



Baradene
College *of the*

SACRED HEART

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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				Director of Mission continued service on the Diocesan Commission for Liturgy
<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 RSTAA NZ 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.</p> <p>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.</p> <p>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.</p> <p>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

Baradene College

CONSOLIDATED ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

School Directory

Ministry Number: 61

Principal: Mrs Alexandra Russell

School Address: 237 Victoria Avenue, Remuera

School postal address: Private Bag 28 906 Remuera Auckland 1541

School Phone: 09 524 6019

School Email: admin@baradene.school.nz

Accountant / Service Provider: In House

Members of the Board:

Name	Position	How Position Gained	Term Expired/ Expires
Mrs Gillian Chappell	Presiding Member	Appointed	
Mrs Alexandra Russell	Principal ex Officio	Appointed	
Mrs Liz O'Neil	Parent Representative	Elected	Sept-28
Mrs Terisa Cordtz	Parent Representative	Elected	Sept-25
Mr Justin Luen	Parent Representative	Elected	Sept-28
Ms Therese Singleton	Parent Representative	Elected	Sept-25
Mrs Lisa Courtney	Parent Representative	Elected	Sept-25
Francesca-Lee Asiata	Student Representative	Elected	Sept-26
Dora Slavich	Student Representative	Elected	Sept-25
Mrs Gabrielle Smyth	Staff Representative	Elected	Sept-28
Mrs Ruth Sio-Lokam	Parent Representative	Elected	Sept-28
Mr Simon Lapthorne	Parent Representative	Elected	Sept-28
Mr Fergus Lee	Parent Representative	Elected	Sept-28
Sr Elizabeth Snedden	Proprietor Representative	Appointed	
Mr Richard James	Proprietor Representative	Appointed	
Ms Catherine Ryan	Proprietor Representative	Appointed	

Baradene College

Consolidated Annual Financial Statements - For the year ended 31 December 2025

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Baradene College

Statement of Responsibility

For the year ended 31 December 2025

The Board accepts responsibility for the preparation of the annual consolidated financial statements and the judgements used in these consolidated financial statements.

The management (including the Principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the group's financial reporting.

It is the opinion of the Board and management that the consolidated annual financial statements for the financial year ended 31 December 2025 fairly reflects the financial position and operations of the group.

The Group's 2025 consolidated financial statements are authorised for issue by the Board.

Gill Chappell

Full Name of Presiding Member



Signature of Presiding Member

29/5/2026

Date

Alexandra Russell

Full Name of Principal



Signature of Principal

29/5/2026

Date

Baradene College

Consolidated Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2025

	Notes	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Revenue							
Government Grants	2	13,209,197	11,985,813	12,007,144	13,209,197	11,985,813	12,007,144
Locally Raised Funds	3	6,360,919	5,702,766	6,462,963	6,417,943	5,702,766	6,739,935
Use of Proprietor's Land and Buildings		5,467,500	5,670,000	5,670,000	5,467,500	5,670,000	5,670,000
Interest		229,387	225,000	301,568	252,910	225,000	321,437
Gain on Sale of Property, Plant and Equipment		-	-	64,701	-	-	64,701
Total Revenue		25,267,003	23,583,579	24,506,376	25,347,550	23,583,579	24,803,217
Expense							
Locally Raised Funds	3	2,427,992	2,389,063	2,317,829	2,469,553	2,389,063	2,714,438
Learning Resources	4	14,325,651	13,323,121	13,425,251	14,319,954	13,323,121	13,425,251
Administration	5	1,363,326	1,068,119	1,266,095	1,363,718	1,068,119	1,269,442
Interest		6,714	6,500	6,231	6,790	6,500	6,231
Property	6	6,477,587	6,654,896	6,770,235	6,477,587	6,654,896	6,770,235
Total expense		24,601,271	23,441,699	23,785,641	24,637,603	23,441,699	24,185,597
Net Surplus / (Deficit) for the year		665,733	141,880	720,735	709,948	141,880	617,620
Other Comprehensive Revenue and Expense							
<i>Item that will not be reclassified to surplus(deficit)</i>							
Gain on equity investment revaluations		-	-	-	-	-	-
Total other comprehensive revenue and expense		-	-	-	-	-	-
Total Comprehensive Revenue and Expense for the Year		665,733	141,880	720,735	709,948	141,880	617,620

The above Consolidated Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these consolidated financial statements.

Baradene College

Consolidated Statement of Changes in Net Assets/Equity

For the year ended 31 December 2025

Notes	2025	School	2024	2025	Group	2024
	Actual	2025	Actual	Actual	2025	Actual
	\$	Budget (Unaudited) \$	\$	\$	Budget (Unaudited) \$	\$
Equity at 1 January	6,268,779	6,268,692	5,084,191	6,674,343	6,268,692	5,592,870
Total comprehensive revenue and expense for the year	665,733	141,880	720,735	709,948	141,880	617,620
Contribution - Furniture and Equipment Grant	276,671	276,671	371,125	276,671	276,671	371,125
Contributions from the Ministry of Education	-	-	92,728	-	-	92,728
Equity at 31 December	7,211,182	6,687,243	6,268,779	7,660,961	6,687,243	6,674,343
Accumulated comprehensive revenue and expense	7,211,182	6,687,243	6,268,779	7,660,961	6,687,243	6,674,343
Reserves	-	-	-	-	-	-
Equity at 31 December	7,211,182	6,687,243	6,268,779	7,660,961	6,687,243	6,674,343
Reserve Movements Analysis						
Accumulated comprehensive revenue and expense						
Balance at 1 January	6,268,779	6,268,692	5,084,191	6,674,343	6,268,692	5,592,870
Contribution - Furniture and Equipment Grant	276,671	276,671	371,125	276,671	276,671	371,125
Contributions from the Ministry of Education	-	-	92,728	-	-	92,728
Surplus/(deficit) for the year	665,733	141,880	720,735	709,948	141,880	617,620
Balance 31 December	7,211,182	6,687,243	6,268,779	7,660,961	6,687,243	6,674,343
Total equity	7,211,182	6,687,243	6,268,779	7,660,961	6,687,243	6,674,343

The above Consolidated Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these consolidated financial statements.

Baradene College

Consolidated Statement of Financial Position

As at 31 December 2025

	Notes	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Current Assets							
Cash and Cash Equivalents	7	1,167,100	1,056,957	656,592	1,304,787	1,056,957	777,990
Accounts Receivable	8	921,192	847,330	847,330	921,192	847,330	847,330
GST Receivable		178,937	138,300	138,300	178,937	138,300	138,300
Prepayments		75,590	55,309	55,309	75,590	55,309	55,309
Inventories	9	376,396	325,494	326,464	376,396	325,494	326,464
Investments	10	3,669,319	4,012,464	4,012,464	4,044,243	4,012,464	4,366,090
		6,388,534	6,435,854	6,036,459	6,901,145	6,435,854	6,511,483
Current Liabilities							
Accounts Payable	12	1,818,057	1,578,727	1,578,727	1,880,889	1,578,727	1,648,187
Revenue Received in Advance	13	1,595,380	1,612,015	1,612,015	1,595,380	1,612,015	1,612,015
Provision for Cyclical Maintenance	14	31,431	69,891	485,572	31,431	69,891	485,572
Finance Lease Liability	15	31,897	38,756	38,756	31,897	38,756	38,756
Funds held in Trust	16	368,997	364,414	364,414	368,997	364,414	364,414
		3,845,762	3,663,803	4,079,484	3,908,594	3,663,803	4,148,944
Working Capital Surplus/(Deficit)		2,542,772	2,772,051	1,956,975	2,992,551	2,772,051	2,362,539
Non-current Assets							
Investments	10	2,348,765	1,500,000	1,500,000	2,348,765	1,500,000	1,500,000
Property, Plant and Equipment	11	2,911,964	3,101,358	3,200,698	2,911,964	3,101,358	3,200,698
		5,260,730	4,601,358	4,700,698	5,260,730	4,601,358	4,700,698
Non-current Liabilities							
Provision for Cyclical Maintenance	14	547,382	646,422	349,150	547,382	646,422	349,150
Finance Lease Liability	15	34,505	29,311	29,311	34,505	29,311	29,311
Funds held in Trust	16	10,433	10,433	10,433	10,433	10,433	10,433
		592,319	686,166	388,894	592,319	686,166	388,894
Net Assets		7,211,182	6,687,243	6,268,779	7,660,961	6,687,243	6,674,343
Equity:							
Accumulated comprehensive revenue and expense		7,211,182	6,687,243	6,268,779	7,660,961	6,687,243	6,674,343
Total equity		7,211,182	6,687,243	6,268,779	7,660,961	6,687,243	6,674,343

The above Consolidated Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these consolidated financial statements.

Baradene College

Consolidated Statement of Cash Flows

For the year ended 31 December 2025

	Notes	School			Group		
		2025	2025	2024	2025	2025	2024
		Actual	Budget	Actual	Actual	Budget	Actual
		\$	(Unaudited)	\$	\$	(Unaudited)	\$
Cash flows from Operating Activities							
Government Grants		3,484,806	3,241,118	3,113,140	3,484,806	3,241,118	3,113,140
Locally Raised Funds		4,680,145	4,770,883	4,897,381	4,737,169	4,770,883	5,173,917
International Students		1,680,181	1,691,575	2,111,575	1,680,181	1,691,575	2,111,575
Goods and Services Tax (net)		(40,637)	(138,300)	(235,174)	(40,637)	(138,300)	(235,174)
Payments to Employees		(3,692,269)	(3,496,739)	(3,528,882)	(3,692,182)	(3,496,739)	(3,528,882)
Payments to Suppliers		(5,298,372)	(3,479,113)	(4,917,795)	(5,362,717)	(3,479,113)	(5,171,060)
Interest Paid		(6,790)	(5,000)	(6,231)	(6,790)	(5,000)	(6,231)
Interest Received		245,712	110,619	277,383	269,235	110,619	297,252
Net cash from / (to) the Operating Activities		1,052,776	2,695,043	1,711,397	1,069,065	2,695,043	1,754,537
Cash flows from Investing Activities							
Purchase of Property Plant & Equipment (and Intangibles)		(284,145)	(431,219)	(1,482,764)	(284,145)	(431,219)	(1,482,764)
Purchase of Investments		(848,765)	(755,400)	(755,400)	(848,765)	(755,400)	(1,109,026)
Proceeds from Sale of Investments		343,145	(1,500,000)	-	343,145	(1,500,000)	-
Net cash from / (to) the Investing Activities		(789,765)	(2,686,619)	(2,238,164)	(789,765)	(2,686,619)	(2,591,790)
Cash flows from Financing Activities							
Furniture and Equipment Grant		276,671	276,671	371,125	276,671	276,671	371,125
Contributions from Ministry of Education		-	-	92,728	-	-	92,728
Finance Lease Payments		(33,756)	(59,577)	(32,527)	(33,756)	(59,577)	(4,049)
Funds Administered on Behalf of Other Parties		4,582	174,847	(33,393)	4,582	174,847	(33,393)
Net cash from / (to) Financing Activities		247,497	391,941	490,661	247,497	391,941	426,411
Net increase/(decrease) in cash and cash equivalents		510,508	400,365	(36,106)	526,797	400,365	(410,842)
Cash and cash equivalents at the beginning of the year	7	656,592	656,592	692,698	777,990	656,592	1,188,832
Cash and cash equivalents at the end of the year	7	1,167,100	1,056,957	656,592	1,304,787	1,056,957	777,990

The Consolidated Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries, use of land and buildings grant and expense and other notional items have been excluded.

The above Consolidated Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these consolidated financial statements.

Baradene College

Notes to the Consolidated Financial Statements

For the year ended 31 December 2025

1. Statement of Accounting Policies

a) Reporting Entity

Baradene College is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Baradene College Group (the 'Group') consists of Baradene College and its subsidiary trust. The subsidiary is a Baradene College Foundation ('Trust') which supports the school by raising funds and making donations for the

The School's subsidiary is incorporated and domiciled in New Zealand.

b) Basis of Preparation

Reporting Period

The consolidated financial statements have been prepared for the period 1 January 2025 to 31 December 2025 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The consolidated financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Basis of Consolidation

The consolidated financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of entities in the group on a line-by-line basis. All inter-group balances, transactions, revenue, and expenses are eliminated on consolidation.

Subsidiaries

Subsidiaries are entities controlled by the Baradene College. Baradene College 'controls' an entity when it is exposed, or has rights, to variable benefits from its involvement with the other entity and has the ability to affect the nature or amount of those benefits through its power over the other entity. The financial statements of subsidiaries are included in the consolidated financial statements from the date on which control commences until the date on which control ceases.

Changes in the Baradene College interest in a subsidiary that do not result in a loss of control are accounted for as transactions with owners in their capacity as owners.

When the Baradene College loses control over a subsidiary, it derecognises the assets and liabilities of the subsidiary, and any related non-controlling interests and other components of equity. Any resulting gain or loss is recognised in surplus or deficit. Any interest retained in the former subsidiary is measured at fair value when control is lost.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements with reference to generally accepted accounting practice. The consolidated financial statements have been prepared with reference to generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The Group is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

PBE Accounting Standards Reduced Disclosure Regime

The Group qualifies for Tier 2 as the group is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$33 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The consolidated financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These consolidated financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these consolidated financial statements are set out below.

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

The School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition. During the year, the Board assesses the reasonableness of its painting maintenance plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

Useful lives of property, plant and equipment

The Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the Group. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 21.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

Consolidation of entities

The Group consolidates entities based on whether the School has established control of the subsidiary. The subsidiaries which are controlled are disclosed at Note 24.

c) Revenue Recognition

Government Grants

The Group receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the Group has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the Group has the rights to the funding in the salary period they relate to. The grants are not received in cash by the Group and are paid directly to teachers by the Ministry of Education.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly by the Ministry of Education.

The property from which the School operates is owned by the Proprietor. Grants for the use of land and buildings are also not received in cash by the school however they equate to the deemed expense for using the land and buildings. This expense is based on an assumed market rental yield on the land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants where conditions exist

Other grants are recorded as revenue when the Group has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

Donations, gifts and bequests are recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

Interest Revenue

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

c) Operating Lease Payments

Payments made under operating leases are recognised in the Consolidated Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

d) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

e) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

f) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for expected credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

g) Inventories

Inventories are consumable items held for sale and are comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Consolidated Statement of Comprehensive Revenue and Expense in the period of the write down.

h) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is material.

Equity investments are designated at initial recognition at fair value through other comprehensive revenue and expense because they are investments that the Group intends to hold for long term strategic purposes. They are initially measured at fair value plus transaction costs. They are subsequently measured at their fair value with gains and losses recognised in other comprehensive revenue and expense. When sold, the cumulative gain or loss previously recognised in other comprehensive revenue and expense is transferred within equity to accumulated surplus/(deficit).

The Group has met the requirements of Section 154 (2)(b)(ii) of the Education and Training Act 2020 in relation to the acquisition of investment securities.

i) Property, Plant and Equipment

Land and buildings owned by the Proprietor are excluded from these consolidated financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements (funded by the Board) to buildings owned by the Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value, as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Consolidated Statement of Comprehensive Revenue and Expense.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Consolidated Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Furniture and Equipment	10–15 years
Information and Communication Technology	3–5 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets held under a Finance Lease	Term of Lease
Library Resources	12.5% Diminishing value

j) Impairment of property, plant, and equipment

The Group does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the Group estimates the asset's recoverable service amount. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

In determining fair value less costs to sell, the Group engages an independent valuer to assess market value based on the best available information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

k) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the Group prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

l) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date and annual leave earned, by non teaching staff, but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before 12 months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows. Remeasurements are recognised in surplus or deficit in the period in which they arise.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from international where there are unfulfilled obligations for the Group to provide services in the future. The fees or grants are recorded as revenue as the obligations are fulfilled and the fees or grants are earned.

The Group holds sufficient funds to enable the refund of unearned fees in relation to international students, should the Group be unable to provide the services to which they relate.

n) Funds Held in Trust

Funds are held in trust where they have been received by the Group for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Consolidated Statement of Comprehensive Revenue and Expense.

The Group holds sufficient funds to enable the funds to be used for their intended purpose at any time.

o) Shared Funds

The Group does not hold any funds on behalf of a cluster of schools.

p) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School sites in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The School carries out painting maintenance of the whole school over a 7 to 15 year period. The economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

q) Financial Instruments

The Group's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards. On initial recognition of an equity investment that is not held for trading, the group may irrevocably elect to present subsequent changes in the investment's fair value in other comprehensive revenue and expense. This election has been made for investments that are shares. Subsequent to initial recognition, these assets are measured at fair value. Dividends are recognised as income in surplus or deficit unless the dividend clearly represents a recovery of part of the cost of the investment. Other net gains and losses are recognised in other comprehensive revenue and expense and are never reclassified to surplus or deficit.

The Group's financial liabilities comprise accounts payable, borrowings, and finance lease liability. Financial liabilities are initially recognised at fair value and subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

r) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the Group has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

s) Goods and Services Tax (GST)

The consolidated financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the consolidated statement of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

The budget figures are extracted from the Group budget that was approved by the Board.

u) Services received in-kind

From time to time the Group receives services in-kind, including the time of volunteers. The Group has elected not to recognise services received in kind in the Consolidated Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Government Grants - Ministry of Education	3,424,518	3,063,118	3,071,991	3,424,518	3,063,118	3,071,991
Teachers' Salaries Grants	9,749,887	8,894,695	8,894,695	9,749,887	8,894,695	8,894,695
Other Government Grants	34,792	28,000	40,458	34,792	28,000	40,458
	13,209,197	11,985,813	12,007,144	13,209,197	11,985,813	12,007,144

3. Locally Raised Funds

Local funds raised within the Group's community are made up of:

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Revenue						
Fees for Extra Curricular Activities	644,236	507,880	543,015	644,236	507,880	543,015
Donations and Bequests	2,269,203	2,042,470	2,582,114	2,326,227	2,042,470	2,859,086
Fundraising & Community Grants	627,608	480,000	581,257	627,608	480,000	581,257
Trading	917,638	894,199	865,067	917,638	894,199	865,067
Other Revenue	194,626	167,361	279,293	194,626	167,361	279,293
International Student Fees	1,707,609	1,610,856	1,612,217	1,707,609	1,610,856	1,612,217
	6,360,919	5,702,766	6,462,963	6,417,943	5,702,766	6,739,935
Expenses						
Extra Curricular Activities Costs	956,275	828,176	883,432	956,275	828,176	883,432
Trading	727,278	776,733	721,763	727,278	776,733	721,763
Fundraising and Community Grant Costs	-	-	-	41,561	-	396,609
International Student - Other Expenses	744,440	784,154	712,634	744,440	784,154	712,634
	2,427,992	2,389,063	2,317,829	2,469,553	2,389,063	2,714,438
Surplus/ (Deficit) for the year Locally Raised Funds	3,932,927	3,313,703	4,145,134	3,948,390	3,313,703	4,025,497

The Foundation collected donations for the Sr Elizabeth Snedden student scholarship fund.

4. Learning Resources

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Curricular	804,312	719,508	883,455	804,312	719,508	883,455
Information and Communication Technology	309,870	328,545	327,871	309,870	328,545	327,871
Employee Benefits - Salaries	12,539,504	11,666,448	11,641,726	12,539,504	11,666,448	11,641,726
Staff Development	66,921	51,115	57,873	66,921	51,115	57,873
Depreciation	605,045	557,505	514,326	599,348	557,505	514,326
	14,325,651	13,323,121	13,425,251	14,319,954	13,323,121	13,425,251

5. Administration

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Audit Fee	25,224	27,000	26,360	25,224	27,000	26,360
Board Fees and Expenses	86,907	51,392	82,678	86,907	51,392	82,678
Other Administration Expenses	434,550	284,148	435,131	434,941	284,148	438,478
Employee Benefits - Salaries	756,574	658,997	670,048	756,574	658,997	670,048
Insurance	48,144	40,582	40,582	48,144	40,582	40,582
Service Providers, Contractors and Consultancy	11,928	6,000	11,296	11,928	6,000	11,296
	1,363,326	1,068,119	1,266,095	1,363,718	1,068,119	1,269,442

6. Property

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Consultancy and Contract Services	54,426	30,000	29,390	54,426	30,000	29,390
Cyclical Maintenance Provision	(124,734)	67,765	117,764	(124,734)	67,765	117,764
Heat, Light and Water	279,300	182,610	224,395	279,300	182,610	224,395
Repairs and Maintenance	195,077	157,690	153,306	195,077	157,690	153,306
Use of Land and Buildings	5,467,500	5,670,000	5,670,000	5,467,500	5,670,000	5,670,000
Employee Benefits - Salaries	173,105	110,657	118,671	173,105	110,657	118,671
Other Property Expenses	432,914	436,174	456,709	432,914	436,174	456,709
	<u>6,477,587</u>	<u>6,654,896</u>	<u>6,770,235</u>	<u>6,477,587</u>	<u>6,654,896</u>	<u>6,770,235</u>

The use of land and buildings figure represents 5% of the School's total property value. This is used as a proxy for the market rental of the property.

7. Cash and Cash Equivalents

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Bank Accounts	1,167,100	1,056,957	656,592	1,304,787	1,056,957	777,990
Short-term Bank Deposits	-	-	-	-	-	-
Cash equivalents and cash equivalents for Consolidated Statement of Cash Flows	<u>1,167,100</u>	<u>1,056,957</u>	<u>656,592</u>	<u>1,304,787</u>	<u>1,056,957</u>	<u>777,990</u>

The \$1,167,100 Cash and Cash Equivalents and Term Deposits of \$6,018,084 are subject to restrictions for the following reasons:

- \$1,595,380 of international student and other fees relating to the 2026 school year have been collected by the school, as included in note 13.
- \$379,429 of international student Homestay and other fees relating to the 2026 school year have been collected by the school, as included in note 16.

8. Accounts Receivable

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Receivables	(95,015)	(78,973)	(78,973)	(95,015)	(78,973)	(78,973)
Interest Receivable	98,056	114,381	114,381	98,056	114,381	114,381
Teacher Salaries Grant Receivable	918,151	811,922	811,922	918,151	811,922	811,922
	<u>921,192</u>	<u>847,330</u>	<u>847,330</u>	<u>921,192</u>	<u>847,330</u>	<u>847,330</u>
Receivables from Exchange Transactions	3,041	35,408	35,408	3,041	35,408	35,408
Receivables from Non-Exchange Transactions	918,151	811,922	811,922	918,151	811,922	811,922
	<u>921,192</u>	<u>847,330</u>	<u>847,330</u>	<u>921,192</u>	<u>847,330</u>	<u>847,330</u>

9. Inventories

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Stationery	-	-	970	-	-	970
School Uniforms	376,396	325,494	325,494	376,396	325,494	325,494
	<u>376,396</u>	<u>325,494</u>	<u>326,464</u>	<u>376,396</u>	<u>325,494</u>	<u>326,464</u>

10. Investments

The Group and School's investments are classified as follows:

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Current Asset						
Short-term Bank Deposits	3,669,319	4,012,464	4,012,464	4,044,243	4,012,464	4,366,090
	<u>3,669,319</u>	<u>4,012,464</u>	<u>4,012,464</u>	<u>4,044,243</u>	<u>4,012,464</u>	<u>4,366,090</u>
Non-current Asset						
Long-term Bank Deposits	2,348,765	1,500,000	1,500,000	2,348,765	1,500,000	1,500,000
Equity Investments	-	-	-	-	-	-
	<u>2,348,765</u>	<u>1,500,000</u>	<u>1,500,000</u>	<u>2,348,765</u>	<u>1,500,000</u>	<u>1,500,000</u>
Total Investments	<u>6,018,084</u>	<u>5,512,464</u>	<u>5,512,464</u>	<u>6,393,008</u>	<u>5,512,464</u>	<u>5,866,090</u>

11. Property, Plant and Equipment

GROUP

	Opening Balance (Net Book Value)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Furniture and Equipment	2,658,414	192,334			(409,116)	2,441,633
Information and Communication Technology	308,952	54,189			(118,807)	244,333
Textbooks	6,056	1,083			(3,729)	3,410
Leased Assets	72,255	43,110			(45,794)	69,571
Library Resources	155,021	19,898			(21,902)	153,017
	3,200,698	310,614	-	-	(599,348)	2,911,964

GROUP	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	6,269,617	(3,828,281)	2,441,336	6,077,579	(3,419,165)	2,658,414
Information and Communication Technology	1,288,364	(1,044,031)	244,333	1,234,175	(925,223)	308,952
Textbooks	126,928	(123,518)	3,410	125,845	(119,789)	6,056
Leased Assets	154,114	(84,543)	69,571	127,644	(55,389)	72,255
Library Resources	455,396	(302,082)	153,313	445,743	(290,722)	155,021
	8,294,418	(5,382,454)	2,911,964	8,010,986	(4,810,288)	3,200,698

SCHOOL

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2025	\$	\$	\$	\$	\$	\$
Furniture and Equipment	2,658,414	192,334			(409,413)	2,441,336
Information and Communication Technology	308,952	54,189			(118,807)	244,333
Textbooks	6,056	1,083			(3,729)	3,410
Leased Assets	72,255	43,110			(45,794)	69,571
Library Resources	155,021	25,595			(27,302)	153,314
	3,200,698	316,311	-	-	(605,045)	2,911,964

SCHOOL	2025	2025	2025	2024	2024	2024
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	6,269,617	(3,828,281)	2,441,336	6,077,579	(3,419,165)	2,658,414
Information and Communication Technology	1,288,364	(1,044,031)	244,333	1,234,175	(925,223)	308,952
Textbooks	126,928	(123,518)	3,410	125,845	(119,789)	6,056
Leased Assets	154,114	(84,543)	69,571	127,644	(55,389)	72,255
Library Resources	455,396	(302,082)	153,313	445,743	(290,722)	155,021
	8,294,418	(5,382,454)	2,911,964	8,010,986	(4,810,288)	3,200,698

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of furniture and equipment held under a finance lease is \$69,571 (2024: \$72,255)

Restrictions

With the exception of the contractual restrictions related to the above noted finance leases, there are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.

12. Accounts Payable

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Creditors	808,337	722,137	722,137	871,169	722,137	791,597
Banking Staffing Overuse	20,566	691	691	20,566	691	691
Employee Entitlements - Salaries	918,151	811,922	811,922	918,151	811,922	811,922
Employee Entitlements - Leave Accrual	71,003	43,977	43,977	71,003	43,977	43,977
	<u>1,818,057</u>	<u>1,578,727</u>	<u>1,578,727</u>	<u>1,880,889</u>	<u>1,578,727</u>	<u>1,648,187</u>
Payables for Exchange Transactions	1,818,057	1,578,727	1,578,727	1,880,889	1,578,727	1,648,187
	<u>1,818,057</u>	<u>1,578,727</u>	<u>1,578,727</u>	<u>1,880,889</u>	<u>1,578,727</u>	<u>1,648,187</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
International Student Fees in Advance	1,584,587	1,612,015	1,612,015	1,584,587	1,612,015	1,612,015
Other revenue in Advance	10,793	-	-	10,793	-	-
	<u>1,595,380</u>	<u>1,612,015</u>	<u>1,612,015</u>	<u>1,595,380</u>	<u>1,612,015</u>	<u>1,612,015</u>

14. Provision for Cyclical Maintenance

	2025 Actual \$	School and Group 2025 Budget (Unaudited) \$	2024 Actual \$
Provision at the Start of the Year	834,722	834,722	796,558
Increase to the Provision During the Year	(124,734)	51,020	117,764
Use of the Provision During the Year	(131,175)	(169,429)	(79,600)
Provision at the End of the Year	<u>578,813</u>	<u>716,313</u>	<u>834,722</u>
Cyclical Maintenance - Current	31,431	69,891	485,572
Cyclical Maintenance - Non current	547,382	646,422	349,150
	<u>578,813</u>	<u>716,313</u>	<u>834,722</u>

The School's cyclical maintenance schedule details annual painting to be undertaken. The costs associated with this annual work will vary depending on the requirements during the year. This plan is based on the School's 15 Year Property plan

15. Finance Lease Liability

The Group has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
No Later than One Year	36,394	43,315	43,315	36,394	43,315	43,315
Later than One Year	37,927	31,263	31,263	37,927	31,263	31,263
Future Finance Charges	(7,919)	(6,511)	(6,511)	(7,919)	(6,511)	(6,511)
	<u>66,402</u>	<u>68,067</u>	<u>68,067</u>	<u>66,402</u>	<u>68,067</u>	<u>68,067</u>
Represented by						
Finance lease liability - Current	31,897	38,756	38,756	31,897	38,756	38,756
Finance lease liability - Non-current	34,505	29,311	29,311	34,505	29,311	29,311
	<u>66,402</u>	<u>68,067</u>	<u>68,067</u>	<u>66,402</u>	<u>68,067</u>	<u>68,067</u>

16. Funds held in Trust

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	368,997	364,414	364,414	368,997	364,414	364,414
Funds Held in Trust on Behalf of Third Parties - Non-current	10,433	10,433	10,433	10,433	10,433	10,433
	<u>379,429</u>	<u>374,847</u>	<u>374,847</u>	<u>379,429</u>	<u>374,847</u>	<u>374,847</u>

These funds relate to arrangements where the school is acting as agent. These amounts are not revenue or expense and therefore are not included in the Consolidated Statement of Comprehensive Revenue and Expense.

17. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the Group would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the Group would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

The Proprietor of the School, Baradene College Ltd, is a related party of the School Board because the Proprietor appoints representatives to the School Board, giving the proprietor significant influence over the School Board. Any services or contributions between the School Board and Proprietor have been disclosed appropriately. If the Proprietor collects fund on behalf of the school (or vice versa), the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the School Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

Under an agency agreement, the Proprietor collects funds on behalf of the School. These include attendance dues and special character donations payable to the Proprietor. The amounts collected and paid to the School were \$2,247,699 (2023: \$2,149,924).

18. Remuneration

Key management personnel compensation (School)

Key management personnel of the School include all School Board members, Principal and Deputy Principals.

	2025 Actual \$	2024 Actual \$
<i>Board Members</i>		
Remuneration	385	2,530
<i>Leadership Team</i>		
Remuneration	983,508	782,876
Total key management personnel remuneration	983,893	785,406
Full-time equivalent members	6	5

There are 12 members of the Board excluding the Principal. The Board has held 8 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (2 members) committees that meet monthly and quarterly respectively. As well as these regular meetings, including preparation time, the Presiding member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

The total value of remuneration paid or payable to the Principal was in the following bands:

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	230-240	
Benefits and Other Emoluments	7	
Termination Benefits	-	-

Principal 2

The total value of remuneration paid or payable to the Principal was in the following bands:

	2025 Actual \$000	2024 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	230-240
Benefits and Other Emoluments	-	5
Termination Benefits	166	-

Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2025 FTE Number	2024 FTE Number
100-110	25.0	22.0
110 -120	23.0	14.0
120-130	10.0	8.0
130-140	4.0	4.0
140-150	3.0	-
	65.0	48.0

The disclosure for 'Other Employees' does not include remuneration of the Principal.

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2025 Actual	2024 Actual
School		
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2025 (Contingent liabilities and assets at 31 December 2024: nil).

Holidays Act Compliance – Schools Payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider, Education Payroll Limited.

The Ministry continues to review the Schools Sector Payroll to ensure compliance with the Holidays Act 2003. An initial remediation payment has been made to some current school employees. The Ministry is continuing to perform detailed analysis to finalise calculations and the potential impacts for specific individuals. As such, this is expected to resolve the liability for school boards.

Pay Equity and Collective Agreement Funding Wash-up

In 2025 the Ministry of Education provided collective agreement and pay equity settlement funding. At the date of signing the financial statements, the School's final entitlement for the year ended 31 December 2025 has not yet been advised. The School has therefore not recognised an asset or a liability regarding this funding wash-up, which is expected to be settled in July 2026.

21. Commitments

(a) Capital Commitments

At 31 December 2025, the Board had capital commitments of \$Nil (2024 \$Nil)

(b) Operating Commitments

As at 31 December 2025 the Board has no operating commitments (2024 \$Nil)

22. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Financial assets measured at amortised cost

	2025 Actual \$	School 2025 Budget (Unaudited) \$	2024 Actual \$	2025 Actual \$	Group 2025 Budget (Unaudited) \$	2024 Actual \$
Cash and Cash Equivalents	1,167,100	1,056,957	656,592	1,304,787	1,056,957	777,990
Receivables	921,192	847,330	847,330	921,192	847,330	847,330
Investments - Term Deposits	6,018,084	5,512,464	5,512,464	6,393,008	5,512,464	5,866,090
Total financial assets measured at amortised cost	8,106,377	7,416,751	7,016,386	8,618,988	7,416,751	7,491,410

Financial liabilities measured at amortised cost

Payables	1,818,057	1,578,727	1,578,727	1,880,889	1,578,727	1,648,187
Finance Leases	66,402	68,067	68,067	66,402	68,067	68,067
Total financial liabilities measured at amortised cost	1,884,459	1,646,794	1,646,794	1,947,291	1,646,794	1,716,254

23. Events After Balance Date

There were no significant events after the balance date that impact these consolidated financial statements.

24. Investment in Subsidiaries

Details of the Group's material subsidiaries at the end of the reporting period are as follows.

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the Group		Value of investment \$000	
			2025	2024	2025	2024
Baradene College Foundation	Raising Funds	Auckland, New Zealand	100%	100%	-	-

All subsidiaries have 31 December balance dates, are 100% owned by the School, and are incorporated and domiciled in New Zealand.

The School controls the Baradene College Foundation for financial reporting purposes because, in substance, the school predetermined the objectives of the Baradene College Foundation at establishment and benefits from the Baradene College Foundation's complementary activities.

25. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF BARADENE COLLEGE'S CONSOLIDATED FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2025

The Auditor-General is the auditor of Baradene College (the School). The Auditor-General has appointed me, Sungesh Singh using the staff and resources of UHY Haines Norton (Auckland) Limited, to carry out the audit of the consolidated financial statements of the school on pages 2 to 17, which includes the foundation and that comprise the consolidated statement of financial position as at 31 December 2025, the consolidated statement of comprehensive revenue and expense, consolidated statement of changes in net assets/equity and consolidated statement of cash flows for the year ended on that date, and the notes to the consolidated financial statements that include accounting policies and other explanatory information.

Opinion

In our opinion the consolidated financial statements:

- present fairly, in all material respects:
 - the School's financial position as at 31 December 2025; and
 - the financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 30.05.26. This is the date at which our opinion is expressed.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Board for the consolidated financial statements

The Board is responsible on behalf of the school for preparing the consolidated financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, the Board is responsible on behalf of the school for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the school, or there is no realistic alternative but to do so.

The Board's responsibilities arise from section 134 of the Education and Training Act 2020.

Responsibilities of the auditor for the audit of the consolidated financial statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these consolidated financial statements.

For the budget information reported in the consolidated financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the consolidated financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive

to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is required to prepare an annual report which includes the annual consolidated financial statements and the audit report, as well as a Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, a Statement of Compliance with Employment Policy, and a Statement of KiwiSport funding. The Board is responsible for the other information that it presents alongside its annual consolidated financial statements.



The other information obtained at the date of our audit report includes copies of the Statement of Variance, an Evaluation of the School's Students' Progress and Achievement, Statement of Compliance with Employment Policy, and Statement of KiwiSport funding.

Our opinion on the consolidated financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the consolidated financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners (including International Independence Standards) (New Zealand)* issued by the New Zealand Auditing and Assurance Standards Board.

Other than in our capacity as auditor, we have no relationship with, or interests in, the School.

A handwritten signature in black ink, appearing to read 'Sungesh Singh', is written over a horizontal dotted line.

Sungesh Singh
UHY Haines Norton (Auckland) Limited
On behalf of the Auditor-General
Auckland, New Zealand

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.