



# ST BEDE'S COLLEGE

## ANNUAL REPORT 2024



*Leaders of the future who serve with a Catholic heart, mind and hands*

# STRATEGIC ASPIRATION 1

*To provide students, staff, and whanau with faith development through mahi tahi in prayer, social justice, engagement with the North Parish, leadership, and service opportunities that form and develop Catholic Marist values in the students of today and our men of the future.*

## ANNUAL OBJECTIVE (S)

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- a. Establishment of the Centre of Faith and Leadership, with a particular focus on Encounter and Leadership.

## WHAT WE EXPECT TO SEE BY THE END OF THE YEAR.

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1. Working toward a whole school approach to Lay Ministry.
2. Ākonga and staff are provided with and supported to recognise encounters with Christ.
3. Opportunities to learn and reflect on the leadership of self, others and community are offered to all students, including Māori and Pacifica.
4. The revised student leadership model promotes student voice, connection and belonging.
5. Ākonga can understand and demonstrate service to others.



## WHAT'S HAPPENING?

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The Centre of Faith and Leadership (CoFL) has been successfully established, bringing together students and staff to foster faith formation, leadership, and service. The Centre operates through four key Rōpū (groups): Encounter, Leadership, Service and Social Justice, and Liturgy. These groups work collaboratively to ensure faith and leadership development is an integral part of school life.

### Key developments include:

- **Encounter Rōpū:** Designed and implemented a framework to facilitate meaningful encounters with Christ, ensuring students and staff can recognise and experience personal faith moments.
- **Leadership Rōpū:** Developed a revised student leadership model, expanding leadership roles beyond Prefects to create more opportunities for Year 13s and emerging leaders at all year levels.
- **Service Rōpū:** Created and implemented a school-wide service and social justice model, offering structured opportunities for students to engage in acts of service.
- **Liturgy Rōpū:** Continued development of a school-wide liturgical programme, enhancing engagement and accessibility for all students and staff.

The Faith Mentors programme was established, with three young mentors employed to work across the College, supporting faith development in classrooms and co-curricular activities.

Whole-staff hui were conducted to strengthen understanding of lay ministry, providing professional learning opportunities and highlighting how staff can actively contribute to the College's Catholic mission.

The College's international faith partnerships expanded, particularly through the Apifo'ou College visit, where students and staff engaged in cultural and faith-based exchange, deepening awareness of faith in action.

Additionally, Māori and Pasifika students engaged in key leadership and cultural development experiences, including SPACPAC leadership, Wayfinding for Life, and a new carving initiative that connects cultural identity with faith and service.



## HOW DO WE KNOW? (EVIDENCE)

### Faith and Character Development

- 78% of Year 13 leavers felt that St Bede's had helped them become men of good character, with the most valued traits being service, kindness, and courage.
- 51% believe St Bede's significantly contributed to their faith growth, with Religious Education classes (75%) and school liturgies (71%) being the most impactful.
- 67% felt their faith was present at different times, suggesting that faith experiences at school have made a lasting impression, even if students engage with them at varied moments in life.

### Leadership Growth and Expanded Student Leadership Model

- 12 Prefects and 28 Year 13 Leaders in 2024, compared to only 12 Prefects in 2023, indicating a wider pool of students stepping into leadership roles.
- 11 leadership seminars were held across all year levels, involving Old Boys, faith mentors, and community leaders, providing exposure to faith-driven leadership principles.
- The Marist Youth Leader programme engaged 12 Year 13 students, reinforcing faith-based leadership as a core value.

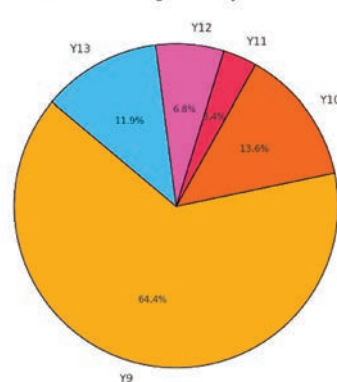
### Increased Student Participation in Faith & Service

- 59 students participated in the Sacramental Programme (Baptism, Eucharist, Reconciliation, Confirmation), showing a strong commitment to faith development.
- Growing attendance at Benediction and Weekly Mass, indicating that the sacraments hold real significance for students.
- Moving Wednesday Mass to lunchtime resulted in a notable increase in staff and student participation.
- Youth Vinnies and the SVO (Student Volunteer Organisation) group expanded, reflecting an increased awareness and commitment to service and social justice.
- 95% of students felt they had made a positive impact on others during Service Day, suggesting a genuine embrace of servant leadership.

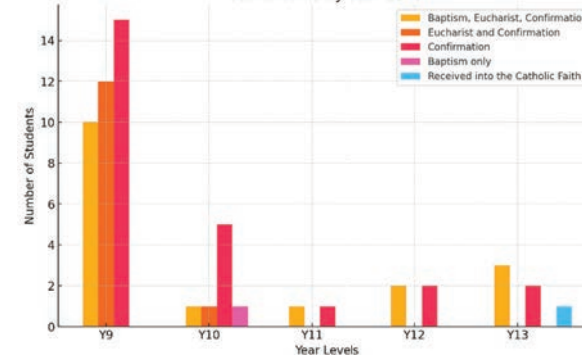
### Confidence and Readiness for Life Beyond School

- 88% of Year 13 students felt ready to leave school, highlighting that faith, leadership, and service initiatives have played a role in their personal growth, confidence, and preparedness for the future.
- The Apifo'ou College partnership broadened student perspectives, encouraging greater reflection on materialism, global solidarity, and faith in action.

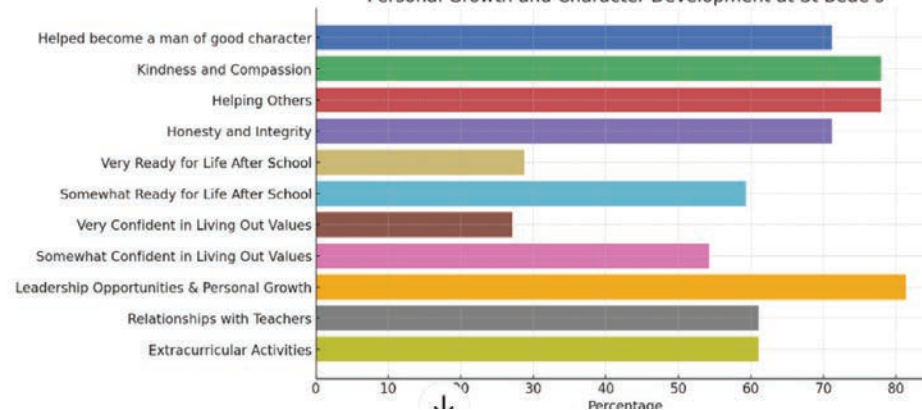
Sacramental Programme by Year Level



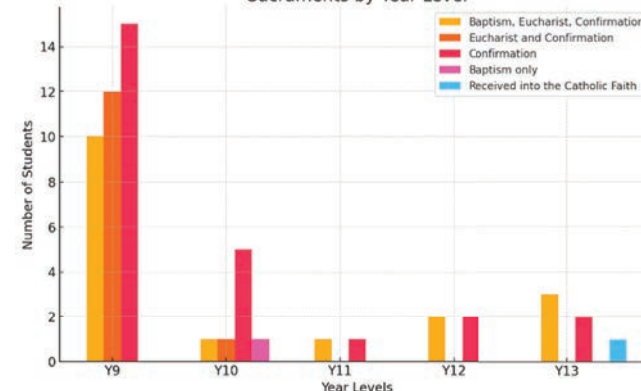
Sacraments by Year Level



Personal Growth and Character Development at St Bede's



Sacraments by Year Level



### **1. The Centre of Faith and Leadership Has Strengthened Whole-School Faith and Leadership Integration**

- The shift from a Ministry Team model to a whole-school approach through the CoFL has significantly increased participation in faith and leadership initiatives.
- Having four dedicated Rōpū (Encounter, Leadership, Service, Liturgy) has provided clearer focus areas and structured opportunities for students and staff to engage with faith, leadership, and service on a deeper level.
- The Faith Mentors programme has been a valuable addition, particularly in helping students and staff see and experience their faith in daily school life, rather than limiting it to religious education classes.

### **2. Student Leadership is Expanding, But Needs More Development at Junior Levels**

- The expanded Year 13 leadership model (12 Prefects + 28 Year 13 Leaders) has allowed for more student involvement, but leadership development in younger year levels needs further support.
- While Year 13 students have benefited from Marist Youth Leadership courses, leadership seminars, and mentoring, leadership development in Years 9-12 is less structured.
- There is an opportunity to introduce leadership pathways earlier, ensuring that students develop leadership skills over time rather than only in their final year.

### **3. Faith Formation is More Engaging, but Student Voice in Liturgies and Faith Events Needs Strengthening**

- Moving Wednesday Mass to lunchtime significantly increased attendance from students and staff, showing that faith engagement improves when made more accessible.
- Students report that school-wide liturgies were highly impactful on their faith development, yet many would like more opportunities to contribute to the planning and leadership of these events.
- Increasing student-led prayer groups, faith discussions, and leadership in liturgical events could further strengthen their personal connection to faith.

### **4. Service Learning and Social Justice Engagement is Increasing, But Needs to Be More Structured**

- 95% of students felt they made a positive impact on others during Service Day, showing that students see value in service activities.
- The growth of the SVO (Student Volunteer Organisation) and Youth Vinnies highlights an increasing student commitment to service and social justice.
- However, service activities often happen in isolation rather than as part of an integrated approach. There is an opportunity to:
  - Embed service learning into the curriculum, ensuring that service activities align with academic learning and Catholic Social Teaching.
  - Create sustained service opportunities rather than one-off events, allowing students to build deeper relationships with the people and communities they serve.

### **5. Staff Engagement in Faith Formation Has Grown, But Needs Better Structuring**

- The number of staff involved in faith leadership and ministry grew from 6 to 16 members, and 14 staff attended Marist forums.
- However, PLD opportunities for staff have sometimes caused significant disruptions, requiring a more structured approach to ensure faith formation continues without negatively impacting teaching and learning.
- More internal professional development on integrating faith into everyday teaching practices would help ensure that all staff—not just those in the Ministry Team—feel equipped to nurture students' faith formation.

### **6. Māori and Pasifika Students Are Engaging in Leadership and Faith, But Cultural Integration Needs Strengthening**

- Māori and Pasifika students actively participated in faith and leadership experiences, including SPACPAC leadership events, Wayfinding for Life, and the new carving initiative.
- The Fia Fia Night showcased student leadership in cultural faith expression, reinforcing that faith and culture must be celebrated together.
- However, the faith curriculum could be more intentional in embedding Māori and Pasifika perspectives, particularly around faith leadership within different cultural worldviews.

## 7. International Faith Partnerships Have Strengthened Global Catholic Identity

- The Apifo'ou College exchange continues to be a powerful outreach experience, helping students reflect on material priorities, faith in action, and global solidarity.
- Students developed a greater understanding of service beyond charity, reinforcing the Marist commitment to humility, solidarity, and simplicity.
- There is potential to expand international faith-based exchange programmes

## 8. Faith Development is Leading to Stronger Character Formation

- 78% of Year 13 students said St Bede's helped them become men of good character, with service, kindness, and courage being their strongest traits.
- 88% of students felt ready to leave school, indicating that faith and leadership formation has prepared them for the next stage of life.
- The combination of faith-based leadership, service learning, and liturgical participation is helping students develop into well-rounded, compassionate leader



## FUTURE CONSIDERATIONS

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### Strategic Staff Participation in Marist Forums and Special Character PLD

- Maintain ongoing participation in Marist forums and other Special Character PLD for staff formation, and professional development.
- Align forum attendance with the College calendar to minimise disruptions and ensure broad staff involvement.

### Strengthen Student Voice in Liturgies and Faith Experiences

- Encourage greater student involvement in planning and leading schoolwide liturgies.
- Expand student-led faith initiatives to deepen engagement and ownership.

### Embed CoFL Themes Across the Curriculum

- Ensure faith and leadership principles are consistently woven through academic subjects.
- Develop structured reflection opportunities within RE, Mana Tāne, and key school events.

### Strengthen Parish and Community Engagement

- Increase parish priest involvement in school liturgies and faith-based activities.
- Encourage students to serve within the parish, including roles in Children's Liturgy and community ministries.

### Expand Service Learning and Social Justice Initiatives

- Develop structured partnerships with local organisations and Catholic schools.
- Align service projects with classroom learning and schoolwide themes for greater impact.

# STRATEGIC ASPIRATION 2

*A local curriculum that aligns effective evidence-based pedagogies across teaching, learning and hauora ensures each boy engages with and receives a holistic education that reflects their individual needs, interests, hopes and aspirations.*

## ANNUAL OBJECTIVE (S)

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- a. Strengthening literacy and numeracy in years 9 and 10 so that 90% of learners achieve the NCEA co-requisite in Reading, Writing and Numeracy
- b. Implementation of our revised curriculum enables 95% of Year 11 learners to achieve NCEA Level 1
- c. Develop staff knowledge and practices of the pedagogical practices and pastoral tools specific to boys' education.

## WHAT WE EXPECT TO SEE BY THE END OF THE YEAR.

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1. Systems and processes provide evidence-based information to deepen our understanding of our curriculum design/change's impact on the learning outcomes of our ākonga.
2. Junior Curriculum redesign aligned to the curriculum refresh & Te Mātaiaho;
3. The ongoing design of the senior pathways programme alongside the NCEA refresh is in consultation with our school community, local hapu/iwi, and whanau.
4. Progress and achievement outcomes are consistently equitable for all ākonga (including Māori, Pacific and learners with diverse needs)
5. All staff complete the introductory workshop 'The art of educating the men of Bede'.
6. Practices specific to boys' education are being implemented in the classroom and pastoral system.



## Strengthening literacy and numeracy in years 9 and 10 so that 90% of learners achieve the NCEA co-requisite in Reading, Writing and Numeracy

### WHAT'S HAPPENING?

- Year 2 of the NCEA co-requisite assessments has seen a continued focus on embedding strong literacy and numeracy practices across Years 9 and 10.
- Response to Intervention (RTI) strategies are now embedded in classrooms, particularly in reading, where targeted instruction is supporting student progress.
- Professional development (PD) for staff has been delivered to ensure teachers understand the specific literacy and numeracy skills assessed in the co-requisites.
- After Mid-year results (61.8%), intervention was introduced after the first round of assessments, providing additional support for students who did not achieve the standard.
- The mathematics faculty has adapted its approach by integrating co-requisite-style questioning into everyday teaching to strengthen students' ability to respond to literacy-heavy problems.
- The Junior and Senior Pathways Programme continues to prioritise foundational literacy and numeracy, ensuring that students who are working below the expected curriculum level receive the support needed to progress.

### HOW DO WE KNOW? (EVIDENCE)

|          | SBC 2023 | SBC 2024 | National (Yr 10) | Boys (total) |
|----------|----------|----------|------------------|--------------|
| Reading  | 83.9%    | 92.3%    | 74.9%            | 67.4%        |
| Writing  | 85.8%    | 74.0%    | 71.0%            | 60.9%        |
| Numeracy | 83.9%    | 88.2%    | 61.9%            | 58.0%        |

- The target of 90% was met in reading, with a notable improvement from 2023.
- Numeracy results improved, closing in on the 90% target.
- Writing results declined, showing a clear area for focus in 2025.

| Ethnicity | 2023 Reading | 2024 Reading | 2023 Writing | 2024 Writing | 2023 Numeracy | 2024 Numeracy |
|-----------|--------------|--------------|--------------|--------------|---------------|---------------|
| E         | 87.2%        | 91.9%        | 88.0%        | 73.9%        | 84.7%         | 87.8%         |
| M         | 87.5%        | 95.2%        | 87.5%        | 57.1%        | 87.5%         | 90.5%         |
| P         | 60.0%        | 88.9%        | 80.0%        | 77.8%        | 70.0%         | 77.8%         |
| A         | 76.9%        | 90.0%        | 78.6%        | 90.0%        | 85.7%         | 100.0%        |
| MELAA     | 50%          | 100.0%       | 0.0%         | 100.0%       | 50.0%         | 100.0%        |

- Reading and writing progress was made across all ethnicities, but Māori students showed the most significant drop in writing achievement.
- The increase in Māori student enrolment in 2024 may have impacted the writing data, but further analysis is needed to determine whether this is an ongoing trend.
- Learning Support students continue to represent the majority of non-achievers, especially in numeracy, where literacy demands are a challenge. The table below shows the percentage of Learning Support students within the total number of students who did not acquire the reading, writing, and numeracy standards in 2023 and 2024.

| 2023 Reading | 2024 Reading | 2023 Writing | 2024 Writing | 2023 Numeracy | 2024 Numeracy |
|--------------|--------------|--------------|--------------|---------------|---------------|
| 76%          | 92.3%        | 60.8%        | 45.5%        | 69.2%         | 65%           |

As the overall percentage of students achieving the reading in 2024 increased, it is unsurprising that Learning Support students create a larger percentage of those who did not achieve given that many find comprehension and processing difficult. These 12 students will be placed in appropriate courses in Year 11 to continue to support their reading comprehension.

The more evenly weighted writing results, again, suggest that a broader focus on writing is necessary given that there is a greater proportion of students outside of Learning Support who have not achieved.

Whilst in numeracy, Learning Support students still form the majority, we must also consider that the literacy required in these assessments will continue to be a barrier for some.





## WHAT DID/ARE WE LEARNING?

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- Technical accuracy is the biggest barrier in writing. Many students struggle with grammar, punctuation, and sentence structure, which needs to be a school-wide focus.
- Numeracy challenges remain tied to literacy. Students who underperform in numeracy assessments often struggle not with calculations, but with interpreting the language of the problems.
- Feedback on student performance is limited. Unlike standard NCEA assessments, students do not receive their papers back, making it harder for them to understand their mistakes and improve.
- The rapid turnaround between assessment results and the next round of testing makes meaningful intervention difficult. More structured preparation time and targeted teaching adjustments are needed between testing cycles.
- Learning Support students continue to face the greatest challenge in achieving the co-requisites. While reading interventions have shown success, writing and numeracy interventions need further refinement.

## FUTURE CONSIDERATIONS

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### **Strengthen Writing Instruction Across the Curriculum**

- Implement a school-wide focus on written accuracy to reinforce grammar, punctuation, and structured writing across all subjects.
- Ensure writing skills are explicitly taught, rather than assumed, in all curriculum areas.

### **Targeted Literacy Support for Numeracy Success**

- Develop specific strategies to support literacy in numeracy, ensuring students can interpret and answer worded mathematical problems with confidence.

### **Monitor and Address Writing Decline in Māori Students**

- Investigate the drop in writing achievement among Māori students to determine whether this is a one-off or a pattern.
- Develop tailored writing interventions that support Māori learners without reducing cultural responsiveness.

### **Strengthen Preparation Time Between Testing Cycles**

- Structure learning and interventions to better align with assessment windows, ensuring students have adequate time to develop necessary skills.

### **Overarching review**

- Review all interventions, resourcing and pathways know that we have more knowledge of new systems to ensure existing programmes still reflect student needs, are equitable and are having the desired impact in raising achievement.

## Implementation of our revised curriculum enables 95% of Year 11 learners to achieve NCEA Level 1

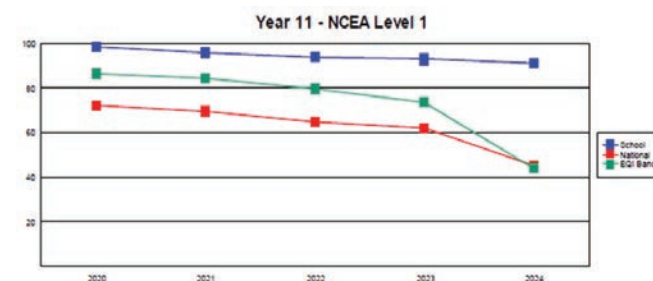
### WHAT'S HAPPENING?

- All Level 1 courses were redesigned in 2023 for first teaching in 2024, aligning with the new NCEA Level 1 standards.
- New senior pathways courses were introduced to support at-risk students, with a focus on literacy and numeracy co-requisites.
- Fortnightly senior rōpū meetings were established to track student progress and identify those at risk of not achieving Level 1.
- The national rollout of the new NCEA structure has been challenging, with delays and inconsistent resourcing from NZQA, impacting course design and implementation. The PPTA and media have highlighted the poor rollout of the new standards by the MOE and NZQA, which were often delayed and provided with inadequate resourcing. In many cases assessments were designed before the curriculum was written detailing what students should learn.
- The new NCEA structure limits internal assessments, reducing opportunities for students to earn credits during the year and placing a greater emphasis on external examinations. Historically our students have performed much better in internal assessments and the new model offers them only 10 internally assessed credits, which has placed a larger emphasis on external assessment for our students and impacted their ability to gain endorsements.
- With fewer internal assessments, student progress has been harder to track throughout the year.

### HOW DO WE KNOW? (EVIDENCE)

- As of January 2025, 91.1% of Year 11 students had achieved NCEA Level 1.
- When adjusted for students who left, transferred, or were in Health School, the effective achievement rate is 95%.
- Nationally, Level 1 achievement rates declined by 16.8%, while schools in St Bede's equity index (EQI) band declined by 29.5%.
- In contrast, St Bede's achievement rate declined only slightly, indicating strong student outcomes despite the national trends.

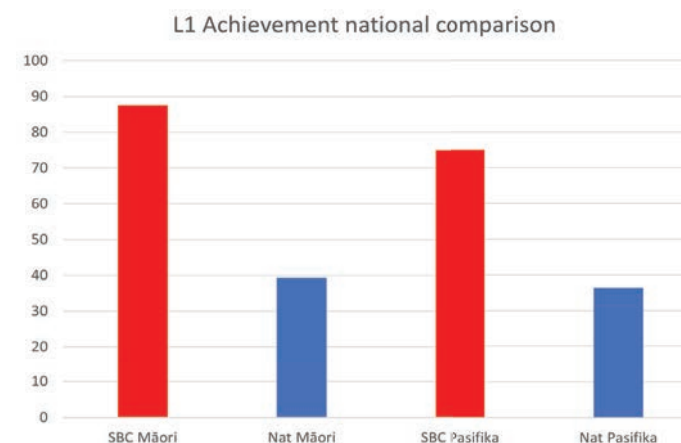
| Academic Year | Year 11 NCEA L1 | Year 12 NCEA L2 | Year 13 NCEA L3 | Year 13 UE |
|---------------|-----------------|-----------------|-----------------|------------|
| 2020          | 98.1            | 94.9            | 88.4            | 69.4       |
| 2021          | 95.8            | 93.5            | 80.6            | 61.9       |
| 2022          | 93.9            | 95.0            | 82.3            | 58.5       |
| 2023          | 92.6            | 93.1            | 87.3            | 64.9       |
| 2024          | 91.1            | 95.6            | 84.6            | 57.7       |



The equity ratio is shown below (Ethnic group %/Overall SBC %)

|           | Asian | European | Māori | Pasifika |
|-----------|-------|----------|-------|----------|
| Level One | 1.00  | 1.00     | 0.96  | 0.82     |

- Māori students achieved at nearly the same rate as their peers, reflecting equitable outcomes.
- Pasifika students achieved at a lower rate, highlighting an area for further engagement and support.
- Despite Pasifika achievement being lower than other groups, St Bede's Pasifika students still outperformed national averages by 38.7%.
- 15 students did not achieve NCEA Level 1, but 7 of these are on tailored programmes and will complete Level 1 requirements in Year 12.



## WHAT DID/ARE WE LEARNING?

- The revised curriculum is enabling strong overall achievement, but the new NCEA structure makes it more difficult to track at-risk students early in the year.
- Students have fewer internal assessments, meaning they accumulate credits later in the year, leading to uncertainty about progress until Term 3 or 4.
- Pasifika students are achieving at lower rates compared to other groups, despite still performing well relative to national averages. Parent engagement with academic conferencing is lower among Pasifika families, suggesting a need for alternative ways to support Pasifika students and their whānau.
- The poor national rollout of NCEA reforms impacted course planning. Many assessment standards were released late, and assessments were designed before the curriculum details were finalised, adding challenges for staff and students.
- The heavy reliance on external assessments is disadvantaging some students who previously achieved well in internal assessments.
- Whilst our new courses allowed us to nearly meet/meet our 95% target, there was a sharp decline in Level 1 endorsements, felt most particularly at excellence.

| Academic Year                          | Year 11<br>NCEA Level 1 | Year 12<br>NCEA Level 2 | Year 13<br>NCEA Level 3 |
|--|-------------------------|-------------------------|-------------------------|
| <b><u>Achieved with Excellence</u></b> |                         |                         |                         |
| 2020                                   | 18.8                    | 9.3                     | 19.6                    |
| 2021                                   | 17.6                    | 7.7                     | 10.2                    |
| 2022                                   | 18.9                    | 14.6                    | 6.5                     |
| 2023                                   | 15.9                    | 8.6                     | 12.0                    |
| 2024                                   | 4.2                     | 10.6                    | 7.9                     |
| <b><u>Achieved with Merit</u></b>      |                         |                         |                         |
| 2020                                   | 40.9                    | 31.3                    | 16.8                    |
| 2021                                   | 28.9                    | 28.0                    | 25.9                    |
| 2022                                   | 34.9                    | 25.2                    | 29.0                    |
| 2023                                   | 29.1                    | 20.9                    | 22.2                    |
| 2024                                   | 21.5                    | 26.5                    | 27.8                    |

## FUTURE CONSIDERATIONS

### Increase Endorsements at Level 1

- Complete detailed analysis of 2024 – including design, student voice, internal/external outcomes
- Focus on raising Merit and Excellence endorsements through course design, assessment structures, and faculty strategies.
- Faculties will tailor courses to challenge high-achieving students while maintaining strong overall success rates.

### Refine Course Structure and Assessment Timing

- Ensure internal assessments are taught first to allow for better tracking and feedback, with external material covered closer to the examination period.
- Review assessment entry numbers and external completion rates to optimise student preparedness.

### Enhance Teaching Practice and Student Tracking

- Implement high-impact teaching strategies to support boys' learning and academic success.
- Increase teacher-to-student level monitoring for improved goal-setting and intervention frameworks.

### Strengthen Student Support and Intervention

- Improve mid-year progress tracking to identify students at risk earlier.
- Provide targeted interventions for students needing additional support to meet Level 1 requirements.

### Improve Engagement with Pasifika Students and Families

- Work with the Pasifika Education Coordinator to develop culturally responsive support and engagement strategies.
- Explore alternative approaches to increase Pasifika participation in academic conferencing.

### Prepare for Ongoing NCEA Reforms

- Stay proactive in adapting to national curriculum changes, ensuring staff and students are well-prepared.
- Monitor future NCEA Level 1, 2, and 3 adjustments to sustain strong student outcomes.

## *Develop staff knowledge and practices of the pedagogical practices and pastoral tools specific to boys' education.*

### WHAT'S HAPPENING?

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In 2024, St Bede's College prioritised improving boys' pedagogy by focusing on professional learning, international collaboration, and embedding research-informed practices. Significant progress has been made in strengthening teaching strategies, behaviour management, and leadership capacity. While the original intention to develop a standalone course titled "The Art of Educating the Men of Bede" was reconsidered, its principles have been integrated into broader initiatives for 2025, including a schoolwide PLD programme, a middle management leadership programme, and a revised induction process for new staff. Key Initiatives Undertaken in 2024:

#### **International Collaboration and Research Engagement:**

- Active participation in International Boys' Schools Coalition (IBSC) events provided staff with access to global insights and best practices. These included:
  - The Annual International Conference at Harrow.
  - Global focus groups on Boarding and Sport.
  - The Engaging Boys in Learning workshop.
  - The NZ IBSC Annual Conference and NZ-based IBSC schools' conferences.
  - Participation in IBSC online courses, special interest groups, and workshops.
  - Members of the working group visited high-performing boys' schools in Sydney – looking at leadership, teaching and learning, wellbeing and philanthropy.
  - Four staff attended two-day workshop on Collaborative and Proactive Solutions to strengthen their understanding of effective practices.

#### **Professional Learning and Development (PLD):**

- Whole-staff pastoral PLD focused on:
  - ADHD and behaviour management practices.
  - Effective use of the pastoral system for addressing behavioural issues.
- Targeted PLD for Heads of Year and Specialist Classroom Teachers (SCT):
  - Designing, implementing, and monitoring behavioural plans tailored to individual student needs.

#### **Research and Classroom Practice:**

- Research into boys' education was synthesised by a dedicated working group, with findings informing:
  - A structured classroom observation framework implemented across the school.
  - The development of resources for new staff induction, ongoing PLD, and pedagogy plans for 2025.

#### **Leadership Development and Capacity Building:**

- Leadership staff were upskilled through international workshops and research group participation, equipping them to drive meaningful change in boys' pedagogy.
- These leaders will play a key role in mentoring and guiding staff through a planned middle management leadership programme.

#### **Embedding Key Learnings for 2025 and Beyond:**

- The decision to integrate "The Art of Educating the Men of Bede" into a broader schoolwide framework reflects a commitment to embedding its principles across all facets of staff development.

## HOW DO WE KNOW? (EVIDENCE)

### Student Data:

- A 7% reduction in pastoral incidents and a 20% decrease in classroom withdrawals compared to 2023 indicate improved behaviour management.
- Literacy and numeracy achievement data improved, with co-requisite results reaching 84% by year-end.

### Staff Feedback and Observations:

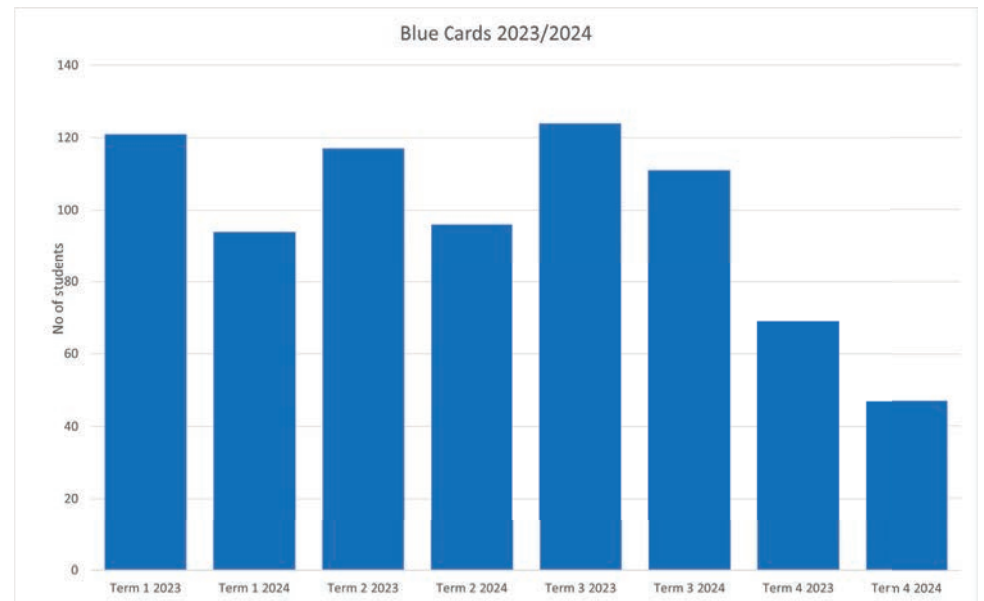
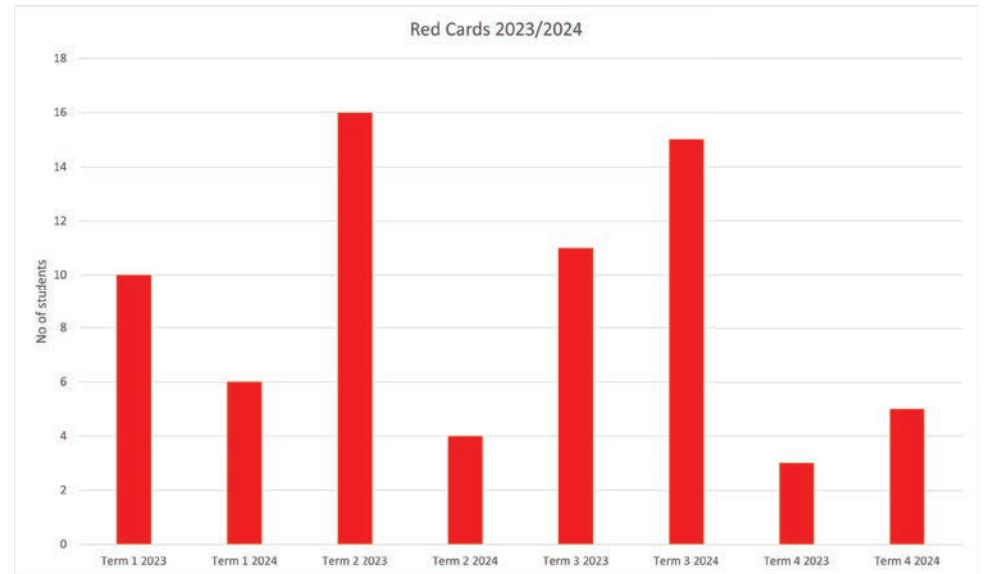
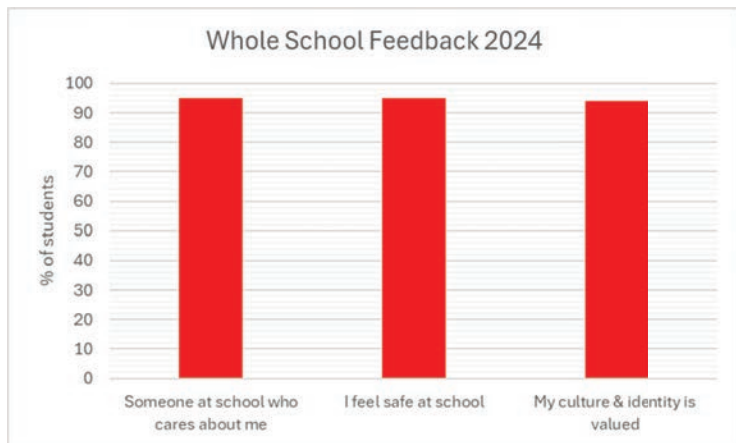
- Feedback from staff indicates increased confidence in managing boys' behaviour and delivering relational teaching strategies following PLD.
- Classroom observation documentation has revealed improved consistency in behaviour management and teaching approaches.

### Engagement with Research and International Best Practices:

- Participation in IBSC events and focus groups has reinforced the importance of relational teaching, restorative practices, and tailored strategies for boys' education.

### Leadership and Pastoral Systems:

- Enhanced pastoral systems, including the use of behavioural plans and structured tracking of classroom data, have improved outcomes for both students and staff.



## WHAT DID/ARE WE LEARNING?

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### **Integration and Adaptation Are Key:**

- The decision to embed the principles of “The Art of Educating the Men of Bede” into schoolwide PLD, a middle management leadership programme, and a revised induction process reflects the need for practical, scalable solutions that impact the whole school.

### **Upskilling Leadership Has Long-Term Benefits:**

- Leadership staff have demonstrated increased capability and confidence in driving professional development and implementing behavioural strategies, positioning them to lead schoolwide change effectively in 2025.

### **Global Collaboration Strengthens Practice:**

- Insights gained through IBSC research groups, conferences, and workshops have highlighted the importance of relational teaching, proactive behaviour management, and hands-on strategies tailored to boys.
- Engagement with high-performing boys’ schools in Sydney has provided practical models for embedding these practices.

### **Structured Observations Drive Improvement:**

- Classroom observation frameworks are providing valuable data on strengths and areas for development, highlighting the need for consistent implementation across staff. We need to be better at gaining more regular observation data and voice from staff.

### **Behavioural Interventions Work but Require Consistency:**

- Pastoral interventions, particularly behavioural plans, have proven effective, but consistent implementation and monitoring across all staff remain essential.

### **New Staff Need More Support:**

- Induction programmes must address gaps in behaviour management and pedagogy for boys, as new staff are overrepresented in pastoral data.

## FUTURE CONSIDERATIONS

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### **Develop a Comprehensive PLD Plan for 2025:**

- Focus areas include relational teaching, behaviour management, classroom observations, and data-driven strategies.

### **Launch a Middle Management Leadership Programme:**

- Equip middle leaders with the tools to mentor staff, lead PLD initiatives, and implement strategies aligned with boys’ education.

### **Strengthen Induction for New Staff:**

- Integrate resources developed from 2024 research into a revised induction programme, ensuring new teachers are equipped with practical strategies for managing boys’ behaviour and engagement.

### **Expand Classroom Observation Practices:**

- Embed structured observations into staff development cycles, using the data to target coaching and support where needed.

### **Maintain Global Collaboration:**

- Continue active participation in IBSC events, workshops, and research groups to stay aligned with international best practices.
- Strengthen networks with other boys’ schools to share resources and benchmark progress.

### **Monitor and Refine Behavioural Strategies:**

- Scale successful interventions, ensuring consistent implementation and tracking of behavioural plans across the school.

# STRATEGIC ASPIRATION 3

*A culturally responsive community ensures equitable access and outcomes for all rangitahi through whanaungatanga, ako and manaakitanga.*

## ANNUAL OBJECTIVE (S)

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- a. Build staff capabilities and understanding of Te Tiriti, Te Reo and Te Ao Māori
- b. Provide pathways for senior ākonga that include Te Reo Māori, Tikanga Māori and Te Ao Haka

## WHAT WE EXPECT TO SEE BY THE END OF THE YEAR.

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1. Established reciprocal relationship with Ngāi Tūāhuriri.
2. Our ākonga identify that they are learning in a culturally safe environment.
3. SLT, HOFs and key staff develop and share knowledge and skills regarding the Ngāi Tahu migration, Mihimihi, Tikanga and kawa, and the Powhiri process.
4. All staff undertake PLD in relation to Te Tiriti, Te Reo and Te Ao Māori to strengthen their cultural competency.
5. Te Reo/Cultural Studies senior pathways course developed in consultation with key stakeholders.
6. Student cultural Rōpu celebrates and advocates for our community's different cultures.



## *Build staff capabilities and understanding of Te Tiriti, Te Reo and Te Ao Māori*

### WHAT'S HAPPENING?

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- **Strengthening Partnerships with Ngāi Tūāhuriri:** An emerging relationship has been established, marked by staff visits to Tuahiwi Marae, enabling deeper engagement with local iwi and a stronger understanding of Ngāi Tahu history and kawa.
- **Staff Professional Learning and Development (PLD):** Ongoing PLD has focused on Te Tiriti o Waitangi, Te Reo Māori pronunciation, tikanga, and cultural competency. Workshops have included mihimihi, Ngāi Tahu migration, and pōwhiri processes.
- **Integration of Cultural Competency into Teaching:** Staff have begun embedding tikanga and Te Reo Māori into their daily interactions and classroom environments, though further support is needed.
- **Celebrating Māori Students as Māori:** The College has prioritised initiatives to ensure Māori students feel valued and celebrated in their identity. Māori student achievements, cultural contributions, and leadership are now regularly recognised in assemblies and publications. School-wide events, such as Matariki and Te Wiki o Te Reo Māori, have been expanded to enhance visibility and appreciation of Māori culture.
- **School-wide Māori Cultural Celebrations:** Staff and students celebrated Matariki and Te Wiki o Te Reo Māori through assemblies, challenges, and PLD. Additionally, the College held its first school hāngī, a collaborative effort involving staff, students, and whānau, strengthening community ties and cultural connection.

### HOW DO WE KNOW? (EVIDENCE)

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- **Marae Visit and Staff Development:** Staff who attended the Tuahiwi Marae visit reported increased confidence in incorporating tikanga into classroom practice.
- **Staff PLD Surveys:** An internal survey indicated that staff now have a stronger understanding of Te Tiriti o Waitangi and tikanga Māori, though many expressed a desire for continued support in applying these learnings practically.
- **Increased Use of Te Reo in Classrooms:** Classroom observations indicate more frequent use of Te Reo Māori in greetings and discussions, with some staff integrating kupu Māori into subject-specific learning.
- **Māori Student Representation:** Increased participation of Māori students in leadership roles, cultural events, and student councils indicates a strengthened sense of identity and belonging.

### WHAT DID/ARE WE LEARNING?

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#### 1. Embedding Learning into Daily Practice Remains a Challenge

- While the Marae visit and PLD sessions have increased awareness, practical application in classrooms and daily interactions requires further reinforcement.

#### 2. Structured Support for Staff is Needed

- Staff have expressed the need for ongoing, scaffolded support to confidently integrate Te Reo and tikanga Māori into their teaching.

#### 3. Ensuring Sustainability of Staff Leading These Initiatives

- Teachers leading Māori cultural and language programmes must have sustainable teaching loads and structured support to prevent burnout and ensure longevity of these efforts.

### FUTURE CONSIDERATIONS

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#### 1. Enhance Staff Support and PLD

- Provide practical workshops on embedding cultural responsiveness into daily teaching practices.
- Develop a structured PLD plan that includes ongoing coaching and cultural mentorship.

#### 2. Strengthen Cultural Integration Across Curriculum

- Encourage more frequent and meaningful use of Te Reo Māori beyond greetings.
- Provide resources to support culturally responsive teaching across all subject areas.

#### 3. Plan for Growth in Cultural Leadership Roles

- Allocate appropriate teaching loads for staff leading cultural initiatives.
- Ensure succession planning and professional development opportunities for staff engaged in Māori education.



## *Provide pathways for senior ākonga that include Te Reo Māori, Tikanga Māori and Te Ao Haka*

### WHAT'S HAPPENING?

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- **Introduction of Level 1 Te Reo Māori:** A structured Te Reo Māori course has been confirmed for 2025, marking a significant step toward developing Māori language pathways in the senior school.
- **Transition from Cultural Studies to Te Ao Māori:** The junior curriculum is evolving, with the current Cultural Studies programme being replaced by Te Ao Māori in 2025, providing a more focused and immersive experience for students.
- **Cultural Rōpū Leadership:** Students have been given opportunities to lead cultural initiatives, strengthening their connection to Te Ao Māori.
- **Exploring Tikanga Māori and Te Ao Haka Pathways:** Initial discussions have taken place regarding future course offerings that integrate tikanga and haka as part of senior curriculum pathways.
- **Increasing Time and Resource Allocation to Kapa Haka:** Additional time and resources have been allocated to strengthen the College's Kapa Haka programme. This includes increasing dedicated practice sessions, investing in tutoring, and ensuring that Kapa Haka remains a core part of cultural celebrations and school events. The Kapa Haka team also delivered a strong performance at the Kahui Ako North Hub Cultural Festival.
- **Carving Course and Wayfinding for Life Programme:** The College has introduced a carving course that integrates cultural identity with practical learning, providing students with a creative and meaningful connection to their heritage. Additionally, the Wayfinding for Life programme has been implemented, supporting Māori students in personal and leadership development through cultural frameworks.

### HOW DO WE KNOW? (EVIDENCE)

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- **The Student Interest Surveys:** Initial enrolment interest for Level 1 Te Reo Māori was lower than expected, indicating a need for stronger junior engagement.
- **Curriculum Development:** The framework for the Level 1 course has been aligned with national guidelines, ensuring structured learning progression.
- **Student Participation in Cultural Events:** Cultural assemblies, haka performances, and language weeks have seen increased student involvement.
- **Growth of Kapa Haka:** Increased student participation and engagement in Kapa Haka events and competitions demonstrate a heightened interest and commitment to Māori performing arts.
- **Participation in Carving and Wayfinding for Life Programmes:** The carving course and Wayfinding for Life programme have seen strong student engagement, fostering leadership, identity, and hands-on learning experiences.

### WHAT DID/ARE WE LEARNING?

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#### 1. Growth in Kapa Haka Strengthens Cultural Identity

- The College has seen a notable increase in student participation in Kapa Haka, reflecting a strengthened commitment to cultural engagement.
- The capacity of the Kapa Haka programme has expanded, with more students involved in performances and leadership roles.
- Increased staffing support and leadership in Kapa Haka have allowed for better structure, mentoring, and growth within the programme.

#### 2. Intentional Staffing Decisions Add Value and Richness

- Our strategic approach to employing staff with expertise in Te Reo Māori, tikanga, and cultural leadership has significantly enriched the College community.
- These staff members have provided deeper learning experiences, stronger student connections, and greater integration of cultural knowledge across the curriculum.
- Staff-led initiatives have fostered increased cultural awareness and pride among students and the wider school community.

#### 3. Developing a Sustainable Pathway for Te Reo Māori

- Strengthening engagement in junior years is crucial to ensuring consistent enrolment in senior Te Reo Māori courses.

#### 4. Balancing Curriculum Integration and Student Interest

- Ensuring a balance between structured academic pathways and flexible cultural experiences supports student engagement and long-term participation.

## FUTURE CONSIDERATIONS

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### 1. Strengthen Junior to Senior Pathway Development

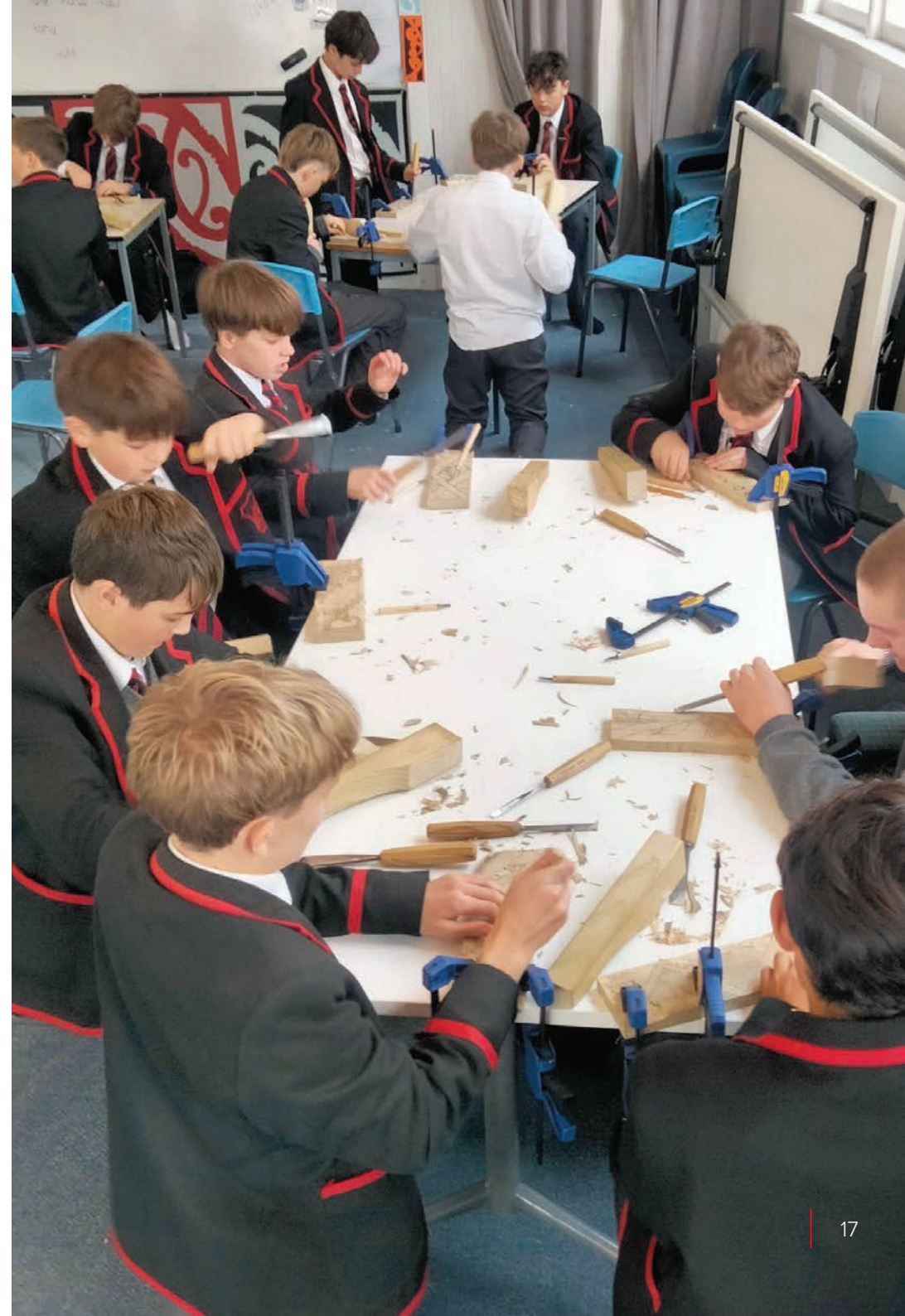
- Embed Te Ao Māori principles consistently across Years 9-13 to build confidence and fluency before senior study.

### 2. Explore Opportunities for Experiential Learning

- Investigate ways to incorporate immersive learning experiences that deepen students' cultural understanding and engagement.
- Explore collaborations with iwi, cultural mentors, and community organisations to create meaningful hands-on learning opportunities.
- Work with Kahui Ako North Hub to strengthen whānau engagement and support broader cultural initiatives.
- Investigate ways to incorporate immersive learning experiences that deepen students' cultural understanding and engagement.

### 3. Ensure Sustainability of Te Ao Māori and Cultural Programmes

- Secure long-term staffing and funding to support growth in cultural education and extracurricular activities.



# STRATEGIC ASPIRATION 4

*Effective governance, human capital, and commercial strategy enable the College to develop its rangatahi and kaimahi through quality infrastructure, right resourcing, and future-focused sustainable practices.*

## ANNUAL OBJECTIVE (S)

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- a. Implementation of communication, marketing, and stewardship plan

## WHAT WE EXPECT TO SEE BY THE END OF THE YEAR.

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1. Lead and Founding Donors in place.
2. Maintain full enrolments across day and boarding.
3. The new website is designed and live.
4. Regular giving (Champions) programme in place.
5. Alignment of our messaging and branding across day, boarding, alumni and international



## WHAT'S HAPPENING?

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We have gone live with the Bedeans of the Future appeal and currently have a pipeline of 31 who we are actively engaging with for support. We have created our case for support which is available in a flip book and a hard copy and have a dedicated giving at St Bede's page now on the website and a page specifically dedicated to our Champions Programme. Our focus remains on good engagement and good stewardship, with strong campaign messaging.

The *Champions* regular giving programme is now underway, with a softer roll out than originally planned due to feedback in the community regarding financial pressure.

We are using the marketing planning tool 'Monday' for planning and tracking our marketing for the year. We are gathering analytics through our new website which is live and also through Blackbaud and Hail which we send newsletters and communications out through. It has been a strong focus to increase our reach for the OBA newsletter and to improve our content across our OBA & college newsletters. We have successfully done this and will continue to focus on this as part of our goal to improve engagement community wide. Planning is underway for a focused marketing campaign for Boarding and International for 2025, inclusive of social media, A&P shows and roadshows to focus areas.

We have successfully implemented some new events overseas and regionally this year and grown some existing events to encourage interactions with a wider reach in the community.

A key focus has also been to raise the profile of the Community Office, our staff and our purpose, alongside promotion of our Bedeans of the Future Campaign, with our continued focus of creating a culture of philanthropy at St Bede's.

The below data provides strong evidence that the school is effectively maintaining full enrolments. While there are minor fluctuations due to student transitions, the ability to remain above or near the maximum roll ensures stable funding and operational efficiency. The waiting list for Year 11 further highlights the school's strong reputation and desirability.

### **Maintaining Overall Enrolment Above the Maximum Roll**

- The school aims to maintain a roll above the maximum of 786 to account for student movement and funding stability.
- At the start of 2024, the roll was 793, exceeding the target.
- Despite a slight drop to 776 by the end of 2024, enrolments rebounded to 796 at the start of 2025, again surpassing the maximum roll threshold.

### **Year-Level Capacity and Demand**

- Year 11 is at full capacity, with 10 students on the waiting list, indicating strong demand.
- Year 9, 10, and 12 have room for additional enrolments, allowing for growth while ensuring balance across cohorts.
- Year 13 numbers remain stable, with a small fluctuation due to natural student departures.

### **Boarding Enrolments**

- The boarding maximum is 125 domestic students, and boarding numbers have remained close to this:
  - Start of 2024: 126 boarders (above capacity)
  - End of 2024: 120 boarders (slightly below capacity)
  - Start of 2025: 123 boarders (almost full)
- With only one available Year 9 boarding spot left, boarding remains in high demand.

## HOW DO WE KNOW? (EVIDENCE)

### Philanthropy and Giving Success:

- Three Lead Pillar donors secured, each committing over \$500k, with donations finalising in early 2025.
- Three Founding donors confirmed (\$100k each), with 4 prospects in solicitation, 6 in cultivation, and 7 in identification, plus 8 additional prospects identified for the pipeline.
- The Champions Programme has secured 8 Champions, with 12 more identified for follow-up.
- Bedeans of the Future recognition board is in the design phase, set to be unveiled in Term 2, 2025.

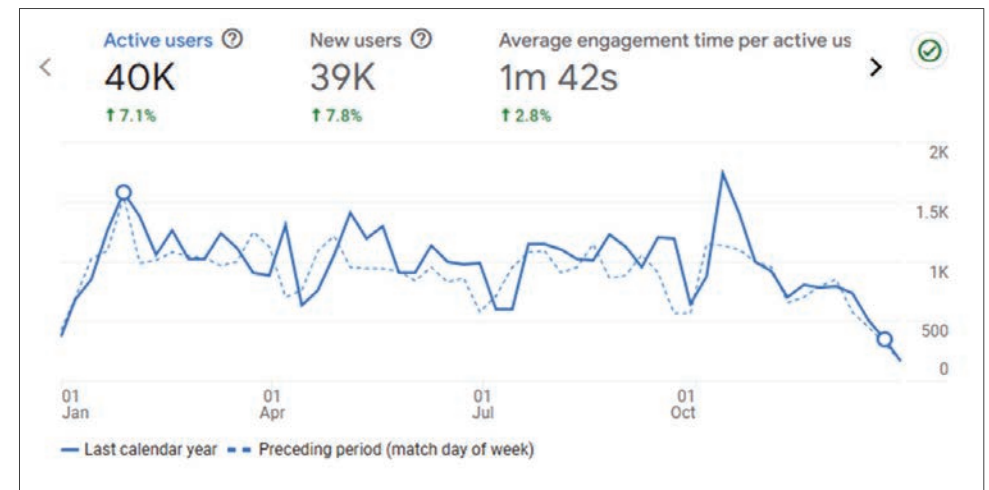
### Brand and Marketing Impact:

- Significant effort has gone into tidying up branding across all platforms, aligning with the new website and 'Men of Character' theme.
- New signage, a redesigned prospectus, and updated boarding handbook are in development for print in mid-February, in time for Open Days and the Wanaka Show.

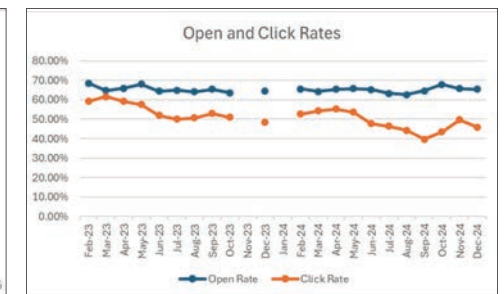
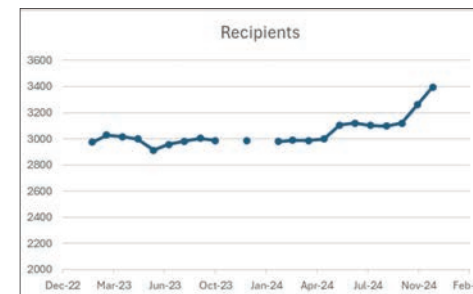


### Digital Engagement and Website Performance:

- Website analytics (2024 vs. 2023) show a 7–8% increase in active users and new users, with longer engagement times.
- The new website and marketing funneling strategies are working, but international user sessions require further investigation, as more visitors are landing on the site but engaging less.
- Alumni newsletter engagement is exceptionally high, with an average time on site of 6m 18s—far exceeding industry norms.



### OBA Newsletter Report 2023/2024



## Expanded Community and Alumni Engagement:

- Event participation has significantly increased, with growth in Old Boys' Association (OBA) annual events, new regional and international gatherings, and expanded alumni engagement in Auckland and Wellington.
- Wider community events have seen record attendance, including Grandparents' Day and the introduction of a new Community Governance event.
- The Community Office has presented updates to the BoP, BoT, SLT, all staff, and PSA, ensuring College-wide alignment on engagement efforts.

| Years | 50 Years Reunion | ChCh After 5 | Akid After 5 | Well After 5 | Nelson After 5 | Sydney After 5 | Perth After 5 | London | Annual Dinner | Golf | Golden Bedean |
|-------|------------------|--------------|--------------|--------------|----------------|----------------|---------------|--------|---------------|------|---------------|
| 2024  | 58               | 42           | 16           | 20           | 21             | 16             | 15            | 24     | 108           | 159  | 75            |
| 2023  | 43               |              | 11           | 13           |                | 10             |               |        | 98            | 86   | 55            |
| 2022  | 22               |              | 16           | 25           |                |                |               |        | 98            | 110  | N/A           |
| 2021  | 21               |              | 10           |              |                |                |               |        | N/A           | 106  | N/A           |

## WHAT DID/ARE WE LEARNING?

- **Strong Positive Reception of Branding and Communications:** Feedback from Old Boys, staff, and the wider community has been overwhelmingly positive regarding the professional look and feel of College communications, collateral, and events. The alignment of branding across all platforms has strengthened the College's identity.
- **Capacity for Giving Exists, but Financial Caution Remains:** While there is strong financial support within the community, 2024 has been a challenging year economically. Many donors have committed to giving but are delaying initial payments until 2025, requiring a longer-term engagement approach for philanthropy.
- **Expanded Event Reach is Strengthening Community Connections:**
  - Events are engaging a broader range of Old Boys, including younger and first-time attendees, indicating a wider and more inclusive network.
  - Regional and international engagement efforts are appreciated, with attendees expressing a strengthened connection to the College.
  - The increase in event attendance and participation in new locations suggests that continued outreach beyond Christchurch is valuable.
- **Marketing and Digital Strategy is Driving Engagement:** The website refresh and digital marketing improvements have expanded reach and increased traffic, but further refinement is needed to sustain engagement, particularly for international audiences.

By maintaining strong branding, adjusting donor engagement strategies, and continuing regional outreach, we are reinforcing our position as a well-connected, thriving community with strong long-term potential for growth and support.

## FUTURE CONSIDERATIONS

### 1. Strengthen Philanthropy and Stewardship

- Develop a structured donor stewardship plan to maintain engagement beyond initial contributions.
- Expand Champions programme outreach to grow the base of regular donors.
- Establish a past parent initiative to re-engage former families as supporters of the College.
- Ensure a long-term strategic approach to philanthropy, requiring investment from the Rector, Director of Advancement, and a commitment from the Boards to sustainability, rather than short-term gains.

### 2. Sustain Enrolment Strength Across Day and Boarding

- Maintain targeted marketing and engagement strategies to support continued full enrolment.
- Boarding enrolment strategy must integrate international student recruitment, ensuring that the 25 reserved spaces for international students are consistently filled.
- Use data-driven marketing analytics to identify key trends in boarding demand and recruitment, ensuring marketing efforts are strategic and targeted.
- Implement a Boarding Marketing Plan, leveraging insights from enrolment patterns, market demand, and successful international student engagement strategies.

### 3. Optimise Digital Marketing and Website Strategy

- Refine Meta data and tagging to improve website visibility and search rankings.
- Revisit existing text and add new content to enhance engagement.
- Consider Google advertising for Boarding to expand reach.
- Continue using the website as the central hub for information, event invites, and marketing materials.

### 4. Expand Regional and International Alumni Engagement

- Continue growing regional and international alumni events, maintaining strong community ties.
- Develop structured follow-up plans to deepen connections with attendees post-event.

### 5. Ensure Long-Term Branding and Messaging Consistency

- Finalise and implement new marketing collateral in time for Open Days and major recruitment events.
- Maintain alignment across day school, boarding, alumni, and international messaging.

By strategically aligning boarding and international enrolments, leveraging marketing analytics, and maintaining a long-term focus on philanthropy, we will continue to build a sustainable, well-connected, and financially strong future.

# STRATEGIC ASPIRATION 5

*St Bede's is enriched through global connections in learning, faith, and culture.*

## ANNUAL OBJECTIVE (S)

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- a. Develop and implement a Global Education plan that encompasses domestic, international and alumni.

## WHAT WE EXPECT TO SEE BY THE END OF THE YEAR.

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1. 20 FTE international students, through leveraging Japan and establishing relationships and enrolments from China, Thailand, Vietnam, and South Korea.
2. Established digital, print and media, including social media, tells the St Bede's story and celebrates our global culture.
3. Enhance Bede's brand on the international stage.
4. The student experience programme leads to a 90+% satisfaction rate from students, agents, and parents.
5. English for Academic Purposes programmes established and evaluated.
6. International students and families integrated into the Advancement model.



## WHAT'S HAPPENING?

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2024 has been a foundational year in implementing the **St Bede's Global (International Students) Strategy**, structured around four key areas:

### 1. International Student Enrolment & Market Development

- Rebuilding post-COVID enrolments and diversifying the international student market.
- Strengthening relationships with agents and education partners.
- Expanding homestay and boarding capacity to support growth.

### 2. Marketing & Brand Positioning

- Enhancing international visibility and brand reputation through digital and print media.
- Strengthening marketing efforts across domestic, boarding, and international enrolments.
- Targeted engagement in Japan, South Korea, and Thailand to drive long-term enrolments.

### 3. Student Experience & Academic Integration

- Enhancing the English for Academic Purposes (EAP) programme to ensure students are well-supported academically.
- Expanding cultural immersion and leadership opportunities for international students.
- Improving homestay and boarding support structures to ensure high-quality student experiences.

### 4. Advancement & Alumni Engagement

- Establishing formal pathways for international students and families to engage with the St Bede's Old Boys Association.
- Strengthening long-term relationships with international alumni through storytelling and structured engagement.

## Progress Across These Areas

### International Student Enrolment & Market Development

- 22 FTE international students confirmed for 2025, surpassing the 20 FTE target.
- Japan and South Korea remain key priority markets, with increasing engagement and enrolment numbers.
- Following a successful visit to Thailand, the College has secured short-term study groups and long-term enrolments, alongside strengthened agent relationships.
- Vietnam has been deprioritised based on learning from the 2024 visit, where market conditions and agent relationships did not align with St Bede's long-term international strategy.
- The 44% increase in homestay placements has supported enrolment growth and provided more flexibility.
- The August Agent Hui strengthened partnerships and provided greater clarity on the College's international offering.

### Marketing & Brand Positioning

- New website and branding strategy have led to increased international engagement.
- Print and digital marketing efforts, including termly newsletters, brochures, and direct agent communications, have enhanced outreach.
- Significant increases in website traffic from key markets:
  - South Korea: +39%
  - Japan: +27%

### Student Experience & Academic Integration

- Introduction of a structured orientation programme, including:
  - Pre-Departure Handbook for students and families.
  - QR-coded Orientation Handbook for easy access to key resources.
  - Fortnightly student pastoral check-ins and structured wellbeing support.
  - Expansion of EOTC experiences, including Queenstown and Wellington trips, as well as localised excursions (Hanmer, Port Hills).
- EAP Programme Development:
  - Expanded from one Unit Standard in 2023 to six in 2024, creating structured academic pathways.

### Advancement & Alumni Engagement

- First set of international Old Boys stories published in College media.
- Two active agents working with the College are parents of Old Boys, highlighting strong alumni connections in key markets.
- Updating Raiser's Edge to include international alumni is in progress, but further work is needed.



## HOW DO WE KNOW? (EVIDENCE)

### International Enrolment Growth & Market Positioning

- 22 FTE students confirmed for 2025, exceeding targets.
- Increased long-term enrolments and short-stay programmes from Thailand.
- Vietnam is no longer a priority market following the 2024 visit.

### Marketing & Digital Visibility

- Website traffic growth in key markets:
  - South Korea: +39%
  - Japan: +27%
- Positive agent and parent feedback on print and digital marketing.

### Student Experience & Satisfaction

- 92% of international students felt welcomed and supported.
- 88% felt well-prepared for school and boarding.
- 94% reported feeling safe at St Bede's.
- The EAP programme is fully implemented, providing structured academic support.

### Advancement & Alumni Engagement

- First international alumni stories published in College communications.
- Ongoing work to update alumni databases and establish long-term engagement pathways.



## WHAT DID/ARE WE LEARNING?

### 1. Market Development is Showing Strong Results, but Requires Strategic Focus

- Japan remains the highest priority market based on existing enrolments and agent partnerships.
- South Korea has seen strong digital engagement growth and is a secondary priority market.
- Thailand has become an emerging growth market, with short-term study groups leading to long-term enrolments.
- Vietnam has been deprioritised due to challenges in market alignment and limited long-term return.

### 2. Face-to-Face Agent Engagement is Critical for Growth

- The August Agent Hui reinforced the need for in-person engagement, with face-to-face meetings being the most effective for relationship-building.
- Markets where staff have visited recently (Japan, Thailand) have shown stronger enrolment growth compared to markets with only digital engagement.

### 3. Marketing Strategy is Effective, But Social Media Remains a Gap

- Website branding and content updates have increased international engagement, but social media requires further development.
- China-specific marketing strategies need to be considered due to platform restrictions.

### 4. Student Experience is Well-Supported, But Greater Domestic Integration is Needed

- International students feel well-supported pastorally and academically but require more structured social integration with domestic students.
- Expanding peer mentoring and student leadership opportunities will support this.

### 5. Advancement & Alumni Engagement Needs Clearer Structure

- Early storytelling efforts have been successful, but a structured plan is needed for sustained alumni engagement.
- The database update must be completed to ensure tracking and outreach.



## FUTURE CONSIDERATIONS

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### 1. Strengthening Market Positioning & Enrolment Growth

- Japan remains the primary market, with continued engagement needed to sustain and grow enrolments.
- South Korea is a secondary priority market, with increasing interest and digital engagement requiring stronger in-person connections.
- Thailand has emerged as a growth market, with short-stay programmes converting into long-term enrolments and strengthened agent partnerships.
- Vietnam is no longer a priority market following insights from 2024 visits.

### 2. Refining Marketing & Digital Outreach

- Develop an international social media strategy to increase engagement and lead conversion.
- Expand storytelling initiatives to showcase international student success, academic achievements, and alumni pathways.
- Consider market-specific strategies for China, where social media restrictions limit traditional engagement.

### 3. Enhancing International Student Integration

- Expand peer mentoring and leadership opportunities to foster stronger connections between international and domestic students.
- Increase structured cultural and academic exchange opportunities to ensure international students feel fully part of the St Bede's community.

### 4. Strengthening Alumni & Advancement Efforts

- Complete the update of Raiser's Edge to ensure long-term tracking and engagement of international Old Boys and families.
- Develop a structured alumni engagement plan, including mentorship and networking opportunities for current students.
- Explore ways to leverage alumni networks to enhance career pathways for international graduates.

### 5. Ensuring Sustainability and Growth in International Education

- Develop a long-term capacity plan to support increasing enrolments, ensuring adequate homestay, boarding, and student support services.
- Expand and streamline homestay recruitment and onboarding to meet demand while maintaining quality standards.
- Align staffing and resources within the International Department to sustain student experience and pastoral care as numbers grow.
- Implement a multi-year international growth strategy with clear enrolment targets, infrastructure planning, and financial modelling to ensure long-term viability.

### 6. Implementing the Global Education Plan

- Finalise the framework for connecting domestic, international, and alumni engagement under a unified global education model.
- Develop faith, cultural, and leadership exchange opportunities to further enrich the College's global connections.