



<b>Annual Objective 1</b>	Implement a Schoolwide Teaching and Behaviour Framework
<b>Strategic Aspiration Links</b>	<ul style="list-style-type: none"> <li>To provide students, staff, and whānau 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.</li> <li>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 needs, interests, hopes and aspirations.</li> <li>A culturally responsive community ensures equitable access and outcomes for all rangatahi through whanaungatanga, ako and manaakitanga.</li> </ul>
<b>Where are we starting from</b>	<p>The College is entering 2026 without a unified, school-wide teaching and behaviour framework. While there is strong relational intent grounded in our Catholic and Marist character, and evidence of effective teaching and behaviour practices across the College, implementation remains inconsistent between classrooms and across different areas of school life.</p> <p>Staff feedback highlights a lack of clarity in behaviour and pastoral systems, variability in expectations and responses, and systems that are not yet fully aligned with current evidence of effective teaching and learning. Key practices such as explicit teaching, structured lesson design, and clearly taught routines are present but not consistently embedded.</p> <p>As a result, students experience inconsistency in teaching, behaviour expectations, and relationships. This impacts engagement, predictability, and learning outcomes, particularly in the senior school, where University Entrance and writing achievement indicate a need for greater coherence in teaching practice.</p> <p>At the same time, there is a strong foundation to build from. Staff demonstrate a deep commitment to relationships, care, and the dignity of each young man, aligned with our Catholic and Marist values. There is also growing understanding that behaviour should be explicitly taught, and that consistent routines and expectations are essential for effective learning.</p> <p>The core issue is not the absence of good practice, but the lack of coherence and consistency across the College. Initial implementation has begun in Term 1, including targeted professional learning and the use of external expertise, providing early insights into staff practice and areas for further development.</p> <p>The opportunity now is to bring teaching, behaviour, relationships, and routines together into a coherent, school-wide framework. This framework will be unique to St Bede's College - grounded in our Catholic and Marist character, culturally responsive to our community and commitments under Te Tiriti o Waitangi and informed by evidence of effective teaching and learning. It will provide clarity, consistency, and shared direction for staff and students, ensuring every young man experience high-quality teaching, strong relationships, and a learning environment where he can be the best version of the person God created him to be.</p>
<b>What we expect to see by the end of the year.</b>	
<p><b>1. Consistent Classroom Practice</b></p> <ul style="list-style-type: none"> <li>90% of teachers consistently implement agreed teaching and behaviour practices.</li> <li>Students experience structured, predictable learning across all settings of college life.</li> </ul> <p><b>2. Positive Learning Environment</b></p> <ul style="list-style-type: none"> <li>Expectations are clear and consistently applied across the College.</li> </ul>	

- 30% reduction in low-level behavioural referrals, with improved engagement and time on task.
- 3. Strong Relationships**
- Students experience respectful, consistent relationships that reflect the College's Catholic and Marist character and are culturally responsive to the identity of each young man.
  - ≥90% of students report positive relationships and a sense of belonging.
- 4. Staff Capability and Confidence**
- Staff demonstrate confidence in applying the framework, with ≥80% reporting it is effective and workable.
- 5. Improved Achievement**
- Level 3 → 85%
  - UE → 70%
  - Writing → 90%
- 6. A Clear and Sustained Framework**
- A school-wide Teaching and Behaviour Framework is implemented, embedded, and sustained over time, creating a coherent, consistent, and evidence-informed approach that reflects the College's Catholic and Marist character and cultural context

Actions	Who	Resources	Timeframe	Measuring impact
Establish clear principles and shared expectations for teaching and behaviour, and continue to develop the framework through practice and ongoing improvement	SLT, Head of Centre of Wellbeing	Existing material, VTLM V2, school documentation, Behaviour Team, T & L team	Term 1-4	<b>Teaching &amp; Learning Practice</b> -Classroom observations and walkthrough data -Evidence of consistent routines and lesson structure across all settings -Teaching and learning review data (middle leader observations)
Establish and lead a distributed implementation structure, including the Behaviour Team and Communities of Practice, to support consistency, build trust, and enable ongoing staff reflection and improvement.	Rector, Senior Leadership Team, Head of Centre of Wellbeing	Leadership time, meeting structures, budget resourcing	Term 1-4	
Deliver a structured programme of professional learning, coaching, and Communities of Practice, including targeted external expertise, to build staff capability in teaching, behaviour, and culturally responsive practice	BUR, MCM, JMC, Behaviour Team, T & L team	PLD time, external expertise, CoP structures, Budget resourcing		<b>Student Experience &amp; Engagement</b> -Student voice (relationships, belonging, engagement) -Attendance data -Behaviour data (KAMAR, referrals, stand-downs, withdrawals) -Indicators of time on task and student engagement
Implement clear and consistent teaching and behaviour practices across all settings, including classrooms, pastoral care, boarding, sport, and co-curricular environments	All staff, Middle Leaders, Senior Leadership Team	Framework guidance, coaching support		
Develop and support middle leaders (Heads of Faculty, Heads of Year, and Directors) to lead, monitor, and embed consistent practice across all areas of the College	Senior Leadership Team, Head of Centre of Wellbeing	Leadership development, coaching,		
Use regular classroom visits and feedback to support staff and ensure consistent practice across the College	CoP leaders, Behaviour Team, Middle Leaders	Observation tools, time		
Align school systems (including behaviour tracking and pastoral processes) to support a consistent approach	BUR, MCM, JMC, Behaviour Team, T & L team	School systems (e.g. KAMAR), documentation	Term 1-2	
Communicate clearly with staff, students, and families about expectations, purpose, and progress	Rector, SLT, teaching staff	Meetings, student communication, community channels	Term 1-4	<b>Staff Capability &amp; Implementation</b> -Staff survey data (confidence, clarity, consistency) -PLD participation and feedback -Coaching and Communities of Practice evidence
Strengthen support for senior students, with a focus on writing, University Entrance, and engagement in learning, including early identification, targeted support, and improved tracking of progress	Senior Leadership Team, Middle Leaders, Teachers	Assessment tracking, literacy support, additional resourcing where required	Term 1-4	
Establish and actively review an implementation plan, using staff feedback, reflection, and data to monitor progress and adjust practice in real time	SLT, Head of CoW, Behaviour team	Meeting time, data, staff feedback, CoP structures	Term 1-4	<b>Student Achievement &amp; Progress</b> -NCEA & UE results -Year-on-year progress data Standardised assessment data -Co-requisite achievement -Participation and success in external assessments -Effort grades
Put systems in place to ensure the approach is sustained over time, including onboarding of new staff and ongoing development for all staff	Rector, Deputy Rectors, Head of CoW	Induction programme, coaching, documentation	Meeting time, data, staff feedback, CoP structures	
				<b>Senior Pathways &amp; Tracking</b> -UE tracking data (internal tracking systems) -Subject completion and retention rates
				<b>Community Confidence</b> -Whānau feedback

<b>Annual Objective 2</b>	Strengthen the Profile and Positioning of St Bede’s College			
<b>Strategic Aspirations</b>	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.			
<b>Where are we starting from</b>	<p>The College is entering 2026 with a strong and increasingly visible brand, supported by improved marketing and communications. Engagement across digital platforms, events, and alumni networks has grown, and the Bedeans of the Future campaign has strengthened connections with Old Boys and the wider community.</p> <p>While there are strong elements of the College’s identity evident—particularly through the “Men of…” narrative and values-based messaging—the overarching story that clearly articulates who we are and what we offer is not yet consistently defined or understood across all platforms.</p> <p>At the same time, there are clear pressures and opportunities. Enrolment growth, particularly in boarding and international, requires a more deliberate and strategic approach to positioning in a highly competitive market. Current marketing capability and role clarity are still developing, and there is a need for greater coherence, resourcing, and expertise in this space.</p> <p>Externally, perceptions of cost, historical issues, and increasing competition present ongoing challenges. Internally, there is a strong platform to build from, but a more intentional, coordinated strategy is required to strengthen the College’s profile, grow enrolments, and reinforce trust and confidence across all parts of the community.</p>			
<b>What we expect to see by the end of the year.</b>				
<b>1. Enrolment &amp; Demand</b>				
<ul style="list-style-type: none"> <li>Enrolment growth achieved, with Year 9 boarding intake reaching 25 students and international enrolment reaching 30 FTE.</li> <li>Preference roll maintained at or near maximum capacity.</li> </ul>				
<b>2. Market Position &amp; Visibility</b>				
<ul style="list-style-type: none"> <li>A clear and documented St Bede’s College narrative developed and consistently embedded across all platforms.</li> <li>Key priority markets identified (local, South Island, international), with targeted presence established in these markets.</li> <li>Increased visibility of the College across identified communication channels, aligned to target audiences.</li> </ul>				
<b>3. Engagement &amp; Conversion</b>				
<ul style="list-style-type: none"> <li>Increased enrolment enquiries, school visits, and conversion rates, with clear tracking from enquiry → visit → enrolment.</li> <li>Increased website engagement compared to 2025 baseline (users, page views, time on site).</li> <li>Improved digital engagement across platforms (reach, engagement rates, and click-through to enrolment pages).</li> </ul>				
<b>4. Community, Alumni &amp; Philanthropy Engagement</b>				
<ul style="list-style-type: none"> <li>Parent satisfaction at or above 95% across day, boarding, and international programmes.</li> <li>Active Old Boys and community constituent base increased, with higher levels of engagement across events, communications, and College initiatives.</li> <li>Increased participation in college events and structured stewardship activities (After 5 events, Old Boys breakfasts, donor events, and key college celebrations).</li> <li>Growth in philanthropic engagement through the Bedeans of the Future campaign, evidenced by increased donor participation, Champions, and community involvement.</li> </ul>				
<b>5. Strategy &amp; Delivery Capability</b>				
<ul style="list-style-type: none"> <li>Marketing and communications strategy implemented, with clear roles, responsibilities, and reporting structures in place.</li> <li>Improved coordination and effectiveness across marketing, enrolment, and advancement functions.</li> </ul>				
<b>Actions</b>	<b>Who</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Measuring impact</b>
Engage Plato to lead research, strategy development, and the creation of a clear College narrative (“north star”) to guide marketing and enrolment activity.	Rector, Director of Advancement, SLT	Plato (external partner), internal data, budget allocation	Term 1–2 (development), Term 2–4 (implementation)	<b>Enrolment Outcomes</b> Year 9 boarding numbers International enrolment (FTE) Preference roll numbers

Build internal capability in marketing, enrolment, and advancement through clear role definitions, targeted professional learning, and use of external expertise.	Rector, SLT	Role descriptions, PLD, Plato support	Term 1-2	<b>Community Perception &amp; Satisfaction</b> Parent satisfaction survey data Community and prospective whānau feedback
Conduct market analysis and identify priority enrolment markets for day, boarding, and international growth.	Rector, SLT	Market data, enrolment data, analytics, Plato	Term 1-2	
Audit current communication channels and implement improvements across website, social media, publications, and other priority platforms.	Marketing, Community Office	Website, social media, analytics tools, content development	Term 1-2 (audit), Term 2-4 (implementation)	<b>Engagement &amp; Marketing Performance</b> Website analytics (users, page views, time on site) Social media and digital engagement metrics Enrolment enquiries, school visits, and conversion rates
Implement a system to track the full enrolment pipeline from enquiry to visit to enrolment, with regular reporting to SLT.	Director of Development, Enrolments, Boarding	CRM (Raiser's Edge), KAMAR, admin support	Term 1-2	
Develop and implement targeted engagement plans for each priority market, including events, visits, and tailored communications.	Rector, SLT, Community Office	Travel and events budget, school visits, agent relationships, communications channels	Term 1-4	<b>Community, Alumni &amp; Philanthropy Engagement</b> Old Boys and community database growth (Raiser's Edge) Event attendance and participation (After 5, Old Boys, donor and College events) Donor engagement and Champions participation
Develop and implement a content plan that delivers regular and consistent storytelling across all platforms, aligned to the agreed College narrative.	Marketing, Plato	Content plan, publications, website, social platforms	Term 2-4	
Strengthen trust and confidence in the College through clear, consistent communication that addresses market perceptions and reinforces the College's value, identity, and direction.	Rector, SLT	Communications plan, community engagement opportunities, key messaging	Term 2-4	<b>Strategy Implementation &amp; Alignment</b> Board and SLT reporting against strategy Evidence of consistent narrative across platforms
Trial and evaluate new communication channels to increase reach and visibility across priority markets.	Director of Advancement / Marketing Lead	Digital platforms, campaign budget, analytics	Term 2-4	
Plan and deliver a structured stewardship and community engagement programme, including After 5 events, Old Boys breakfasts, donor events, and invitations to key College celebrations	Director of Advancement, Community Office, SLT	Events programme, communications, Raiser's Edge	Term 1-4	
Implement the next phase of the Bedeans of the Future campaign, including donor engagement, Champions activity, and targeted alumni involvement.	Rector, Director of Advancement	Campaign materials, Fundraising committee, donor engagement strategy, events	Term 1-4	