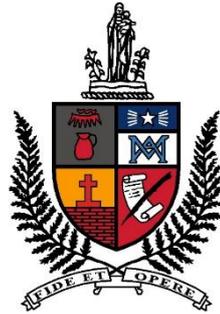


ST BEDE'S COLLEGE



CHARTER 2019

***"I want you to be the best possible version of the person
God created you to be"***

Fr Cormac Hoban SM, Teacher and College Icon

28 February 2019

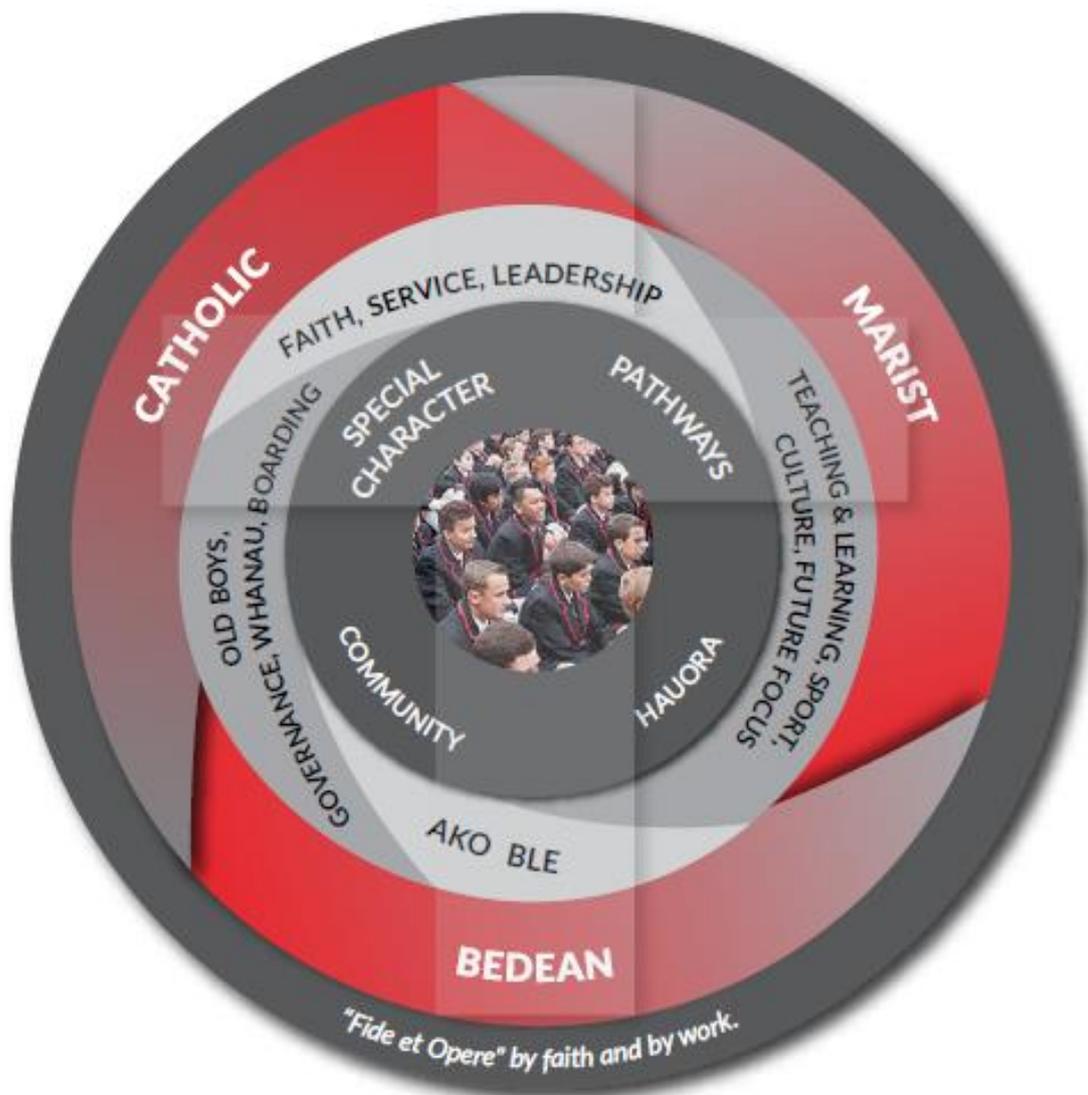


ST BEDE'S STRATEGIC PATHWAY 2015-2020



Our Vision: To develop Catholic Marist leaders of the future who serve with a catholic heart, mind and hands

Our Creed: To provide an environment where our young men can be the best possible version of the person God created them to be.



“Fide et Opere”
By faith and by works

STRATEGIC ACTION IMPLEMENTATION PLAN / KEY FOCUS AREAS

Our Strategic Plan

The strategic planning process is integral to achieving the College's Vision and Creed. St Bede's College has adopted a five-year strategic planning cycle. Development of the 2015-2020 Strategic Plan has taken place under the close guidance of the Board of Proprietors (BOP), Board of Trustees (BOT), Senior Management Team (SMT), the Society of Mary (SOM) and members of the St Bede's College Community. Input from pupils and parents, past and present, as well as staff has resulted in the establishment of goals to be achieved over the next five years.

The Strategic Plan 2015-2020 builds on the achievements of the recent past in setting challenging yet achievable goals for the future.

Our Implementation Strategy

The goals of the Strategic Plan will be accomplished via a number of projects and activities to be undertaken over a five-year period. Progress of the projects and activities will be monitored by the BOP and BOT through a series of Annual Action Plans and Initiatives. With the support of both Boards, and the assistance of parents and pupils, the SMT and staff are responsible each year for:

- Development of a joint Annual Plan for the BOP and BOT that satisfies the BOP's obligations to the SOM and the BOT's legal requirements with the Ministry of Education (MoE). The Annual Plan will record the action initiatives identified and undertaken during the year to ensure this Strategic Plan is being achieved over time. The joint Annual Plan will be drafted then presented and accepted by both Boards.
- At the conclusion of each cycle, the SMT need to evaluate the effectiveness of the Annual Action Initiatives in achieving the specific goals of this Strategic Plan and report to the BOT and BOP. This review will occur in annually.

Toward the end of the five-year strategic planning cycle, the evaluation process will play an important role in the College's strategic planning review and renewal process. The College's Master Property Plan will support and assist the achievements of the goals of the Strategic Plan, particularly those associated with Resourcing the Future.

History of St Bede's College

For all those reading this Strategic Plan, it is important that you understand the history of St Bede's College, Christchurch and the reasons why it exists. These deeply imbedded doctrines strongly influence the future of St Bede's College and so have a strong influence within this document.

The College is named in honour of St Bede, an Englishman widely regarded as the greatest scholar of his time. His virtues of faith and learning form an essential part of the Bedean spirit. St Bede was born in 672 in the Kingdom of Northumbria, just below the River Tyne. Most of Bede's life was lived in the monastery of Jarrow. He was made a deacon aged 19 and was ordained a priest aged 30. He died at Jarrow in 735. In 1020 his remains were moved to Durham Cathedral. These two significant places in Bede's life story are commemorated at the College in the names of two of the dormitories.

Bede was a great writer, and his two exceptional works were the History of the English Church and the complete translation of the Bible into English. He is often depicted on his death-bed finishing the last chapter of St John's Gospel just before he died. His name has become a symbol of English learning.

In the early 1900s the Bishop of Christchurch, Bishop John Grimes, had a dream of opening a Catholic college in Christchurch, to serve the Catholic community of the South Island. He was an Englishman himself, and a Marist, and on 21st November 1910 he bought a property on the south-east corner of Ferry Road and Fitzgerald Ave for the sum of 2,700 pounds.

Bishop Grimes asked the Society of Mary to provide some teachers for his school. They did so, and became the foundation religious order, taking ownership of the school and the idea. Fr Graham, on the staff at St Patrick's College in Wellington, was appointed first Rector. Bishop Grimes decided that the new school would be called St Bede's because of the strong English connection in Christchurch and the place Bede had in English learning. The College was also appropriately named after St Bede because Bede had a reputation not only as a scholar, but also as a great teacher of young people.

St Bede's College began in cramped quarters in Ferry Road but shifted to its present location on the main northern entrance to the city in 1920. The land and buildings of the current site were paid for by funds raised in the Christchurch diocese between 1914 and 1918, and by a legacy from the estate of Bishop Grimes, the founder of St Bede's College.

The Patron of the College is the Roman Catholic Bishop of Christchurch. The close link between the College and the Diocese is reflected by several major buildings on the grounds which bear the names of past Bishops Brodie, Grimes and Joyce. The school is owned by the Society of Mary and operates at the behest of the Catholic Church in the person of the Bishop of Christchurch.

For the first 70 years, St Bede's College was a private school before integrating into the State Education System in the 1980s. The boarding hostel and areas not integrated are operated by the Board of Proprietors on behalf of the Society of Mary.

On 11 February 2011, a major earthquake hit Christchurch resulting in considerable property damage at St Bede's College. Long term planning has occurred in the last few years, and stage one of three stages began in 2017. Four projects, stage two of the Gymnasium, an Art and Food Technology block, the remediation of the PAC, and the Chapel make up the first stage of the rebuild.

	Aspirations - 2018-2020	Responsibility
 <p>B E D E S</p> <p>Catholic Special Character Pathways Hauora Community</p>	<p>To provide students, staff and whanau with faith development through experiences in prayer, social justice, parish life, leadership and service opportunities that develop and install Catholic Marist values.</p>	<p>Rachel Pitcaithly - Ministry Team</p>
	<p>The positive behaviour for learning restorative model promotes student agency to foster a safe and supportive learning environment for all members of our College community</p>	<p>Gerry Davidson - Pastoral Team</p>
	<p>Governance bodies (Board of Proprietors, Trustees, Old Boys, Foundation) serve to preserve and consolidate a sustainable future for the College's future whilst meeting all legislative requirements</p>	<p>BoT Chairs & Rector</p>
	<p>That each boy engages in challenging and purposeful holistic education that adapts and responds to the particular needs and strengths of the boy enabling all boys to make a years' worth of progress.</p>	<p>Jon McDowall - Teaching & Learning</p>
	<p>Evidenced based practice ensures all domains of the college are progressive and responsive to student, staff, whanau and community needs.</p>	<p>Jon McDowall - Teaching & Learning</p>
	<p>A culturally responsive community fosters quality school wide relationships around learning where student voice is central</p>	<p>Jon McDowall - Teaching & Learning</p>

Strategic goal:

To provide students, staff and whanau with faith development through experiences in prayer, social justice, parish life, leadership and service opportunities which reflect and instil Catholic Marist values.

Annual Objective 1:

i. Implement Special Character weeks

Annual Target:

- i. 100% of students complete termly Retreat programme
- ii. 100% staff complete quarterly professional learning
- iii. Parents and whanau engage in the college faith community

Baseline Data: The Ministry Team annual review identified that the current Retreat Programme had become more seminar-like than a time of reflection and prayer. The Young Marists provide a yearlong programme which we believe will better suit both staff and students whilst maintaining a strong Marist link. Currently there are no formal staff retreats, the Marist Programme will provide staff three opportunities to do so.

When:	What:	Who:	Indicators of Progress
Term 1, Week 2	Planning meeting with Young Marist Team - online	PTY	Booking of retreat locations and other pre Retreat Week details
Term 1, Week 5	Planning with Ministry Team to identify other events in the week e.g. reconciliation, staff PD, year level Mass	PTY and Ministry Team	MT Retreat Week schedule and content provided to all staff and parents
Term 1, Week 7	Retreat Week	Full school facilitated by MT	Student and staff involvement and participation monitored ; numbers at year level Mass recorded
Term 2, Week 1	Retreat Week including information night for Y9-10 parents	Full school facilitated by MT	Numbers attending voluntary Night retreat increase - staff and students
Term 3, Week 7	Retreat Week incorporating Vocations Week, 40 Hour Adoration and Confirmed As A Bedean talks for Y9-10 parents	Full school facilitated by MT	All senior classes visited by priests and religious ; attendance at 40 hour Adoration; attendance of parents at the Parent night
Term 4, Week 4	Retreat Week	Full school facilitated by MT	Reconciliation offered to all junior classes
Review Next Steps			
Term 1	Term 2	Term 3	Term 4

Strategic goal:

1. All boys in years 9 and 10 make a year's worth of progress
2. That each boy engages in challenging and purposeful holistic education that adapts and responds to the particular needs and strengths of the boy.

Annual Objective 2:

- i. Teacher evaluation, including targeted data analysis, enhances student progress in reading comprehension and vocabulary
- ii. Response to Intervention model is implemented
- iii. Year 9 and 10 curriculum design is reviewed

Annual Target/s:

- i & ii 90% of students make at least the equivalent of a year's worth of progress in Reading comprehension and vocabulary
- iii A future focused curriculum design is established driven by student-centred and evidence-based practices

Baseline Data:

In year 10, 77% of students made 1 year's-worth of progress on one of the three measures, 19% of students made progress (less than 1 year's-worth of progress) on one of the three measures and 4% of students made no progress on any of the measures. Yr 9 82% of students made 1 year's-worth of progress on one of the three measures, 15% of students made progress (less than 1 year's-worth of progress) on one of the three measures, and 3% of students made no progress on any of the measures. Whilst teachers are implementing RTI strategies there is little evidence of consistent use of effective progress monitoring techniques. We currently have Tier one and Tier two in place with achievement rates for Tier 2 intervention students very similar to the general cohort. Our PLD funding ends in December, our focus this year is on ensuring the model is sustainable into the future. The current curriculum model has been in place for a number of years without any critique as to its effectiveness in engaging our students and raising their achievement levels. We have a large number of feeder schools, some with MLE and other non-traditional curriculum programmes, therefore we must consider how what we do reflects the needs of those entering the College.

When:	What:	Who:	Indicators of Progress
Objective i.			
Term 1 - Feb 25	HOF PLD - Data analysis	Nicola Leete - UC Plus	HOF identify effective strategies regarding how to use standardised data and other progress monitoring tools
Term 1	Whole staff PLD- Data analysis	Nicola Leete - UC plus	All staff receive PLD regarding progress monitoring and data analysis regarding literacy
Term 1	Appraisal meetings - evidence of use of data	MCD, HoFs	Teachers can show evidence of effective use of data and progress monitoring
Term 1	Faculty Inquiries commence	HOFs	Faculty begin Spiral of Inquiry process focusing on RTI Tier 1 Literacy
Term 1	Faculty Progress Monitoring and Intervention procedure	HOFs	Student progress is monitored through by classroom teachers, risk registers established.
Term 2, 3, 4	Sharing of practice	Jon McDowall, Nicola Leete	Cross faculty sharing of practice - repeated each term with changing focus on how data is being used to inform teaching practice.
Term 1 - Feb 25	HOF PLD - Data analysis	Nicola Leete - UC Plus	HOF identify effective strategies regarding how to use standardised data and other progress monitoring tools
Objective ii.			
Term 1 - TO Day	RTI overview for all staff	Nicola Leete - UC Plus	Whole staff overview of progress to date, data and RTI framework
Term 1 - Feb 19	New staff PLD	Nicola Leete - UC Plus	All new staff RTI overview, Vocabulary and Reading Comprehension
Term 1 - Feb	Employment of a TA to complete T2 work	Jon McDowall, Maggie Whelan, Nicola Leete - UC Plus	Specialist teacher aide employed and trained in T2 literacy intervention
Term 1 - Feb 13	Year 9 & 10 PAT testing	Maggie Whelan	Year 9, 10 students complete Reading Comp and Vocab

Term 1 - Weeks 5-7	Screening of PAT, eAsTTLe	Maggie Whelan	Data is screened to identify bottom 23%
Term 1 - Week 5	RTI - Tier 2 intervention commences	Jon McDowall, Maggie Whelan and TA	Year 10 maintenance and T2 groups commence
Term 1	Year 9 second screening completed	Maggie Whelan	Bottom 20% further testing completed. T2 students identified and grouped
Term 1	Peer Reading Programme	Callum, Nicola	Senior boys recruited and trained in paired reading.
Term 1	Do you want any reference to T3 in here? I'm guessing it's not included due to financial constraints.		
Term 1 - TO Day	RTI overview for all staff	Nicola Leete - UC Plus	Whole staff overview of progress to date, data and RTI framework
Term 1 - Feb 19	New staff PLD	Nicola Leete - UC Plus	All new staff RTI overview, Vocabulary and Reading Comprehension
Term 1 - Feb	Employment of a TA to complete T2 work	Jon McDowall, Maggie Whelan, Nicola Leete - UC Plus	Specialist teacher aide employed and trained in T2 literacy intervention
Term 1 - Feb 13	Year 9 & 10 PAT testing	Maggie Whelan	Year 9, 10 students complete Reading Comp and Vocab
Term 1 - Weeks 5-7	Screening of PAT, eAsTTLe	Maggie Whelan	Data is screened to identify bottom 23%
Term 1 - Week 5	RTI - Tier 2 intervention commences	Jon McDowall, Maggie Whelan and TA	Year 10 maintenance and T2 groups commence
Term 1	Year 9 second screening completed	Maggie Whelan	Bottom 20% further testing completed. T2 students identified and grouped
Term 2	Tier 2 and maintenance continues	Maggie Whelan	T2 programme continues
Term 2	Mid-year testing	Maggie Whelan, HOF	Year 9,10 students' mid-year testing and analysis completed
Term 2	Student voice on RTI	Jon?, Callum?	Student Committee is established to share their perspective on implementation of vocab and comp strategies.
Terms 1-4	Fidelity checks	SMT, Nicola	Classroom observations to monitor implementation of RTI strategies and inform PD focus.
Terms 1-4	PD (1:1, Faculty, Full Staff)	Jon, Nicola	PD provided as required in response to identified needs.
Term 4	End of year testing	Maggie Whelan, HOF	Year 9,10 students' end-year testing and analysis completed
Objective iii			
Term 1 - February	Establish Evaluation Team	Jon McDowall	Evaluation team identified and briefed regarding scope of evaluation
Term 1	'Noticing' phase of evaluation	Jon McDowall	Noticing phase of evaluation completed.
Term 2	'Investigating' phase of evaluation	Jon McDowall	'Investigating' phase of evaluation completed
Term 3	'Collaborative sense making' phase of evaluation	Jon McDowall	'Collaborative sense making' phase of evaluation completed
Term 3	'Prioritising to take action' phase of evaluation	Jon McDowall	'Prioritising to take action' phase of evaluation completed
Term 4	'Monitoring and evaluating impact' phase of evaluation	Jon McDowall	'Monitoring and evaluating impact' phase of evaluation
Review Next Steps			

Term 1	Term 2	Term 3	Term 4

Strategic goal:
The positive behaviour for learning restorative model promotes student agency to foster a safe and supportive learning environment for all members of our College community.

Annual Objective 3: i. Tier one and Tier two PB4L are implemented ii. Restorative practice models are renewed and implemented	Annual Target/s: i. 85% pass rate for Tier 1 SET ii. Tier 2 framework is establishment and implemented iii. Data analysis shows decreasing trend line for student incidents across the year
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Baseline Data: Mid 2018 the Leader of our BLE (PB4L) programme resigned. As a result, some momentum was lost. We have entered the Tier Two stage after an 89% Tier One Set score. The Tier two group has had some initial planning meetings reading for wider implementation in 2019. 85% of staff have engaged in the BLE app, however not on a consistent basis. The College is a restorative school with all House Tutors attending an intensive two-day training programme. Changes in personnel over the past two years has meant there are number of staff who do not have a deep understanding of the philosophy or practices associated with Restorative Justice.

When:	What:	Who:	Indicators of Progress
Objective i.			
Term 1 - Feb 28	PB4L Tier 2 training	Tier 2 crisis team	Team receive training for Tier 2 implementation
Term 1	Appointment and intro of new Pb4L coach	WIL	Regular student and staff draws of recognition
Term 1-4	Recognition of positive behaviour	WIL	Regular student and staff draws. Ongoing text and letters home to students and whanau
Term 1 - March	Tier One network training	WIL, DAV	Reinforcement of practice through network training
Term 1 - Week 5	BLE lessons for Year 9	Peer leaders and House Tutors	All year 9 students receive introductory lessons to BLE
Term 1	Grow Waitaha Hui 1	Wellbeing committee	Completion of wellbeing project
Term 1 - Week 6	Tier one and two committee meetings	Tier 1 & 2 teams	Feedback and analysis of training days
Term 1 -Week 6-8	Me and My School survey	Wellbeing committee - MKN	Survey completed, analyses and reported on
Term 1	Tier 1 SET review	WIL, BYL	Review completed, future actions identified.
Term 2 - May 16	PB4L Tier 2 training	Tier 2 crisis team	Identification procedures established
Term 2- 4	Ongoing works as established by PB4L cluster	DAV, WIL	As per established actions
Objective ii.			
18 Feb -	Staff meeting - outline of Restorative Practices	DAV - to all staff	All staff received PLD re Restorative practice
Feb - Week 5	During initial Pastoral Review team meeting - Restorative Practices will be a key part of planning in the review	DAV WAR MCP WLM PAT	Restorative Justice framework built into Pastoral care evaluation
Term 2 Weeks 2-3	New House Tutor completes Restorative Justice training workshop	FOL	All House Tutors trained in restorative justice
Term 1 -4	Restorative practice implemented	House Tutors, all staff	Restorative meetings, practices held in response to incident/conflict

Review Next Steps

Term 1	Term 2	Term 3	Term 4

Strategic goal:

Evidenced based practice ensures all domains of the college are progressive and responsive to student, staff, whanau and community needs.

Annual Objective 4:

- i. Internal evaluation of school-wide pastoral systems
- ii. See Annual Objective 2, iii

Annual Target:

- i. Evaluation identifies strengths in practice and clear improvement plans that promote student and staff wellbeing

Baseline Data: The pastoral system has been in place for 19 years. Over this time societal, environmental, political/legislative and social factors have resulted in students and whanau entering the secondary system with increasingly diverse needs. We have observed that our programmes and supports at Tier One are in place but could possibly be more effective, and that our supports at Tier's Two and Three are limited due to our resources and the ability to engage and get support from external providers in a timely manner.

Our Faculties continue to work toward ensuring all teachers are aware of the impact they are having on student engagement and progress. To date the areas of Social Sciences, Math, Learning Support, Careers, and Gifted and Talented Education have been involved in an internal evaluation.

When:	What:	Who:	Indicators of Progress
Term 1 - February	Establish Evaluation Team	Gerry Davidson	Evaluation team identified and briefed regarding scope of evaluation
Term 1	'Noticing' phase of evaluation	Gerry Davidson	Noticing phase of evaluation completed.
Term 2	'Investigating' phase of evaluation	Gerry Davidson	'Investigating' phase of evaluation completed
Term 3	'Collaborative sense making' phase of evaluation	Gerry Davidson	'Collaborative sense making' phase of evaluation completed
Term 3	'Prioritising to take action' phase of evaluation	Gerry Davidson	'Prioritising to take action phase of evaluation completed
Term 4	'Monitoring and evaluating impact' phase of evaluation	Gerry Davidson	'Monitoring and evaluating impact' phase of evaluation

Review Next Steps

Term 1	Term 2	Term 3	Term 4

Strategic goal:

A culturally responsive community fosters quality school wide relationships around learning where student voice is central

Annual Objective 5:

- i. Conference reporting model is enhanced through the use of data analysis to inform next steps in learning
- ii. Maori Education plan is implemented and reviewed

Annual Objective 4:

- i. 85% of parents, whanau and students engage in collaborative learning based conversations
- ii. Maori students make equivalent progress to the school cohort in years 9-13

Baseline Data: In 2018 the College went to a full verbal conferencing model. Over the five conference days the average participation was 75.76% Feedback from students, whanau and staff was positive. Whilst we have received some concerns regarding the time of the conferencing, this would equate to less than 5% of the parent community. In 2019 our first conference day had an attendance rate of 95%.

Overall our Maori students achieve on par with our general cohort other than Excellence Endorsements at Levels 1,2 and 3. The establishment of our Maori Roopu has ensured that the focus on Maori language, culture and identity is shared across the College.

	Level One			Level Two		
	Ach.	Merit	Exc.	Ach.	Merit	Exc.
St Bede's - All students	92.1	34.3	26.4	94.7	28.4	16
St Bede's - Maori students	88.2	40%	0%	100%	37.5%	18.8%

When:	What:	Who:	Indicators of Progress
Objective i.			
Term 1	Senior student conferencing and course confirmation	Jon McDowall	Senior students and parents reflect on progress, confirm course and set goals for 2019.
Term 1 - Feb 25	HOF PLD - Data analysis	Nicola Leete - UC Plus	HOF identify effective strategies regarding how to use standardised data and other progress monitoring tools
Term 1	Whole staff PLD- Data analysis	Nicola Leete - UC plus	All staff receive PLD regarding progress monitoring and data analysis regarding literacy
Term 1	Faculty Progress Monitoring and Intervention procedure	HOFs	Student progress is monitored through by classroom teachers, risk registers established.
Term 1	Whole staff PLD re effective reporting	Jon McDowall	Staff receive/modelled effective reporting strategies
Term 1	Junior Conference day	Jon McDowall	Students, parents and whanau receive data driven feedback regarding learning progress
Term 2	Senior Conference day	Jon McDowall	Students, parents and whanau receive data driven feedback regarding learning progress
Term 2	Faculty Progress Monitoring and Intervention procedure	HOFs	Student progress is monitored through by classroom teachers, risk registers established.
Term 3	Faculty Progress Monitoring and Intervention procedure	HOFs	Student progress is monitored through by classroom teachers, risk registers established.
Term 3	Senior Conference Day	Jon McDowall	Students, parents and whanau receive data driven feedback regarding learning progress
Term 4	Faculty Progress Monitoring and Intervention procedure	HOFs	Student progress is monitored through by classroom teachers, risk registers established.
Term 4	Junior Conference day	Jon McDowall	Students, parents and whanau receive data driven feedback regarding learning progress
Objective ii.			
Term 1	Maori Roopu established	Jon McDowall	Roopu team established, briefed on annual objectives
Term 1	Learning overview team established	Jon McDowall	Learning Overview team established, roles assigned,

			PLD provided regarding data analysis
Monthly	Senior school data analysis	Learning overview team	Student progress monitored, risk registers established, actions/interventions established
Term 1	Maori Roopu meeting	Jon McDowall	Roopu team meet, evaluate progress, prioritise actions
Term 2	Maori Roopu meeting	Jon McDowall	Roopu team meet, evaluate progress, prioritise actions
Term 3	Maori Roopu meeting	Jon McDowall	Roopu team meet, evaluate progress, prioritise actions
Term 4	Maori Roopu meeting	Jon McDowall	Roopu team meet, evaluate progress, prioritise actions
Review Next Steps			
Term 1	Term 2	Term 3	Term 4

Strategic goal:

Governance bodies (Board of Proprietors, Trustees, Old Boys, Foundation) serve to preserve and consolidate a sustainable future for the College's future whilst meeting all legislative requirements.

Annual Objective 6:

- i. BOT to improve its working capital position year on year.
- ii. Marist House structure promotes effective Governance and management for key stakeholders

Annual Target:

- i. Medium term aim being 20% of Annual Operations Grant as per Office of Auditor General recommendations - 2019 Target (Budgeted) \$204,000.
- ii. Governance bodies are supported by a sustainable and effective administration framework.

Baseline Data: The College remains in a surplus position following the 2018 financial year and is expected to enhance this in 2019 toward the 20% target. This puts the College in line with the MoE recommendations for working capital. Ongoing review by the new General Manager of school administration effectiveness highlighted inefficiencies and a need for realignment of positions to ensure high quality support is in place for the College and wider community and governance bodies.

When:	What:	Who:	Indicators of Progress
Full Year	BOT Budget Surplus to meet 2019 target	Michael Washington	Monthly BOT Reporting - Variance to Budget.
Term 1	Office Reorganisation Proposal	Michael Washington	Effective implementation of proposal recommendations.
Term 2 & 3	BOT Accounts onto Xero Accounting Software	Michael Washington	Successful transition from Musac to Xero.
Term 3 & 4	Staged rollout of Xero to replace other Accounting packages in the wider school environment (where appropriate).	Michael Washington	Successful transition from current software to Xero (where appropriate).

Review Next Steps

Term 1	Term 2	Term 3	Term 4