



St Bernard's College

Strategic plan 2024 – 2025

St. Bernard's College's vision is to be an inspiring Catholic Learning Community which nurtures the growth of its sons. In order to enact this vision the college has set itself two over-arching strategic goals:

Goal 1: To empower our learners to achieve their full potential in the Way of the Gospel.

The College is based on Catholic, Gospel values which sees the sanctity and dignity of the individual person as paramount. This way focusses on empowering others and removing barriers that might prevent them from becoming the best person that they can be. Our teaching and learning environment is student centered; supportive, celebrates diversity and always seeks to focus on the growth and wellbeing of the individual. We are a community where students and whānau belong.

Goal 2: to grow a strong learning culture that inspires success in all of our students in partnership with whānau and wider community.

Empowerment of our students means providing learning pathways and engaging learning opportunities that allow students to fulfil their potential and become caring, informed and successful citizens. As a College we seek involvement of students and families. We strive to provide a teaching and learning environment that is modern and therefore enhances innovation and quality. We want to be known as a learning institution that others look to as a model of best practice.

The college prepares an annual plan every year that provides detail of the actions it intends taking over that year in order to fulfil these goals. The annual plan focusses primarily on new initiatives, actions or areas of focus and review that it sees as needing development or that have been identified as likely to significantly impact its achievement of its strategic goals.

In order to enact this annual planning in an organized and measureable way the college uses the following areas that arise from its strategic vision and goals:

Special Character. *We teach and celebrate the fundamentals of our faith. We provide opportunities for our students to experience Christ. We see ourselves as family.*

Pastoral Care. *We build strong and respectful relationships and foster understanding, support and growth in our community. We set clear expectations that are directly linked to our Gospel based values of Love of God, Love of others and Love of Self*

Community *We are part of our wider community and are welcoming and inclusive. Our boys will grow to be responsible men who participate in community. We listen to whanau and actively seek their voice and involvement in a responsive manner.*

Student Achievement *We support all students to understand and achieve their potential. We do this by offering a wide range of subjects and learning experiences – academic, sporting and cultural. We show our students what success can look like. We provide support to identify and remove barriers to their achievement.*

Resourcing *We provide learning environments and resources that enhance the achievement, engagement and wellbeing of our students and staff. We look to the future in managing our resources to ensure sustainability. We work with partners to expand and enhance the learning opportunities for all of our learners.*

Annual Plan – 2024

Area 1: Special Character			
Annual Goals & Targets	Actions to Achieve (How will we know)	Who	When
Goal 1.1 Special Character activities/events and programmes are promoted and celebrated through school media	<ul style="list-style-type: none"> - All Special Character events within the life of the college are recorded and written about to highlight their significance to our kaupapa - These are promulgated through a range of media - 	<ul style="list-style-type: none"> - Tagged Teachers - RE Department - Special Character Leaders 	<ul style="list-style-type: none"> - As they occur through terms 1 – 4
Goal 1.2 New Religious Studies standards are implemented alongside the new RE curriculum as mandated by NZ Catholic Bishops	<ul style="list-style-type: none"> - The RE standards are implemented - New schemes are developed, including lesson sequences, assessment standards, marking schedules and matrices - St Bernard's RE curriculum continues to develop incorporating new curriculum at Years 9, 10 and 11 	<ul style="list-style-type: none"> - DRS - RE Team - Secondary RE Advisor 	<ul style="list-style-type: none"> - Terms 1 - 4
Goal 1.3 Liturgy in the school becomes more varied and incorporates greater diversity in music, art/symbols and differentiation to further draw students into the liturgical life of the Church.	<ul style="list-style-type: none"> - A broader range of songs are taught, learnt and sung by the college in assemblies and liturgies - More symbols are created artistically to visually enrich liturgy 	<ul style="list-style-type: none"> - Kerry Logan, Music Team - DRS - Ministry Team 	<ul style="list-style-type: none"> - Terms 1 – 4

	<ul style="list-style-type: none"> - When appropriate, some differentiation in the content of liturgies is included to enable greater access to the liturgy of various year levels 		
<p>Goal 1.4 RE staff and Tagged Teachers are provided high quality PD that aligns with our Catholic Special Character.</p>	<ul style="list-style-type: none"> - Staff take part in PD offered by the Marist Fathers - Key staff attend the Catholic Convention 	<ul style="list-style-type: none"> - DRS - RE Staff 	<ul style="list-style-type: none"> - Ongoing dates throughout the year

Area: 2. Governance and Community Interaction

Annual Goals & Targets	Actions to Achieve (How will we know)	Who	TimeLine
<p>Goal 2.1: The College communicates with its wider community in an effective manner.</p> <p><i>The College wishes to ensure that it's wider community is informed and involved.</i></p>	<ul style="list-style-type: none"> • The website/portal management will be reviewed and 'updated' to ensure that it is relevant and useful to our community and easy to use by our staff. 	SLT/Business Manager	Term 1/2
	<ul style="list-style-type: none"> • The College will improve its use of social media as a means of communication with the wider community. 	SLT/Business Manager/Sports Director	Whole Year
	<ul style="list-style-type: none"> • Community engagement is gathered through surveys and hui as appropriate. 	SLT	Whole Year
<p>Goal 2.2: The College actively seeks to engage in a positive manner with it's Pacifica community in order to enhance student achievement and wellbeing</p> <p><i>The College wishes to enhance the achievement of it's Pacifica students through enhancing communication and engagement of the wider Pacifica community.</i></p>	<ul style="list-style-type: none"> • Re-establish the Pasifika Parents Group in term one and organise set meetings throughout the year with set foci in order to gather voice and enhance the achievement/wellbeing of our Pasifika students. 	Pacifika Unit holder and Mentor	Whole Year
	<ul style="list-style-type: none"> • To ensure that the college pacifika groups performs to a high standard at HuttFest. 		Term 2
	<ul style="list-style-type: none"> • Year 7/8 Pacifica cultural group if formed and mentoring/tutoring is provided with the aim of the group performing. 		Term 2
	<ul style="list-style-type: none"> • Trip for Samoan language students and families to Samoa is organized for end of term 3. 		Term 3

<p>Goal 2.3: The College actively seeks to engage in a positive manner with the Maori community in order to enhance student achievement and wellbeing.</p> <p><i>The College wishes to enhance the achievement, wellbeing and identity of its Maori students and to honour its Te Tiriti commitments through practice of authentic tikanga and</i></p>	<ul style="list-style-type: none"> ● Targeted and authentic events are organized throughout the year in order to engage whānau. <ul style="list-style-type: none"> - Year 7/8 Kapa haka - Year 9/10 performing Arts group 	Principal/Whaea Parehuia	Term 1 and on-going
<p>Goal 2.4 Board Documentation (Policy and Procedures) is reviewed, amended and communicated as appropriate.</p> <p><i>The Board processes should be consistent, clear, relevant and available to all stakeholders.</i></p>	<ul style="list-style-type: none"> ● Board Policies will be reviewed and updated to ensure relevance and consistency 	Principal/Policy Committee	1 March, 2023 Term 1-2

Area 3: Resourcing			
Annual Goals & Targets	Actions to Achieve (How will we know)	Who	Timeline
<p>Goal 3.1 The College will complete a full Facilities and Resources Management Plan.(Deferred from 2023)</p> <p><i>The College recognises that through the completion of its major building redevelopment over the last 5 years that it has a number of new and improved facilities that our community would like to hire and use.</i></p>	<ul style="list-style-type: none"> • Develop the Facilities plan. • Sufficient resources will be allocated to promote and market the Facilities plan once completed. • Ensure that the facilities booking system is improved to ensure that it is fit for purpose to ensure that the Facilities management Plan can be delivered 	Business Manager	End of Term 2
<p>Goal 3.2. To enhance and refurbish learning spaces of the College in compliance with the college's integration agreement.</p> <p><i>The college's staff and students should be able to work and learn in modern and mana-enhancing spaces.</i></p>	<ul style="list-style-type: none"> • Working with the Te Reo department to design appropriate and welcoming enhancement of the Marae space. • Providing sufficient resources to incorporate the design objectives within the overall enhancement plan for the Marae space. • Progress the refurbishment of the Marcelin classrooms in a planned and affordable manner. 	Business Manager/ HOD Māori Business Manager	
<p>Goal 3.3 The College will in conjunction with the Parents and Friends and the SBCOBA redevelop its back hardcourt area into all weather artificial turf.</p> <p><i>The college recognises that weather events and especially the winter</i></p>	<ul style="list-style-type: none"> • The College will commit funding to the project along with parents and friends and the Old Boy's Association. • The College will ensure adequate management of the facility is put in place to safeguard the investment. 	Business Manager Business Manager	

<p><i>season places huge pressure on our main field space during winter and that often the field is closed because the surface is waterlogged. Artificial turf will allow sports trainings and outdoor education to continue during very wet weather.</i></p>			
<p>Goal 3.4 The college will promote the use of its facilities throughout its community.</p> <p><i>The college recognizes that the gym is now a first class sporting complex that enhances the College Community</i></p>	<ul style="list-style-type: none"> ● The College will ensure adequate management of the gym facility is put in place to safeguard the investment. ● The college will ensure that the gym is utilized by the wider community without imposing significant restrictions on our own student usage. 		

Area 4: Pastoral Care			
Annual Goals & Targets	Actions to Achieve (How will we know)	Who	Time line
<p>Goal 4.1: To continue to improve Tier 2 PB4L practices and expectations in our classrooms and our school while strengthening whole school Tier 1 and restorative practice.</p> <p><i>Our College wants to implement, promote and embed teaching practices that ensure all our learners, especially those who are 'challenging', are able to be successful.</i></p>	<ul style="list-style-type: none"> • All staff have co-constructed Our Spaces expectations with all classes. • Our Space expectations targeted to all communal Campus spaces are displayed. • Tier 1 and 2 teams are in place and meeting regularly as per best practice guidelines. • School wide Pastoral Data is gathered and analysed and shared with all staff as per best practice guidelines. • Tier 2 students are identified and best practice Tier 2 planning and intervention(s) occurs. • Pastoral, Engagement and “anecdotal” (staff, student, whanau voice) Data is used to inform and monitor efficacy of Tier 2 interventions. • Classroom Practice Team is in place, well-understood and well-utilized. • Behavioural data and staff voice is gathered on interventions and used to inform review and improvement of practice. • Specific PD and well understood actions such as use of whole class restorative meetings and ‘no-blame’ bullying actions will be provided to specific staff 	<p>SCT/Teachers</p> <p>SLT</p> <p>SLT/SCT</p> <p>SLT</p> <p>SCT</p> <p>SLT</p> <p>SCT</p> <p>SCT</p> <p>SLT</p>	

<p>Goal 4.2 The efficacy of the existing tutor-based pastoral system is strengthened.</p>	<ul style="list-style-type: none"> ● Effective IT systems for accessing and regularly summarising core student data for staff (attendance, engagement grades, achievement) will be investigated and implemented where possible. ● Tutor teaching and the effective use of pastoral tools will be a focus of staff Professional Development throughout the year. ● The Deputy Principals will meet with individual Deans regularly to assist them in being proactive in ensuring their tutor teachers fulfil their roles within the pastoral framework. 		
<p>Goal 4.3 School-specific, systematic interventions that specifically target Wellbeing will be designed, resourced and implemented.</p> <p><i>The College wishes to ensure it is continuously improving in how it supports the wellbeing of our individual students and whanau.</i></p>	<ul style="list-style-type: none"> ● Data on bullying behaviours is collected regularly, analysed and shared and trends identified. Specific planned responses are enacted if required. ● Wellbeing Program will be developed and trialled by Unit holder for Year 7/8 health classes. Unit will focus on self identity, friendship, dealing with conflict and will target bullying. 	<p>DPs</p> <p>TIC Health</p> <p>DPs</p>	

Area 5: Student Achievement, Teaching and Professional Learning

Annual Goals & Targets	Actions to Achieve (How will we know)	Who leads	Timeline
<p>Goal 5.1: Student NCEA achievement is enhanced through a co-ordinated, school-wide process of monitoring and tracking progress and achievement.</p> <p><i>Educational targets are based on individual student achievement data as well as staff knowledge of these individuals. Barriers that limit the success of our students are identified and actions taken to improve the learning outcomes for these students.</i></p>	<ul style="list-style-type: none"> • Targets are set with realistic expectations of student performance based on past performance of the cohort. • Individual target students are selected as 'touchstones' for monitoring student achievement. • Develop staff in the use of tracking tools such as P.A.R.O.T. • Progress towards achieving targets is monitored through evaluation of achievement at regular intervals and interventions are made as appropriate. Interventions might include: 	<p>Principal's Nominee/Deans</p> <p>Deans – PN Leads.</p> <p>HODs – PN Leads</p> <p>PN/ DP Senior school</p> <p>Tutor Teachers – Lead by Deans/AP oversight</p>	
<p>Goal 5.2 Year 12/13 Students who did not achieve Level 1 or 2 NCEA in 2023 will receive targeted support in order to accelerate their achievement in 2024</p>	<ul style="list-style-type: none"> • Individual students are identified and the reasons for their failure to achieve understood. • Individual students will be placed into 'support groups' based on their level of underperformance and level of required support. • Clear achievement goals will be set for these groups and pathways to achieving these goal explicitly identified. • Support groups will meet fortnightly with their staff mentor and their progress towards the relevant achievement goals monitored and supported. 	<p>Deans Yr 12/13</p> <p>Dean Yr 12/13</p> <p>Mentor</p> <p>Mentor. Deans Yr 12/13</p>	

	<ul style="list-style-type: none"> • Interventions will be initiated where required. Interventions might include whanau involvement, learning and or pastoral support, identification of alternative pathways. 		
<p>Goal 5.3 Through targeted learning support programmes and PLD, juniors students with identified needs will be given assistance to accelerate their progress.</p> <p><i>Student achievement and engagement across the school can be enhanced by providing targeted intervention when specific barriers to learning are identified.</i></p>	<ul style="list-style-type: none"> • The additional 0.8 FTTE Staffing allocated to the Learning Support Department (LSP) for dedicated junior SENCo role will be continued. • Targeted programmes provided: <ul style="list-style-type: none"> ○ Year 8 and 9 students working in 'withdrawal' groups based on need (not year level) to develop key literacy skills. ○ Junior SENCo timetabled into Y7/8 INT classes to support provide support to students/teachers. ○ Identifying Y9s in need of writing support and creating a workshop intervention for them once per week. • Supporting Staff <ul style="list-style-type: none"> ○ Creating and providing Learning Profiles and/or Individual Education Plans for students. ○ Coordinating year level and Tier 2 meetings. • Connection with feeder schools / SENCo / outside agencies <ul style="list-style-type: none"> ○ Visiting all schools over Term 3/4 to gain an understanding of students who are transitioning to SBC, creating profiles for students to share with deans/tutor teachers. ○ Liaison with specialist services (MoE Specialist Education, Intensive Wraparound Services, Central Health School and RTLB to support students (including referrals). ○ Liaison with above agencies, whanau and students to create IEPs where necessary and sharing with stakeholders. 	<p>Principal</p> <p>Junior SENCo , Integrated Studies teachers. SENCo</p>	

<p>Goal 5.4 To support our students in being able to be successful in the New Numeracy and Literacy assessments implemented in 2024.</p> <p><i>Systematic support of students will be enacted. Clarity of communication will be prioritized.</i></p>	<ul style="list-style-type: none"> Assistant Principal will oversee process of identification of student progress and assessment and communication with key leaders, students and whānau. SENCo will co-ordinate literacy assessment and support across the Year level. HOD Mathematics will co-ordinate numeracy assessment and support across the Year level. Whole staff will understand the process through information being shared by relevant HODs. 		
<p>Goal 5.5 A cross-curriculum review of reporting and assessment in the junior school will occur.</p> <p><i>The college wishes to ensure that whānau have consistent, understandable and meaningful information on their son's achievement and progress in order to enhance that achievement.</i></p>	<ul style="list-style-type: none"> Cross curricula review group will be formed with representatives of all learning areas. Whānau and student voice will be gathered along side that of staff. Examples of best practice in other similar schools will be identified and understood. Learning and recommendations will be shared. 	DP	
<p>Goal 5.6 Targeted initiatives will be put in place that enhance achievement and identity for Māori</p> <p><i>With additional support involving strong role models, student achievement will be improved. The college will continue to normalize Te Ao Māori in its day-day actions.</i></p>	<ul style="list-style-type: none"> Strengthen the use of the poutama poumanu observation tool through regular professional development and practice across the school to enhance cultural competence of teachers. Form and meet regularly with student sample group(s) to identify areas of growth and best practice and areas in need of development. Continue to fully resource and support the Māori performing Arts course into Year 10. 	<p>Kahui Waiako Lead teachers</p> <p>Kahui Waiako Lead teachers</p> <p>Kahui Waiako Lead teachers</p> <p>Unit holder/SLT</p>	

<p>Goal 5.7 Targeted initiatives will be put in place that enhance achievement for Pasifika students. <i>With additional support involving strong role models, student achievement will be improved.</i></p>	<p>Programmes planned for 2024:</p> <ul style="list-style-type: none"> - Separate Pasifika Mentoring programme are continued for junior and senior students. - Student wellbeing and therefore achievement is enhanced through the Tama Pasifika workshop programme. - Targeted opportunities for senior Pasifika students into tertiary and/or trades are utilized. 	<p>Unit hold Pasifika achievement. Unit holder Pasifika mentoring Careers advisor</p>	
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Targets

NCEA Achievement Targets

Level	N%	A%	M%	E%
1	41	42	17	0
2	30	50	13	7
3	33	42	16	9

Overall pass rates per level

Level	Pass rate overall
1	59%
2	70%
3	67%

The level 1 Target is set deliberately low given the uncertainties around the introduction of the new Standards and numeracy/literacy requirements at level 1. The college will review its continued participation in level 1 at the end of this year in line with a significant number of other schools that have withdrawn.

Attendance Target

To achieve in class attendance rates across the whole school that is equal to or better than 90% of school using P.A.R.O.T