costs, team entries, tournament entries and levies. In 2025 Baradene College had a 83% participation level for Year 7/8 students and 73% for Year 9 to 13 students. This is well above the Auckland Girls school average.

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.