



ST BEDE'S COLLEGE

ANNUAL REPORT 2025



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

STRATEGIC ASPIRATION 1

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.

ANNUAL OBJECTIVE (S)

- a. Integrate the Centre of Faith and Leadership into college life, with a focus on service.
- b. Ensure leaders and teachers foster a school culture that values diversity, inclusion, and belonging for all students and whānau.

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

1. All students participate in year-level service projects linked to faith and community.
2. Student-led leadership in liturgies, service, and key events is visible and embedded.
3. Faith and service are integrated into learning across the curriculum.
4. At least 20 staff actively lead or contribute to faith formation.
5. Strengthened ties with North Parish and Catholic social justice groups.
6. Student-led service initiatives like Kai for the Community are sustained and growing.
7. Inclusion and diversity are evident across leadership, learning, and pastoral care.



Integrate the Centre of Faith and Leadership into college life, with a focus on service.

WHAT'S HAPPENING?

Integration of the Centre of Faith and Leadership

The Centre of Faith and Leadership continues to develop as the College's renewed approach to lay ministry and Catholic Marist formation, embedding and extending the strong foundations established in 2024. The four Rōpū of Encounter, Service, Leadership, and Liturgy worked collaboratively throughout the year to ensure a coherent, whole-school model of faith and leadership development that is responsive to the needs of our young men.

A school-wide, year-level service plan was constructed and implemented, initiating new community connections while strengthening partnerships established in 2024. This ensured that all students had age-appropriate and meaningful opportunities to serve others as an expression of faith in action.

Service and Community Engagement

The inaugural Walk the Talk Community Day marked a significant whole-school moment of solidarity and service. Students, staff, and whānau gathered to live out the College motto *Fide et Opere – By Faith and By Work*. The event strengthened school unity, promoted service learning, and raised over \$21,000 for CanTeen NZ, Apifo'ou College (Tonga), and the Helping Hand Fund.

Student-led service initiatives continued to grow, including *Kai for the Community*, Youth Vinnies, environmental service projects, and intergenerational outreach. These initiatives reinforced Catholic Social Teaching and enabled students to encounter Christ in the poor, vulnerable, and marginalised.

Faith Formation and Encounter

Frequent opportunities were provided for students to encounter faith in ways that are meaningful, relevant, and grounded in the Marist tradition. Retreats, pilgrimages, Encounter sessions, and sacramental preparation formed a strong continuum of faith development across all year levels.

The Sacramental Programme remained a significant pathway for faith development and an opportunity for re-evangelisation for whānau. Weekly Chapel time for all year levels, alongside Wednesday lunchtime Mass and Friday Benediction, continued to foster a strong sacramental life within the College.

The partnership with Apifo'ou College was further strengthened through a second faith immersion tour to Tonga, deepening students' understanding of global solidarity, humility, and faith lived in community.

Leadership and Student Voice

A clear and cohesive leadership framework continued to embed leadership learning for all students. The expanded Year 13 Leaders programme provided increased opportunities for senior students to contribute meaningfully across liturgy, service, boarding, and pastoral life.

Student voice and cultural identity were intentionally embedded within liturgies and assemblies, ensuring prayer and worship reflected the diverse cultural makeup of the College. This reinforced belonging and affirmed the dignity of all students.

Inclusion, Pastoral Care, and Staff Engagement

Pastoral care across the College continued to be grounded in Gospel values of inclusivity, dignity, mercy, and forgiveness. Diversity and inclusion were evident across leadership structures, learning environments, and pastoral systems.

Staff participation in CoFL activities increased, supported by a wider range of opportunities to engage in faith formation.

Application of the Catholic Marist Improvement Framework to assess progress from 2023.

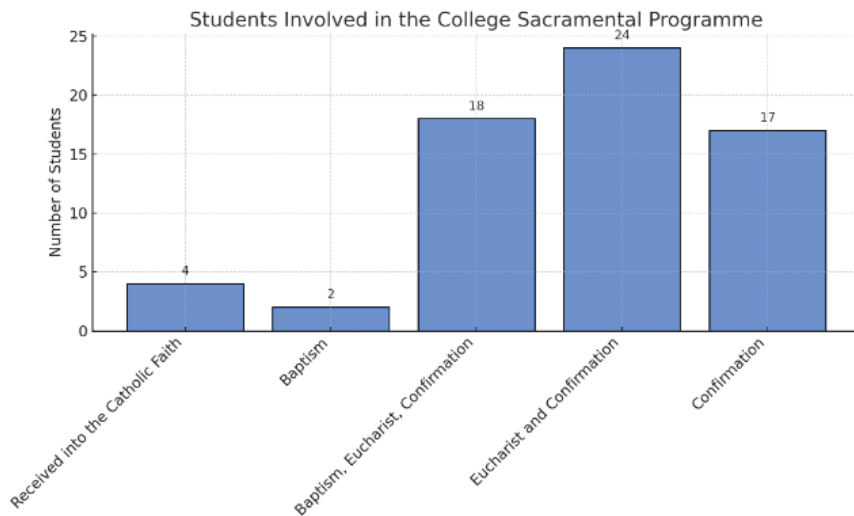
HOW DO WE KNOW? (EVIDENCE)

Staff Engagement

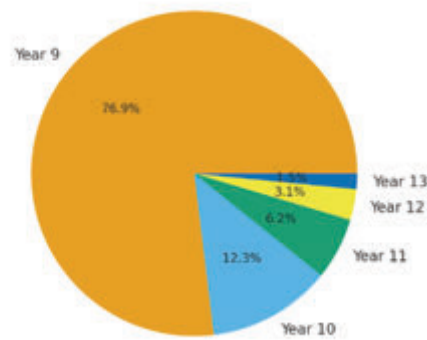
- 28 staff actively involved in CoFL activities throughout the year.

Character and Faith Development

- Catholic Marist Improvement Framework
- Clear movement in all three areas of the framework – Relationship with the person on Jesus Christ; Vibrant and Informed Prayer Life; Thorough understanding of what it means to be Catholic and Marist – from Stage 3 Refinement and Strengthening to Stage 4 Sustaining, consistently, Continually Enhancing
- 65 students participated in the Sacramental Programme across Years 9–13.
 - Student feedback highlighted increased understanding of faith and the value of journeying with peers.



Sacramental Programme Involvement by Year Level



Do you feel more connected to the Catholic community at St Bede's?
20 responses



Did the programme help you grow in your Catholic faith?
20 responses



- All Year 9 classes participated in Encounter sessions focused on everyday prayer.
- All Year 9 and 10 students attended retreat days exploring multiple forms of prayer.
- All Year 11 students completed a pilgrimage to Akaroa, following the footsteps of early Catholic settlers.
- Tuakana–Teina liturgies involved all Year 9/12 and 10/13 Mana Tāne classes in student-led worship.
- Weekly Chapel time embedded in Religious Education across all year levels.
- Growing participation in Wednesday Mass and Friday Benediction, with increasing student involvement in music and ministry.

Inclusive School Culture

- Prayers and hymns delivered in multiple languages reflecting the College’s cultural diversity.
- Embedding the Men of narrative at student led assemblies acknowledging Men of Heat and Men of Knowledge
- Positive anecdotal feedback from Old Boys noting increased student ownership of faith life.

Leadership

- 35 Year 13 students held leadership roles in addition to the 13 Prefects.
- Prefects and Year 13 boarders trained as Eucharistic Ministers.
- 37 Year 12 students attended a leadership day focused on faith-based leadership.
- 19 speakers presented in Mana Tāne sessions across all year levels.

Service

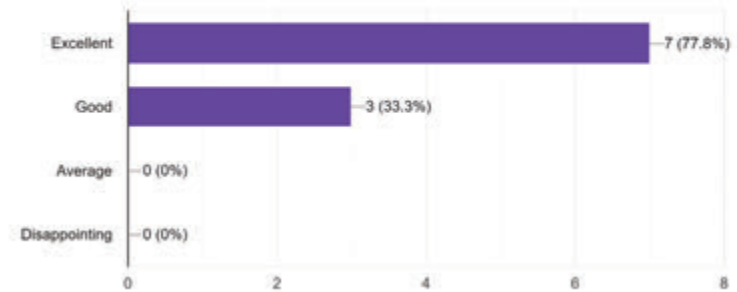
- Over 500 students, staff, and whānau participated in the Community Day.
- 121 Year 12 students completed the Social Justice course.
- 250 food parcels created through the St Vincent de Paul partnership.
- 980+ hours of environmental service completed by Year 9 and 10 students.
- All Year 13 students engaged in intergenerational service at Diana Isaac Retirement Village.
- 17 students and 2 staff participated in the Tonga Faith and Immersion Tour.



Tongan Tour Feedback

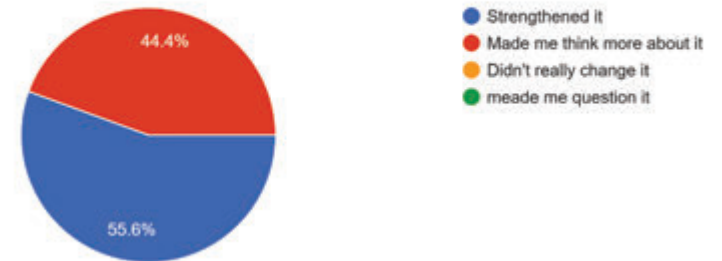
Overall, how would you describe your experience on the Tonga Faith and Cultural Immersion trip?

9 responses



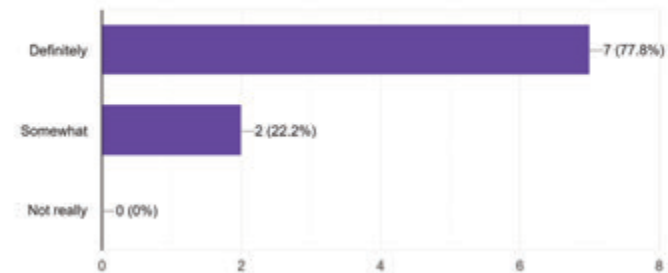
How did this experience affect your sense of faith?

9 responses



Did this experience help you to live out Marist values/qualities such as simplicity, family spirit, presence, and awareness?

9 responses



WHAT ARE WE LEARNING?

Students show a strong openness to serving others. When service is planned systematically and embedded across year levels, participation increases and service becomes more meaningful rather than transactional. Faith formation is most effective when students are invited into experiences that are relational, authentic, and connected to real-world need.

Leadership opportunities that are visible, student-led, and values-based strengthen belonging and deepen faith engagement. Staff involvement is critical; as more staff participate in faith formation, the culture of the College increasingly reflects its Catholic Marist identity.

FUTURE CONSIDERATIONS

Extend faith development through increased opportunities for student leadership, reflection, and encounter beyond formal programmes ie how could we enhance the faith life of those students who are wanting further personal faith development?

Continue strengthening integration of faith, service, and leadership across curriculum and pastoral structures.

How might parish engagement be deepened to provide ongoing service pathways beyond school-led initiatives? Is this a priority for us?

What structures best support sustained staff involvement in faith formation without over-reliance on a small group?



Ensure leaders and teachers foster a school culture that values diversity, inclusion, and belonging for all students and whānau.

WHAT'S HAPPENING?

We have been clear and consistent in our expectations around inclusion and belonging, grounded in the dignity of each person and our Catholic and Marist values. These expectations are reinforced through policy, leadership practice, and daily interactions across the College, with a zero-tolerance approach to racism, homophobia, and other discriminatory behaviour.

Leadership structures have been strengthened to improve coherence across learning, behaviour, wellbeing, and pastoral care. Mana Tāne, the Centre of Faith and Leadership, and pastoral systems now operate in a more aligned way, supporting connection, identity, and belonging across year levels.

Service and faith formation are established features of College life. All students participate in year-level service opportunities linked to faith and community, and student leadership in liturgies, service, and key events is visible and increasingly embedded.

Cultural identity and inclusion are evident across curriculum, liturgy, assemblies, and student leadership. Māori and Pacific identity is visible through prayer, language, haka, pōwhiri, and cultural events, and Matariki is now an established annual celebration integrating faith and culture.

Staff continue to engage in faith formation and inclusive practice through the Centre of Faith and Leadership, Mana Tāne, and professional learning. Support for students with diverse learning and wellbeing needs is provided through the Centre of Wellbeing and Centre of Enhancement, reducing barriers to participation and normalising access to support.

Whānau engagement remains a strength, with ongoing hui, liturgies, conferences, and community events supporting strong partnership and connection.

HOW DO WE KNOW? (EVIDENCE)

- Student voice data shows that most boys feel safe, known, and able to identify a trusted adult. Transition data indicates strong early belonging for new students.
- Access to wellbeing and learning support is high and equitable across cultural groups, indicating trust in our systems and culturally responsive practice.
- Participation in service, faith formation, and cultural initiatives is consistent across year levels, with growing student leadership and ownership.
- Whānau feedback reflects confidence in the College's culture, values, and care for their sons.
- Pastoral and attendance data show positive transitions for new students and boarders and early identification of students requiring additional support.
- Assemblies, publications, and displays across the College reflect diverse cultures, languages, and student voice, reinforcing a shared sense of belonging.
- Data from faith and formation programmes shows growth in key values such as service, humility, courage, kindness, and integrity, particularly from Year 12 to Year 13. Students consistently identify Religious Education, liturgies, service, and relationships as contributing to their sense of purpose and belonging.
- We still have work to do on ensuring culture is inclusive of all people.



WHAT ARE WE LEARNING?

- The evidence shows that the key elements we expected to see are largely in place and operating consistently across the College.
- All students are participating in year-level service linked to faith and community, and boys increasingly see service as part of their identity rather than a one-off activity. Student leadership in liturgies, service, and key events is visible and becoming embedded, particularly when leadership is grounded in service rather than position.
- Faith and service are being integrated across learning, most strongly in Religious Education, Mana Tāne, and pastoral programmes. Where integration is most effective, learning is intentionally connected to reflection, identity, and real-world application. Consistency across all learning areas remains an ongoing focus.
- Staff engagement in faith formation is strong, with at least 20 staff actively contributing through liturgies, retreats, service activities, Mana Tāne, and the Centre of Faith and Leadership. Engagement is strongest when formation is relational and practical, reinforcing the importance of accessible and supported staff involvement.
- Connections with North Parish and Catholic social justice groups continue to strengthen through shared liturgies and service opportunities. These partnerships reinforce for students that faith is lived beyond the College and expressed through action in the wider community.
- Student-led service initiatives, including Kai for the Community, are being sustained and are growing in both participation and leadership. This indicates that service is becoming student-owned rather than staff-directed.
- Inclusion and diversity are increasingly evident across leadership, learning, and pastoral care. Most boys report a strong sense of belonging; however, student voice also highlights the need for ongoing attention to low-level behaviour, subtle exclusion, and bystander behaviour, particularly in junior and boarding contexts.
- Overall, we are learning that culture shifts most effectively when faith, service, and inclusion are embedded into everyday practice, supported by clear expectations and consistent leadership, rather than treated as standalone initiatives.

FUTURE CONSIDERATIONS

Much of the work outlined above is now part of the day-to-day life of the College. Service opportunities, student leadership, faith formation, cultural celebration, Mana Tāne, and whānau engagement are established and operating well. Our focus now shifts to strengthening consistency and impact across the College.

The key strategic priority moving forward is the embedding of a clear, shared behaviour framework grounded in our Catholic and Marist values. This work is central to strengthening inclusion and belonging. Clear expectations, consistent responses, and relational practice will support boys to feel safe, respected, and known, and will make explicit that racism, homophobia, and other discriminatory behaviour — including behaviour that targets students because of their identity — have no place at St Bede's. This framework will also help us address low-level behaviour, subtle exclusion, and bystander behaviour more effectively and consistently.



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 needs, interests, hopes and aspirations.

ANNUAL OBJECTIVE (S)

- a. Strengthen staff expertise in effective teaching and pastoral care to enhance student engagement, learning, and wellbeing.
- b. Improve student achievement and attendance through evidence-based teaching strategies and targeted support.

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

1. Staff complete targeted professional development on effective teaching for boys, leading to improved engagement and outcomes.
2. Level 1 Excellence endorsements increase from 4.2% to 10%, reflecting stronger academic support and challenge for students.
3. Writing CAA achievement in Year 10 improves from 74% to 85%, demonstrating enhanced literacy instruction.
4. Whole-school attendance rises by 10% in Term Three, with fewer students classified as chronically absent.
5. University Entrance achievement improves from 57.7% to 70%, ensuring more students are prepared for tertiary education and careers.



Strengthen staff expertise in effective teaching and pastoral care to enhance student engagement, learning, and wellbeing.

WHAT'S HAPPENING?

- Professional development, informed by the Victorian Teaching and Learning Model (VTLM) 1.0, focused on the 10 High Impact Teaching Strategies (HITS) to improve instruction and student learning. Based on initial observation and assessment, the 2025 focus was on goal setting, lesson structuring and explicit teaching.
- All teaching and learning professional development was aligned to the HITS, allowing time for reflection and collaboration.
- Appraisal and observation documentation was adjusted to align explicitly with the HITS.
- A Head of Faculty (HoF) professional development day focused on building a shared understanding of what good practice looks like.
- A Teacher Only Day (TOD) also focused on the use of HITS in the classroom, using a micro-teaching carousel model.
- A member of staff was given a Kāhui Ako Across-School (COL) role to focus on gifted and talented (GATE) students, with a view to increasing NCEA endorsement levels.
- The HoF appraisal cycle was adjusted to allow structured reflection on NCEA results.
- HoFs were asked to adjust Level 1 courses to allow internal assessment earlier in the year, with a stronger focus on external assessment later, closer to examinations.

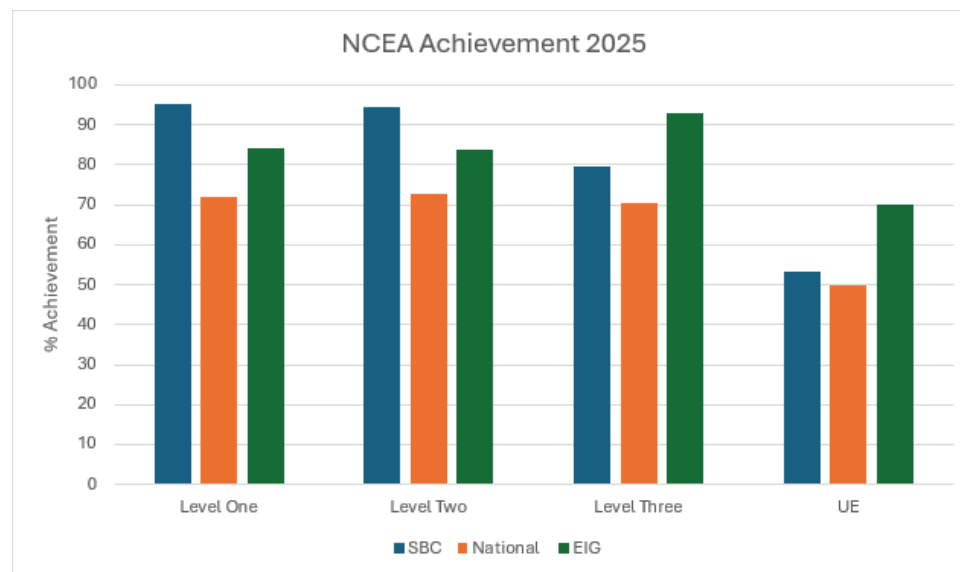
HOW DO WE KNOW? (EVIDENCE)

As of January 2026.

At Level 1, 95.3% of students achieved the qualification. This is significantly higher than both the national average (72.1%) and the EIG average (84.0%). Merit endorsement rates (21.0%) were comparable to 2024 (21.4%), while Excellence endorsements increased from 4.2% in 2024 to 8.0% in 2025. In contrast, both Merit and Excellence endorsement rates declined nationally and across the EIG.

At Level 2, achievement remained strong at 94.4%, again well above national (70.4%) and EIG (83.7%) averages. For this cohort, the Excellence endorsement rate of 9.2% represents a substantial improvement compared with their Level 1 performance in 2024 (4.1%).

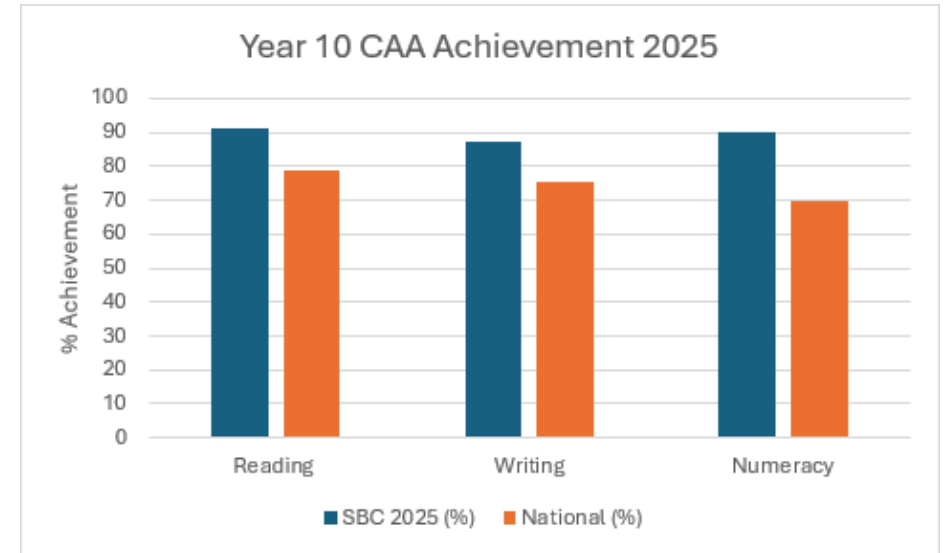
At Level 3, Excellence endorsement rates were the highest achieved in the past five years, with 12.5% at Excellence and 25.9% at Merit. However, overall achievement (79.4%) and University Entrance (UE) attainment (53.2%) declined. While both measures remain above national averages (70.4% achievement and 49.9% UE), they are below EIG comparisons (83.1% achievement and 70.1% UE).



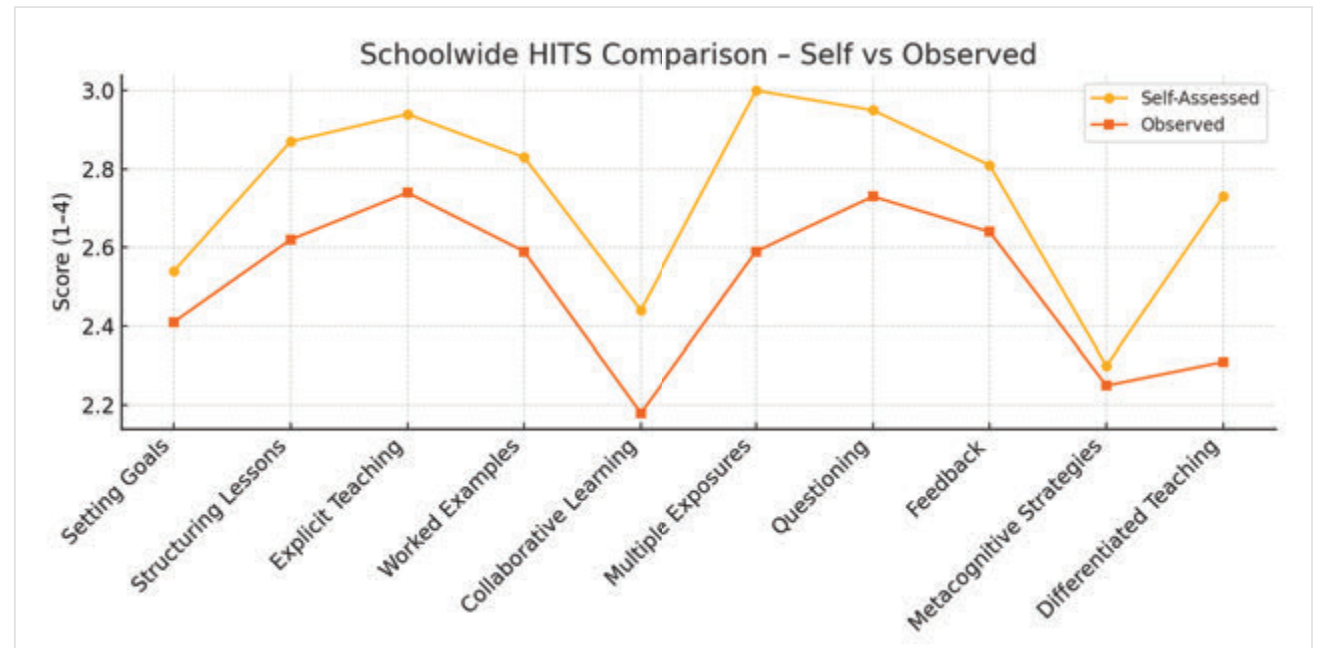
Year 10 CAA results

End-of-year reading results showed a slight dip but remain high, with 2025 performance still 7.4 percentage points above the 2023 baseline, reflecting sustained progress over time. Writing achievement improved markedly from 74.0% in 2024 to 87.5% in 2025, exceeding the school target of 85% and demonstrating the positive impact of enhanced literacy instruction. Numeracy results continued a steady upward trend, increasing from 83.9% in 2023 to 90.0% in 2025. Across reading, writing and numeracy, St Bede's students continue to achieve above national and boys' school averages.

	SBC 2023 (%)	SBC 2024 (%)	SBC 2025 (%)
Reading	83.9	92.3	91.3
Writing	85.8	74.0	87.5
Numeracy	83.9	88.2	90.0



In Term 1, teachers completed a self-assessment of their knowledge and confidence across all 10 HITS. A HITS team was established and conducted learning walks in Term 1, observing all teachers to identify classroom practice. There was a clear correlation between perceived and observed strengths and weaknesses across the teaching strategies.



The staff meeting cycle was adjusted to allow professional development twice a term, focusing on the three HITS identified as the 2025 priorities: goal setting, lesson structuring and explicit teaching.

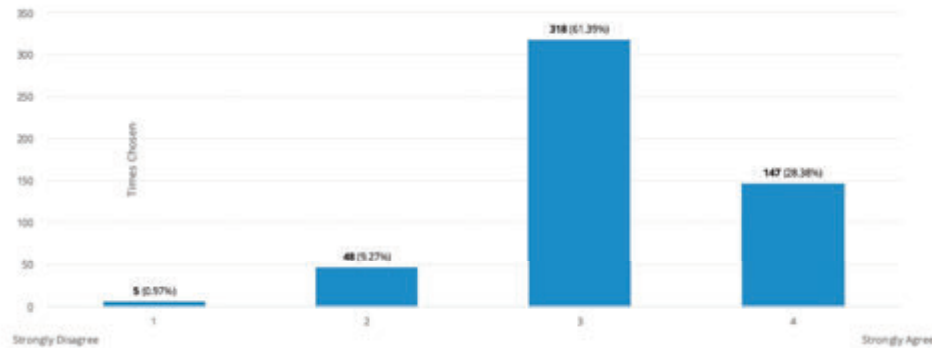
A student survey, with 552 responses, indicated that the HITS are being implemented more frequently in classrooms.

Faculties gathered evidence demonstrating how implementation plans had been used to improve the use of HITS in classroom practice.

Setting goals

My teachers let me know what I'm learning and why.

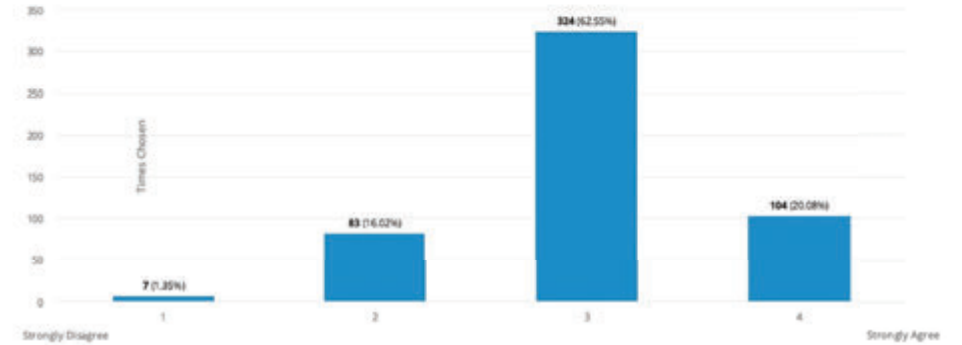
Number of responses: 518



Explicit teaching

When I learn new things my teachers explain it in a way I can understand.

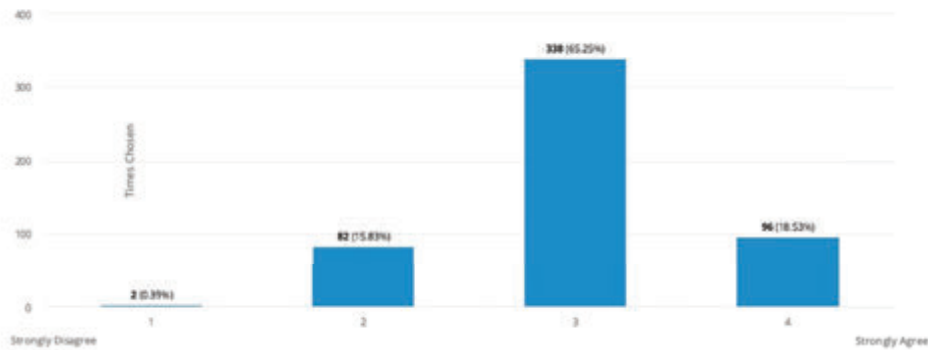
Number of responses: 518



Structuring lessons

My teachers set out lessons in a way that makes it easy for me to learn.

Number of responses: 518



WHAT ARE WE LEARNING?

In the second year of the reformed NCEA Level 1, faculties have revised their teaching programmes and gained greater experience teaching the new standards. This has contributed to improved achievement at Level 1. With a deliberate faculty focus on Excellence endorsements, there has been a notable increase.

An enhanced focus on literacy instruction has led to a significant improvement in Year 10 writing, with CAA achievement increasing from 74.0% in 2024 to 87.5% in 2025.

For the HITS, consistency of use remains the key problem to solve. While there are clear pockets of excellence, practice is not yet systemic. Some faculties were able to demonstrate embedded goal-setting and lesson-structuring practices as standard, while others provided weaker evidence.

Staff are increasingly comfortable with the terminology and strategies associated with HITS but require further support to develop a shared understanding of what high-quality implementation looks like. This suggests the need to continue focusing on goal setting, lesson structuring and explicit teaching until practice is consistent across the school.

Students are now reporting more frequent use of the three focus HITS strategies in their class-rooms.

While results in the CAAs and NCEA Levels 1 and 2 are pleasing, Level 3 remains an area for improvement. Although endorsement levels are the strongest seen in five years, UE attainment and overall achievement remain a concern.

FUTURE CONSIDERATIONS

- Develop a teaching and learning expectations document for 2026, outlining what is expected to be seen in classrooms during observations. PGC documentation will be adapted to reflect this.
- Learning walks should become more explicitly developmental and include feedback to support coaching and improvement.
- HoFs need continued upskilling so they can recognise and articulate what high-quality teaching looks like, strengthening their role as academic leaders and enabling them to coach faculty members effectively.
- The VTLM has been updated to version 2.0. This will require some changes to terminology and language; however, the focus on effective teaching strategies will remain.
- Increasing student understanding of the value of UE as a qualification is a priority. This may require additional resourcing to support students at risk of not achieving UE and Level 3. A new forecasting system will be introduced in 2026 to improve tracking and early identification.
- Continue to celebrate academic success to reinforce the value of achievement.
- NCEA is scheduled for further reform, with a new qualification introduced in Year 11 from 2028 (impacting the 2026 Year 9 cohort). Once further detail is released, faculties will need support to implement changes.
- A new Years 0–10 curriculum will be first taught in Mathematics and English in 2026. Draft curricula for other learning areas were published in 2025, with revised versions taught from 2027. It may be necessary to review time allocations in the junior curriculum to reflect the revised New Zealand Curriculum and increased content demands. Faculties will require time to incorporate these changes into junior programmes.



Improve student attendance through evidence-based teaching strategies and targeted support

WHAT'S HAPPENING?

In 2025, automated daily communication with whānau regarding unexplained absences and lateness was trialled initially with Year 13 students, then extended to the Senior School, before being implemented across the whole school. This phased approach allowed systems and processes to be tested and refined prior to full implementation and has strengthened the timeliness and consistency of attendance follow-up.

Automated weekly attendance communication with whānau was also trialled in Term Four to support transparency and shared responsibility for attendance.

Attendance concerns are responded to through a tiered approach, with Mana Tāne kaiako providing early support at Tier One, Heads of Year coordinating targeted responses at Tier Two, and intensive intervention provided at Tier Three through a cross-functional team. The Tier Three team includes senior leadership from pastoral care and teaching and learning, alongside staff from the Centre of Wellbeing and the Centre of Enhancement, ensuring coordinated and individualised responses for students with the most significant attendance needs.

In 2025, professional learning has taken place for Mana Tāne kaiako and Heads of Year to support and strengthen the existing attendance-related work they are already undertaking. This has focused on attendance expectations, accurate coding, and effective follow-up processes, supporting greater consistency and confidence in attendance responses.

In Term Four 2025, these practices were formalised through the establishment of a school-wide attendance plan informed by existing procedures and recognised best practice. The plan incorporates STAR procedures (stepped attendance response), providing a clear and consistent framework to guide attendance monitoring, intervention, and decision-making across the school.

WHAT ARE WE LEARNING?

Everyday Matters Attendance Report

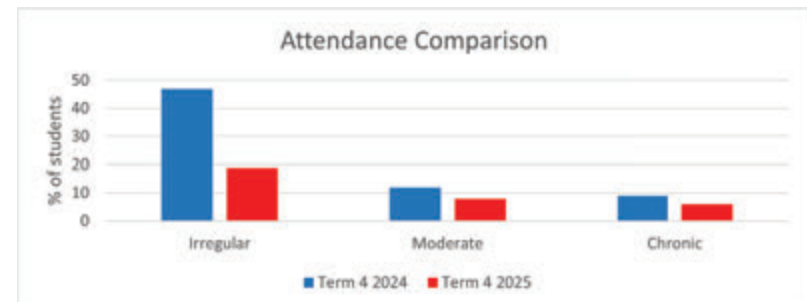
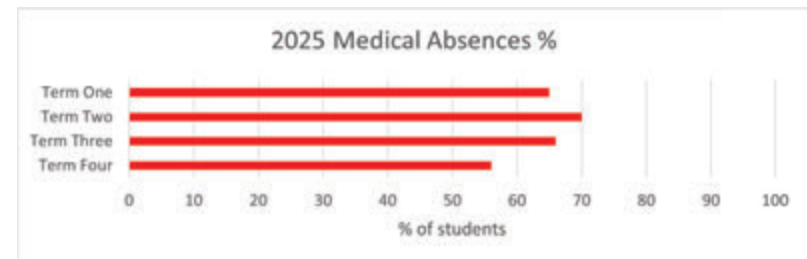
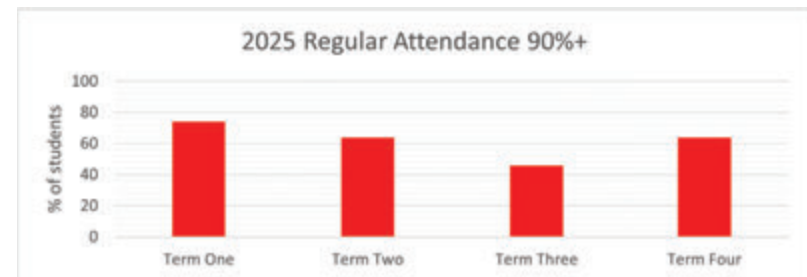
Regular attendance has increased in every term of 2025 compared with 2024

- Term 1: +19 percentage points
- Term 2: +15 percentage points
- Term 3: +1 percentage points
- Term 4: +17 percentage points

KAMAR Attendance Statistics

- Term 1: +17 percentage points
- Term 2: +17 percentage points
- Term 3: +4 percentage points
- Term 4: +27 percentage points

Fewer students across all terms in 2025 are in irregular, moderate, and chronic absence categories.



WHAT ARE WE LEARNING?

- Student attendance at St Bede's College has improved significantly in 2025.
- Early identification intervention is key - The strongest gains in 2025 occurred in Terms 1 and 2
- Prompt pastoral follow-up and clear communication with students and whānau
- is effective in preventing 'irregular attendance' from becoming entrenched.
- Improved attendance aligns with strengthened pastoral structures, including:
 - Mana Tāne attendance monitoring and follow up connections
 - Head of Year oversight and follow-up
 - Tier Three oversight of high-risk students
- All students with significant attendance issues are known to the pastoral team, and there is ongoing support for them and their whānau.
- Medical is the main reason for absence followed by holiday during Term time (11-12%)
- While overall attendance has improved, Year 12 and 13 students continue to show higher rates of chronic and unjustified absence as the year progresses.

FUTURE CONSIDERATIONS

- Continue to build and strengthen partnerships with external agencies, including newly appointed providers, to support consistent, outcomes for students.
- Balancing health, neurodiversity, and wellbeing needs with clear expectations around attendance
- Ongoing professional learning and development will support pastoral staff to further embed the use of STAR thresholds alongside KAMAR and established pastoral systems.
- A continued focus will be placed on targeted attendance monitoring and support for Year 12 and 13 students to reduce chronic and unjustified absence as the year progresses.



STRATEGIC ASPIRATION 3

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

ANNUAL OBJECTIVE (S)

- a. Strengthening Awareness and Integration of Tikanga Māori in practice
- b. Increasing Engagement of Māori Students and Whānau

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

1. Karakia and tikanga Māori are embedded into daily school life, consistently used in classrooms, meetings, and events.
2. Whānau hui are re-established, with increased Māori whānau participation in school life and decision-making.
3. Stronger Māori student leadership and achievement, with students leading cultural practices, participating in Manu Kōrero, and taking on visible leadership roles.
4. Staff confidence and capability in tikanga Māori grow, with more teachers using Te Reo and integrating Māori perspectives into teaching and pastoral care.
5. Equity in academic achievement for Māori students, with NCEA pass rates, endorsement levels, and literacy and numeracy outcomes improving to match or exceed overall school averages.
6. Stronger pathways for Māori student success, with increased Māori representation in scholarships, leadership roles, and tertiary or vocational pathways.
7. A deeper partnership with Ngāi Tūāhuriri, ensuring iwi guidance shapes the College's tikanga Māori practices and student experiences.



Strengthening Awareness and Integration of Tikanga Māori in practice

WHAT'S HAPPENING?

Across the junior school, every Year 9 and 10 student has now been explicitly taught the St Bede's College Prayer in te reo Māori. The college learning prayer is displayed in all classrooms in both English and te reo Māori. The school continues to integrate te reo Māori into Masses and school celebrations. Staff meetings begin with a prayer which has increasingly become interchangeable with karakia in te reo Māori.

The College Haka has been retaught across the school, ensuring both kupu and actions are understood and performed with cultural integrity. This was supported by Matua Mark, Dean Hikaka and the kapa haka group. This allowed both senior and junior students to take on leadership roles.

Waiata has been integrated into school assemblies.

Staff have engaged in explicit professional development focused on te reo Māori and tikanga.

Staff confidence in tikanga Māori and te reo Māori is developing, with increasing everyday use of te reo Māori in teaching and pastoral contexts. Confidence is strongest in pronunciation and use of common words, while use of extended language structures and leading tikanga practices remains less consistent. Staff engage positively in PD.

Matua Mark and the Cultural Rōpū have started a 'Tikanga at St Bede's' document – this needs refining in 2026 before going out for consultation to staff and students.

HOW DO WE KNOW? (EVIDENCE)

Classroom displays, lesson observations, Mass programmes, attendance at assembly and staff meetings, Cultural Rōpū minutes, Mana Tāne plans.

Staff PLD survey data (2025; scale 0–5) shows average confidence levels of:

- 3.0 for pronunciation of Māori words, use of common te reo Māori words in teaching and for leading school karakia
- 2.5 for using simple te reo Māori sentence structures

Teachers comments were that pronunciation had been 'valuable' and they were keen to embed the learnings of the year in 2026.

WHAT ARE WE LEARNING?

There has been a wider range of opportunities available in 2025 to strengthen awareness and to integrate of tikanga and te reo Māori in practice.

Staff and students embrace the opportunity to upskill in te reo and tikanga Māori. Both parties respond positively to structured cultural learning particularly when the meaning is explained.

Staff are keen to embed their learnings/gains in 2026.

FUTURE CONSIDERATIONS

With PD emphasis on High Impact Teaching Strategies, and Behaviour there needs to be consideration around how the current gains in increasing understanding of tikanga and upskilling in te reo Māori is not lost.

Ensuring 'Tikanga at St Bede's' document is embedded across behaviour and pedagogy plans and not seen as an add on.



Increasing Engagement of Māori Students and Whānau

WHAT'S HAPPENING?

Termly whānau hui calendared; whānau, students and staff welcomed. Increased participation is evident.

Two-hour sessions are timetabled during class time for kapa haka.

Strong participation in events such as Tūhono 2025, Kahu Ako North Hub Cultural Festival.

The introduction of Level 1 te reo Māori this year has provided a formal learning pathway, offering students the opportunity to grow in language, cultural understanding, and academic achievement. Level 2 offered in 2026.

Māori students continue to achieve on par in literacy and numeracy

Māori students show strong equity in NCEA achievement at Level 2, where outcomes match or exceed school averages. At Level 1, Māori achievement is slightly below the school average. Differences in outcomes are most evident at Level 3 and University Entrance, indicating challenges in sustaining senior academic success.

Merit and Excellence endorsement data shows that our Māori students are capable of high academic performance, with endorsement rates that meet or exceed school averages at Level 2 and exceed the school average for Level 1 Excellence. However, endorsement rates at Level 3 are below school averages, indicating an area for ongoing focus.

HOW DO WE KNOW? (EVIDENCE)

There were 5 adults (excl staff) and 2 students at the first hui; over 10 adults (excl staff), 3 siblings, and kapa haka group in the last of the year. Anecdotal whānau feedback during hui indicates they feel more connected, valued and included in school life because of having this forum.

At Tūhono the kapa haka group were awarded the Haka Whaikōrero Award - recognises a group's excellence in combining haka (posture dance) with whaikōrero (formal oratory/speech).

Five students took L1 te reo Māori as a timetabled class; with two continuing at Level 2 in 2026.

100% of our Māori students have Level 1 Literacy at Year 11. Four students of the Year 11 co-hort have yet to achieve Numeracy with one being of Māori descent.

OVERALL ACHIEVEMENT (2025):

Level 1: Māori 90.5% / School 95.3%

Level 2: Māori 95.2% / School 94.4%

Level 3: Māori 66.7% / School 79.4%

UE: Māori 42.9% / School 53.2%

MERIT AND EXCELLENCE ENDORSEMENTS (2025):

Level 1:

Excellence: Māori 10.5% / School 8.0%

Merit: Māori 10.5% / School 21.0%

Level 2:

Excellence: Māori 9.5% / School 9.2%

Merit: Māori 23.8% / School 20.4%

Level 3:

Excellence: Māori 9.5% / School 12.5%

Merit: Māori 23.8% / School 25.9%

WHAT ARE WE LEARNING?

Engagement in whānau hui is increasing particularly in those that share student experiences, skills etc.

Whilst Māori achievement is on par with whole school at L1 and 2, there is a significant dip at Level 3. Endorsements at Level 2 were most aligned with school data.

The continuation of te reo Māori as a subject from Level 1 to 2 is limited.

FUTURE CONSIDERATIONS

Ensure early information/details go out to whānau and students re hui. These should include cultural celebration as well as information and academic support.

How can we use whānau hui and coaching to support Level 3 achievement?

Increasing pathway support and tracking for Māori students including careers planning.

In what ways can we support students to continue with te reo Māori as an academic subject into senior years

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)

- a. Expand the College's Advancement programme by increasing donor engagement, broadening fundraising initiatives, and strengthening connections with Old Boys and whānau.
- b. Align infrastructure, facilities, and extra-curricular programmes with future growth, ensuring high-quality learning environments, staff capability, and a systematic review of sport.

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

1. Senior leaders are supported in their professional growth, ensuring continuity, succession planning, and leadership stability.
2. The College's Advancement programme delivers measurable growth, securing \$2 million in philanthropic commitments and signing up 50 champions, while expanding the donor pipeline and increasing Old Boy and whānau engagement through targeted events and communications.
3. The active constituent base in Raiser's Edge grows by 20%, strengthening long-term relationships with Old Boys, past parents, and supporters.
4. A long-term financial and infrastructure strategy is implemented, aligning investment with college growth and sustainability goals.
5. A systematic review of sport is completed, ensuring a sustainable governance model, clearer decision-making processes, and more efficient resource allocation for long-term viability.



Expand the College's Advancement programme by increasing donor engagement, broadening fundraising initiatives, and strengthening connections with Old Boys and whānau.

WHAT'S HAPPENING?

The Bedeans of the Future campaign continues to build strong momentum as the College advances a more strategic, consistent, and future-focused approach to donor engagement, philanthropy, and community connection. Over the past year, we have strengthened our advancement infrastructure across branding, communications, events, digital assets, and donor stewardship, laying a sustainable foundation for long-term growth in both prospect pipelines and philanthropic income.

A refreshed and unified branding framework is now in place across all college entities; boarding, day school, international, alumni, and philanthropy, ensuring a cohesive identity that strengthens visibility and trust. This has been supported by the new college website, upgraded collateral and signage, and a more deliberate digital and social media strategy. Together, these improvements are driving stronger engagement across all channels and enhancing our ability to reach new and existing supporters.

The college's expanded events calendar continues to be a major catalyst for reconnecting with old boys and the wider community. Regional, international, and on-site gatherings have seen good attendance, with a noticeable rise in younger and first-time returning old boys. The newly established links with Year 13 leavers are also starting to embed a culture of lifelong connection from the moment students transition out of the College.

Within the philanthropic programme, the Bedeans of the Future campaign is demonstrating steady growth. The Champions Programme continues to expand, supported by year-group-driven outreach and tailored stewardship. The introduction of Companions of St Bede—a new recognition group for gift-in-will intentions, adds another long-term pillar to the college's fund-raising strategy. Additionally, the unveiling of the Donor Recognition Board and the first Foundation Community Report Publication showcase our deepening culture of philanthropy and strengthen donor visibility.

Operationally, increased staffing and improved database management are enabling more personalised, meaningful engagement, resulting in stronger relationships and a growing pool of active constituents. Newsletter readership, event participation, and digital engagement all reflect the positive impact of this consolidated and professional approach.

Collectively, these actions are creating a stronger, broader network of supporters, deepening relationships with our old boys, families and whanau, and positioning the college to meet its long-term aspiration of building a sustainable culture of giving and significantly growing the endowment and capital development funds.



HOW DO WE KNOW? (EVIDENCE)

The Bedeans of the Future campaign continues to strengthen, with 27 major donors (7 Founders; 20 Champions) contributing a combined \$800k committed to date, and total lifetime giving from this cohort exceeding \$1.5 M

Momentum is increasing, with new Champions joining weekly through the busy months and 30 new prospects added to the pipeline this year. Year-group-driven promotion, particularly from the 1960s cohort, has been a key driver of this growth.

DIGITAL PERFORMANCE & AUDIENCE GROWTH

Website Analytics

Data from January–December confirms sustained growth across all digital metrics, confirming that our strengthened branding, content strategy, and SEO efforts continue to deliver meaningful engagement:

- 37K active users (+5.8%), with strong repeat visitation
- Organic Search remains the dominant acquisition channel (23K + new users)
- Referral traffic continues to accelerate, led by Hail and Facebook from work actively feeding back to our site.
- Organic social traffic has grown significantly year-on-year (+162%), validating new campaign activity
- Page views up (120K total), with strong demand for enrolment, fees, and uniform information
- Average time on site up 6.8% to 1m 33s
- Returning user activity increased significantly year on year, up approximately 78% despite total website users remaining broadly stable.
- 24% of all traffic was from international markets. Geographically, engagement is shifting — with particularly strong growth from the US (+57%), Singapore and China (both up +1000% from very low bases). South Korea is also up 5.2%. Online international resource pages traffic was up 217% to nearly 500 views, and our St Bede's Global pages, traffic year on year was up 5.4%

SOCIAL MEDIA ENGAGEMENT

Both Facebook and Instagram are delivering their strongest results to date:

Facebook

- 1.6M Views
- 17.9K engagements (+133%)
- 3.1 K link clicks (+429%%)
- 99.6K page visits (+58%)
- +834 new followers (+71%)

Instagram

- 773k Views
- 70.6k Reach (+1.4%)
- 10.7k Content Interactions (+100%)
- +625 followers
- 33 Link Clicks (+450%)

These platforms are now major drivers of website conversions and community storytelling, with significant year-on-year growth across all metrics

ALUMNI ENGAGEMENT & COMMUNICATIONS

Blackbaud analytics confirm the steady expansion of our alumni network:

- Recipient database increased from 2,979 → 3,700 (24.2% growth)
- Newsletter open rate: 2,345, a 18% YoY increase
- Click rate: 1,109, highest in the reporting period
- Average read time: 5m 47s, well above sector benchmarks

This aligns with strengthened event attendance, more personalised outreach, and increased content relevancy.

EVENTS & COMMUNITY ENGAGEMENT

Good participation across regional, international, and college-based events, including in Dunedin, Ashburton, Wellington, Melbourne and Perth which demonstrates growing connection and re-engagement across generations.

We saw record attendance at the Centennial Annual Dinner and Grandparent Day this year.

WHAT ARE WE LEARNING?

We are successfully growing our philanthropy, with a strong pipeline of support and prospects, strengthened by initiatives such as the peer-to-peer approach, champions programme, the community report and our new donor acknowledgement board. Our digital platforms and events are still showing steady growth in response to a targeted approach for events and communications.

FUTURE CONSIDERATIONS

Our fundraising committee needs review, with a key driver now stepping away, we need to invite and activate others to join this space and help grow our philanthropy further at this critical time in the campaign.

Although we are seeing good results in our digital platforms and events, we need a strong strategy to raise the profile of the college further, to drive enrolments across day, boarding and international. An investment in and trial of new media streams needs to be included.



Align infrastructure, facilities, and extra-curricular programmes with future growth, ensuring high-quality learning environments, staff capability, and a systematic review of sport.

WHAT'S HAPPENING?

Infrastructure, Facilities, Growth, and Learning Environments

Work in prior years on the school's Master Plan for facilities and infrastructure has identified the areas of highest need for future facilities and infrastructure. The Board has prioritised the construction of a new Science and Technology Precinct and also identified the need for additional 3 or 4-season Physical Education teaching space.

Sports

The 2021 Sports Report found that, "over time, the involvement of teaching staff in SBC sports clubs has declined and this has been offset by involvement of parents and community members. This has implications relating to connections between wider educative, developmental and health and well-being outcomes and the wider community and school values and goals.

As a result, sports clubs with different needs and demands operate independent of one another and as a consequence there are structural, procedural and operational differences. This manifests in clubs often working at odds with each other over support and resourcing.

The sports executive has lost connection to many clubs and no longer serves its primary function of overseeing the governance, operation, finance and development of sport in the school" and "the current structure of sport at St Bede's is not sustainable and presents growing governance, wellbeing, financial, and workload risks. Sport has expanded significantly, participation remains high, and expectations are increasing but the structures that support delivery have not evolved to match this complexity."

These factors identified in 2021 have remained, and the demands of sport on the school's Senior Leadership have increased to an unsustainable level.

HOW DO WE KNOW? (EVIDENCE)

Sport

In 2025 a sports review was undertaken, which included:

- A survey of sports administrators, coaches, and volunteers (including club committee members)
- Quantification and documentation of existing resourcing, including staffing, volunteers, and financial resources
- Documentation of support structures, and
- Policy review

WHAT ARE WE LEARNING?

Infrastructure, Facilities, Growth, and Learning Environments

The Board and Senior Leadership are working with the Board of Proprietors and the North West Christchurch Community Sporting Trust to scope the facilities and funding sources for the Science & Technology Precinct and additional Physical Education teaching spaces, which would be constructed and owned by those organisations and occupied by the school.

The funding environment is challenging, and these projects are the subject of ongoing meetings between Board Presiding Members/Chairs, the Rector, the Society of Mary Senate, and the Provincial of the Society of Mary.

Sport

This review found:

- a severely overloaded Sports Office,
- inconsistent governance systems across codes,
- duplication of administrative tasks,
- over-reliance on volunteers,
- unclear decision-making pathways,
- inequitable access to facilities and support,
- and misalignment between some club-based processes and College values.

Survey respondents repeatedly described the Director of Sport role (0.84 FTE) as “too much for one person” and unsustainable. Volunteers reported burnout, limited induction, and expectations beyond their capability. Staff highlighted fragmentation, inconsistency, and the absence of a school-wide framework.

Alongside this, independent wellbeing screening across senior Rugby, Rowing, Hockey, Basket-ball, and Football indicated significant psychological strain among athletes in high-performance environments, particularly relating to performance pressure, workload, and selection anxiety.

This collective evidence makes clear that the current club-led model is no longer fit for purpose.

ADJUSTMENTS REQUIRED

Infrastructure, Facilities, Growth, and Learning Environments

Further financial modelling is being undertaken by the Board of Proprietors which will incorporate both the anticipated costs of the major projects identified in the Master Plan, as well as other long-term commitments such as the renovation and renewal of other school facilities and earthquake strengthening projects.

Sport

In response to the findings of the review, the Board has approved a new structure where:

- the College assumes full governance & management of all sport,
- volunteers are refocused into community-building Supporter Committees,
- five Head of Sport roles are introduced,
- the Director of Sport’s capacity is increased,
- student wellbeing oversight is strengthened, and
- administrative support is centralised.

This is a major strategic realignment that will set the College up for long-term success, strengthen pastoral oversight, and honour the significance that sport has played in the college for over a century.

School senior leadership has commenced the implementation of this structure, which will be completed in 2026.

FUTURE CONSIDERATIONS

Strategic implementation and monitoring plan for the transition for the sports programmes.