

ST BEDE'S STRATEGIC PATHWAY 2024-2026

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

Our strategic pathway is designed to show our college's priorities and how we align these with Education (School Planning and Reporting) Regulations 2023. Our plan was designed in consultation with our school community, staff, students, and proprietor to ensure it reflects our College's Catholic Special Character and our commitment to Te Tiriti o Waitangi. Information was collated through whanau, student and staff e-surveys, hui's and focus groups alongside schoolwide evaluation and assessment information. The educational priorities of our community are outlined as *Our Aspirations*. Our expectations, strategies and impacts tools outline how we give effect to [section 127 of the Act](#), Te Tiriti o Waitangi, those of our Proprietor – the Society of Mary NZ, the National Education and Learning Priorities, Te Mātaiaho and the Common Practice Model, Ka Hikitia - Ka Hāpaitia, Tau Mai te Reo, The Action Plan for Pacific Education, Te Ara Huarau, The Oranga Tamariki Action Plan, Wellbeing in Education Strategy and the Attendance and Engagement Strategy.

OUR ASPIRATIONS	WHAT WE EXPECT TO SEE	KEY STRATEGIES	MEASURING IMPACT
<p>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.</p> <p>NELPs 1, 2, 3, 5, 6, 7 Te Whānau, Te Tuakiritanga, Te Rangatiratanga</p>	<p>A whole school approach to Ministry that meets our rangatahi where they are at, to foster and nurture their relationship with God.</p> <p>Our young men's talents are fostered and developed for lifelong service to others.</p> <p>Students develop skills and a strong sense of social justice to make a positive difference in their community and world.</p> <p>Students and staff are supported to lead and learn about themselves whilst they develop into leaders of our wider community.</p> <p>All staff, as one, educate in the manner of Mary, focusing on the quality of relationships and creating a school community with a sense of family and home.</p> <p>All students, staff and community are accepted as they are, supported in their identity and beliefs and challenged to be the best version of themselves.</p> <p>A school community where special attention is to care for the needs of those who are in need . This could include spiritual, financial, and/or social needs for example.</p>	<p>Centre of Faith and Leadership</p> <ul style="list-style-type: none"> • Encounter rōpu. • Leadership rōpu. • Liturgy rōpu (Sacramental Programme, custom and ritual) • Service and social justice rōpu. <p>Strong and collaborative relationships with the Christchurch Diocese, North Parish and North Raki Kahui Ako</p> <p>Marist Youth and Education Network</p> <p>Religious education programmes</p> <p>Hardship and outreach programmes</p> <p>Community Education and Celebrations</p>	<p>Student, staff, whanau and community voice</p> <p>Catholic and Marist Evaluation Tool</p> <p>Sacramental Programme</p> <p>Diocesan Attestation</p> <p>Triannual Catholic Review</p>
<p>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.</p>	<p>A student centred future focused local curriculum where programmes:</p> <ul style="list-style-type: none"> • Are culturally responsive to the needs, hopes and aspirations of each young man. • Capture the interests, imagination and curiosity of each young man. • Promote innovation, thinking, problem-solving and collaboration. • Foster self-regulation, awareness and agency. • Draw on and share the expertise and resources of the local and global communities, including our Kahui Ako and Marian College. • Inspire young men to live by faith and by work. <p>Junior and Senior Pathway programmes, including Religious Education, enable all students to experience a responsive, rich, broad and deep localised curriculum that continually improves and responds to their cultures, languages and identities.</p> <p>Learners' progress and achievement outcomes are consistently equitable for all learners (including Māori, Pacific and learners with diverse needs) within a strengths-based approach.</p> <p>All learners being able to experience learning in relation to te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori.</p>	<p>Junior Curriculum redesign in conjunction with the curriculum refresh & Te Mātaiaho; including the removal of streaming.</p> <p>Redesign of the senior pathways programme alongside NCEA refresh in consultation with our school community, local hapu/iwi, and whanau.</p> <p>Auaha Kounga (shaping quality and excellence) Rōpu –Maintaining a future focus by drawing on research, evidence and best practices to inform current and future practice.</p> <p>Ensuring barrier-free access for all learners to the Centre of Wellbeing and Centre of Enhancement, with early interventions effectively supporting learners, with an ongoing focus on equity for Māori and Pacific Learners and those with diverse learning requirements.</p> <p>International Boys Schools Coalition - Professional Learning, Networking and Engagement.</p>	<p>Ongoing monitoring of student learning and progress achievement data outcomes, including analysis of groups, typically underserved or who are not achieving too potential.</p> <p>Student and whanau hui and voice</p> <p>Te Ara Huarau evaluation framework.</p> <p>Student attendance and engagement data.</p> <p>Kaiako Professional Growth Cycle</p>

<p>NELPs 1, 2, 3, 4, 5, 6, 7 Te Whānau, Te Tangata, Te Kanorautanga, Te Tuakiritanga, Te Rangatiratanga</p>	<p>Kaiako are clear and confident in the art of educating boys on the learning that matters within our catholic special character and localised curriculum.</p> <p>Professional relationships and effective teaching are focused on the learning and wellbeing of each learner, consistently being underpinned by relational and culturally responsive teaching that improves student outcomes.</p> <p>Teachers are consistently using effective strategies and practices to promote equitable and excellent outcomes with consistently relevant, challenging and meaningful teaching.</p>	<p>Work in collaboration with local hapu /iwi to ensure matauranga Māori, te reo Māori, and tikanga are included across our pathway's programmes.</p> <p>Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.</p> <p>Cultural Ropu – see below.</p>	
<p>NELPs 1, 2, 3, 4, 5, 6, 7 Te Whānau, Te Tangata, Te Kanorautanga, Te Tuakiritanga, Te Rangatiratanga</p>	<p>A culturally responsive community ensures equitable access and outcomes for all rangitahi through whanaungatanga, ako and manaakitanga.</p> <p>A classroom learning culture that is well-established and consistently characterised by respect, inclusion, empathy, collaboration and safety.</p> <p>A school with meaningful connections, communication and relationships with Māori whānau, hapū, iwi and parents, families and communities to support student learning and outcomes.</p> <p>A school and community engaged in reciprocal relationships and partnerships that focus on the holistic education of our young men.</p> <p>Students' rights are upheld, and their uniqueness is consistently enhanced and celebrated. Comprehensive evaluation using inputs from students, staff, parents and Māori whānau, hapū, iwi and parents, families, and community ensures steps are taken to eliminate racism, stigma, bullying and any form of discrimination.</p> <p>Students, staff, family and whanau demonstrate a strong sense of belonging and connection to the College.</p>	<p>Work in collaboration with local hapu /iwi to ensure matauranga Māori, te reo Māori, and tikanga are included across our pathway's programmes.</p> <p>Mana Tāne programme</p> <p>House System</p> <p>In school and community celebrations of culture - Kapa Haka, Polyfest, Fia Fia night, International Day, boarders' day, student assemblies,</p> <p>Collaboration and engagement with SPACPAC</p> <p>Cultural Rōpu:</p> <ul style="list-style-type: none"> monitors, responds and evaluates the extent to which there is excellence and equity across our Pathways and Pastoral Systems for all of our ākonga, particularly Māori, Pacifica, international students and students of other ethnicities. Provide learning and resources to build staff and school capabilities to best support Māori, Pacific and learners of other ethnicities 	<p>Ongoing monitoring of student wellbeing and progress achievement data outcomes, including analysis of groups, typically underserved or who are not achieving too potential.</p> <p>Student and whanau hui and voice</p> <p>Te Ara Huarau evaluation framework.</p> <p>Student attendance and engagement data.</p> <p>Kaiako Professional Growth Cycle</p>
<p>NELPs 1, 2, 3, 4, 5, 6, 7 Te Kanorautanga, Te Tuakiritanga, Te Rangatiratanga</p>	<p>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.</p> <p>Coherent organisational conditions across the college's governing bodies promote shared monitoring, evaluation, inquiry and knowledge building.</p> <p>The boards, inclusive of Māori whānau, hapū and iwi perspectives, effectively plan for and act in the college's medium and long-term interests to realise the school community's vision and values.</p> <p>Stewardship strategically and consistently enhances the college's performance and outcomes for all students, with particular attention to Māori, Pacific and learners who have been underserved and or/vulnerable.</p> <p>A board that effectively scrutinises its and the school's performance in achieving equity and excellence to inform planning and resourcing for ongoing and sustained improvement. The board meets its statutory and regulatory responsibilities.</p> <p>Leadership consistently prioritises and plans for school improvement using rigorous monitoring and reporting to inform the pace and success of change to enable equitable and excellent outcomes for all students and staff.</p> <p>Community input to strategic property and infrastructure planning.</p>	<p>SchoolDocs</p> <p>Our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori</p> <p>Professional development that enhances teaching and staff capability in relation to educating boys within our Catholic and Marist context.</p> <p>Implementation of an Advancement Model through the Community Office.</p> <p>Board chair and Rector meetings</p> <p>Property design reflects the college's strategic vision, future needs and community input</p> <p>Governance succession planning and professional development. Quality and robust schoolwide evaluation for improvement.</p>	<p>Student, staff, whanau and community voice</p> <p>Te Ara Huarau evaluation framework.</p> <p>Board self-review</p> <p>Annual Report</p> <p>Growth in philanthropic support</p>

<p>St Bede's is enriched through global connections in learning, faith and culture.</p> <p>NELPs 1, 2, 3, 4, 5, 6, 7 Te Whānau, Te Tangata, Te Tuakiritanga</p>	<p>Students, staff and whanau show social and emotional competence and confidence in their identities, languages and culture.</p> <p>All students experience a school learning climate that is consistently positive and culturally responsive, which promotes their engagement and integration with our college and local community.</p> <p>Learners and whānau, parents and families participate, and contribute to a range of contexts – cultural, local, national, and global citizenship.</p> <p>Domestic students have the opportunity to study, learn and experience the world, exposing them to diverse perspectives, cultures, traditions and practices through real-world learning, connection and outreach.</p> <p>An international programme of 30FTE.</p>	<p>Establishment and implementation of <i>Bede's Global</i></p> <ul style="list-style-type: none"> • Real-world learning • International students • Alumni • Connection and outreach <p>International students and families are integrated into the Advancement model to ensure ongoing stewardship.</p> <p>Marketing and Communications Strategy - Established digital, print and media, including social media, tells the St Bede's story and celebrates our global culture.</p> <p>Student Experience and Engagement Plan</p> <p>International Boys Schools Coalition</p>	<p>Ongoing monitoring of international student wellbeing, integration progress achievement data and destination outcomes.</p> <p>International presence and growth in philanthropic support</p> <p>Te Ara Huarau – International Students</p>
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