



# 2017 - 2019

## Strategic Plan

Board of Trustees

2017 - 2019

## 2017-19 Goals for Three-Year Plan

### Preamble

De La Salle College, owned by the Roman Catholic Bishop of Auckland, was opened in May 1953 under the administration of the De La Salle Brothers who have been responsible for the philosophy, charism and pedagogy of the College and the delivery of quality education for boys. Today the College has 1000 boys from across Auckland, serving predominantly the communities of South Auckland.

As a Lasallian school, De La Salle provides for a Christian and human education to the young, especially the poor according to the ministry which the Church has entrusted to the Institute of the De La Salle Brothers (Rule of the Brothers of the Christian Schools).

Belonging to the Lasallian District of Australia, New Zealand, Papua New Guinea and Pakistan, De La Salle College is tasked to be a “high impact provider of quality education” (District Plan 2003-2008 see Appendix 1).

As a Catholic College, we believe that a graduate of the College will be:

- ❖ A Man of Faith – who prays and integrates the Gospel’s values, serves others, especially the poor, and appreciates the Lasallian and Catholic traditions
- ❖ A Man of Service – who gives of his talents and time to improve the lives of others in his community
- ❖ A Man of Community – who builds strong, positive relationships with his peers, family and contributes to building right relationships
- ❖ A Man of Excellence - who thinks creatively, critically, independently, and collaboratively, who strives for academic, sporting, musical, excellence, and pursues lifelong learning.

This Strategic Plan is the result of thinking and planning by the entire College community – staff, boys, parents, Senior Leadership Team and Board of Trustees.

People are our greatest resource and aspiring to excellence is central to what we do. We strive to be expert teachers and learners. We strive to provide opportunities for boys to extend their horizons, raise their sights, aim for excellence, and improve their capabilities through the best possible choice of subjects we can offer. We believe in a holistic development of each student. Hence we have planned strategically for the improvement of opportunities and facilities alongside intellectual and spiritual development.

This Strategic Plan develops five (5) strands that sets Indicators and expected (planned for) outcomes to achieve the College's vision for the next three years. For each strand we have identified what was happening at the end of 2016, what we would like to improve, and the Indicators and strategies to attain these desired improvements.

### **Mission Statement**

De La Salle College educates boys in a Catholic environment of love and service.

### **Vision Statement**

De La Salle College creates great men of learning, community and character.

### **De La Salle College Values**

The College espouses the following values under the general heading of:

#### **"The De La Salle Man"**

A Man of **Faith**

A Man of **Service**

A Man of **Community**

A Man of **Excellence**

## The Lasallian School

### **1. *Catholic and Lasallian Character***

De La Salle College as a Roman Catholic and Lasallian College aims to uphold the Lasallian charism and traditions – the human and Christian education of youth. This involves a personal inclusive community, an accepting faith in God, and a sense of ‘brotherhood’ within the context of being a high impact provider of quality educational outcomes.

### **2. *Boys and their Learning***

De La Salle College believes that all boys come with individual abilities and talents, that learning itself is a lifelong process, and that all boys can attain exemplary achievement. The College strives to prepare boys in the transition to adulthood, to become leaders in society, through the development of personal qualities and skills necessary to make informed and appropriate decisions in a society facing rapid social, economic, and technological change. To attain this College believes young people need to be confident, connected, actively involved, lifelong learners.

### **3. *Curriculum Implementation, Assessment and Evaluation***

De La Salle College aims to provide an excellent academic, physical, emotional, social, and spiritual environment offering a seamless education to work and further learning, effectively meeting the diverse curriculum needs of boys from Y7-13.

### **4. *School and Community Partnership***

De La Salle College believes in developing partnerships to assist in the delivery of strategic Indicators and to provide pathways to further education and/or employment through effective communication with families, businesses, educational providers and old boy’s networks respecting New Zealand’s cultural diversity, and the Treaty of Waitangi’s bicultural foundation. These partnerships are inclusive of identities, languages, abilities and talents of all.

### **5. *School Leadership and Management***

De La Salle College believes that achievement comes from effective leadership, systematic structures, a well-maintained physical environment, an adequately resourced curriculum and a passionate and motivated staff.

### **6. *Pastoral Wellbeing***

De La Salle College believes that holistic well-being of staff, boys and their families is pivotal for effective teaching and learning.

## Strategic Indicators 2017-19

1. There will be quality teaching in every classroom.
2. A curriculum that reflects the needs of the boys for the future ie includes all the key competencies.
3. There is a clear Catholic/Lasallian philosophy which promotes faith, service, community and excellence.
4. Te Tiriti o Waitangi – the Treaty of Waitangi will be acknowledged as an intrinsic part of everyday life at De La Salle.
5. Effective facilities which meet the educational needs of our College community.
6. A culture of Pastoral Care focussed on creating great men of learning, community and character.
7. Sport is an essential foundation for the education of a De La Salle Man.
8. There are sufficient financial resources to support the development of the College.
9. A community where all people and cultures have a sense of belonging and so contribute to its growth.
10. Music, culture and *the* creative arts are a significant part of a De La Salle education.
11. A culture of staff and student leadership is promoted throughout the College.
12. That De La Salle *College* will be the school of choice for Catholic boys in South Auckland.
13. There is a process of consistent and regular self-review of all College programmes and activities to guide our planning and progress.

## **Long Term (2017 – 2019) Vision for De La Salle College**

### **Catholic Character**

**De La Salle is a Catholic College within the deep traditions of the Catholic Church and community of Lasallian Brothers. This will have the following key elements.**

- A community of belonging in which God is our focus, God has a name and who lives in our school
- A tradition of excellence and equity for all learners
- An integration of faith and its action in daily life
- A strong awareness of the value of life in all its special ways
- A recognition of the whole person within a family and community context
- Prayers and Catholic rituals which belong to a community of belief
- The importance of Faith and Hope as essential ingredients of an holistic education for boys
- Boys who have a habit of reflection and mindfulness

### **Learning Focus**

**De La Salle College will be a place in which learning will be the goal of all college activities. This will have the following key elements.**

- Learning which places God as the foundation of all truth and is our constant focus
- Learning results measured against local and National benchmarks
- We are an active member of the Catholic schools South Auckland faith-based Community of Learning.
- Learning which is enhanced by an orderly classroom and school environment
- Learning which is enhanced by teachers who have a positive educational aspiration for all boys they teach
- Learning which is enhanced by effective College Leadership and administration
- Learning pathways which cater for the needs of all boys in the College
- Learning which enables all boys to have the opportunity to enter tertiary study or employment after their final year at school
- Learning which places the home and school partnership as crucial in developing our boys
- Learning which comprehensively develops boys in the 5 key competencies of the NZ Curriculum

### **Pastoral Care**

**De La Salle College will be a College in which the Pastoral Needs of all boys will be given priority. This will have the following key elements.**

- All boys will be encouraged to belong to their College by a clearly defined set of expectations and behaviours
- The college will engage regularly with boys and their families with regard to their learning and well-being
- All boys will have the skills to articulate and manage emotional issues.

## Strategic Planning Strands

In this Strategic Plan the College has identified five (5) Strands where Goals for the period 2017-2019 are identified and Indicators set. These Indicators will deliver the outcomes necessary for the College to deliver its mission and vision for the boys in its care.

1. Special Character
2. Staff Effectiveness
3. Learning
4. Student Service & Pastoral Care
5. Property, Personnel and Financial Resources

Strategic Strand	Goals
1. Special Character	1.1. To develop boys in the four core values of faith, service, community and excellence' 1.2. To develop an understanding and respect for faith, sacraments and traditions of the Catholic Church 1.3. To continue to develop links with the local and wider Catholic and Lasallian communities in NZ and abroad. 1.4. To provide opportunities for Catholic and Lasallian formation for staff and boys 1.5 To strengthen the culture of reflection and internal prayer amongst boys and staff.
2. Staff Effectiveness	2.1 To provide effective teacher professional learning and development in order to ensure quality teaching 2.2 To develop teachers who enquire into their practice in order to improve student achievement 2.3 To reflect the principles of the Treaty of Waitangi in the development of staff effectiveness. 2.4 To develop staff capability in leading learning and school development 2.5 To strengthen the co-curricular engagement of staff in the College community.
3. Learning	3.1. To exceed local and national achievement benchmarks in NCEA and National Standards 3.2 To provide curriculum pathways that allow all boys to achieve personal excellence 3.3 To develop all boys to become more self-managing and independent learners. 3.4 To provide an inclusive curriculum reflects the pastoral care needs of boys
4. Pastoral Care	4.1 To enhance the pastoral care of boys in order to support their health and wellbeing. 4.2 Pastoral care is the responsibility of every staff member in the school. 4.3 To increase the participation of boys in the co-curricular life of the college 4.4 To provide an effective transition in, out and through the College for all boys 4.5 To provide opportunities for parents and families to engage with their sons' education 4.6 To recognise and give expression to the Treaty of Waitangi
5. Property, Personnel & Financial Resources	5.1. To provide physical facilities of a high standard to support the curriculum objectives and priorities of an innovative learning environment 5.2. To provide the ICT Infrastructure to meet the current and emerging e-Learning and e-Administrative needs of the college. 5.3. To recruit, develop, recognise and retain quality staff. 5.4 To provide sufficient financial resources to support the development of the college 5.5 To ensure that the College operates according to all current Health and Safety legislation and guidelines

## 1. Special Character

- 1.1. To develop boys in the *four core values* of faith, service, community and excellence'
- 1.2. To develop an understanding and respect for faith, sacraments and traditions of the Catholic Church
- 1.3. To continue to develop links with the local and wider Catholic and Lasallian communities in NZ and abroad.
- 1.4. To provide opportunities for Catholic and Lasallian formation for staff and boys
- 1.5 To strengthen the culture of reflection and internal prayer amongst boys and staff.

**Goal 1.1:** To form boys in the *four core values* of faith, service, community and excellence

Indicator	Action	Who	When	Reporting
1.1.1 Every student from Year 7-13 knows and understands the four core values	<ul style="list-style-type: none"> <li>• Signage displayed around the college and classrooms</li> <li>• Promote values in level and full school assemblies throughout the year</li> <li>• Boys acknowledged in year level groups for displaying core values</li> <li>• Boys at every level will be expected to complete specified number of community Service hours</li> <li>• Core values are Included as part of induction for year 7 and year 9 students</li> <li>• Retreats will include a focus on core values</li> </ul>	DRS/ Lasallian Facilitator Deans  DRS/campus minister/ retreat committee	Term 1  Ongoing	
1.1.2 Every student from Year 7-13 is participating in the school service programme	<ul style="list-style-type: none"> <li>• Inclusion of service expectations and a service record included in the school diary and on school website</li> <li>• Service coordinator funded by BOT</li> <li>• Service coordinator to liaise with parish and community groups to find opportunities for boys to complete required hours of service</li> <li>• Homeroom teachers and deans to enter and monitor student service hours through KAMAR</li> <li>• Students who complete outstanding numbers of service hours to be acknowledged in year level and full school assemblies.</li> </ul>	DRS  Service coordinator  Deans	Term 3  Ongoing  Term 1-3  Term 2-3  ongoing	



	<ul style="list-style-type: none"> <li>• Staff members to get involved and help to provide opportunities for boys</li> <li>• Young Vinnies Group to be grown further.</li> <li>• Junior Vinnies Group to be established in Yr 7-10.</li> </ul>	Staff Vinnies coordinators DRS		
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**Goal 1.2:** To develop an understanding and respect for faith, sacraments and traditions of the Catholic Church

Indicator	Action	Who	When	Reporting
1.2.1 The college offers a sacramental programme to all students 7-13	<ul style="list-style-type: none"> <li>• Gather data on Sacramental status of students coming into the college to assist promotion (KAMAR)</li> <li>• Promote the Sacramental programme in RE classes, level assemblies and the school newsletter</li> <li>• Hold parent meetings before and during the programme</li> <li>• Regular Thursday classes for sacramental preparation</li> <li>• Review programme annually</li> <li>• Sacraments conferred at full school All Saints Mass in October</li> <li>• Sacraments recorded with St Therese Parish, Mangere</li> </ul>	Enrolment officer  Sacramental Programme coordinator/DRS/Chaplain	Term 4/1  Term 1  Term 1-3 Term 2-3 Term 4/1  Term 4	
1.2.2 Opportunities are provided for all students and staff to participate in the Sacraments	<ul style="list-style-type: none"> <li>• Staff Mass to begin the year</li> <li>• Promote Thursday Mass in the chapel</li> <li>• Hold Rite I Reconciliation Thursday lunchtimes during Lent</li> <li>• Sacramental Programme offered (see above)</li> <li>• Four full school Masses during the year</li> </ul>	Campus Minster/ Chaplain/ DRS	Ongoing Term 1	
1.2.3 Training is provided for students and staff to become Eucharistic Ministers	<ul style="list-style-type: none"> <li>• Students identified in Year 11-13 to be trained as Eucharistic ministers</li> <li>• Links with Parishes made to ensure support for candidates selected</li> <li>• Catholic / tagged staff invited to participate</li> <li>• Training held for selected students / staff</li> <li>• Commissioned at Dedication Mass/ Assumption Day mass</li> </ul>	Chaplain/ Ass. DRS	Term 1 and 3	

1.2.4 Student groups assist in planning of liturgies and masses	<ul style="list-style-type: none"> <li>• Young Brothers group (year 7-9) meet weekly</li> <li>• Provide training for Altar Servers</li> <li>• Roster Altar servers on for Thursday Mass</li> <li>• Roster Eucharistic Ministers on for Thursday Mass</li> <li>• Student liturgy committee meet weekly to plan Thursday mass, Angelus, chapel and other rosters, full school liturgies and masses</li> <li>• Liturgy prefect appointed to run committee</li> </ul>	Campus Minister/ Chaplain/ DRS	Term 1 Ongoing Term 1 Term 1 & 3	
1.2.4 There are Homeroom Special Character student representatives	<ul style="list-style-type: none"> <li>• Special Character Representatives selected from each homeroom to assist with Catholic school wide initiatives e.g. homeroom prayer, can collection in Lent, Mary procession for assumption day etc.</li> <li>• Meetings twice per term</li> <li>• Special Character prefects appointed to lead group</li> </ul>	Campus Minister/ DRS	Term 1 then ongoing	
1.2. Annual College theme is promoted	<ul style="list-style-type: none"> <li>• Banners and posters of the College theme to be produced and placed in every room of the College, chapel, MPC, main office, outside signage displays</li> <li>• College theme to be promoted in Weekly assembly, College Liturgies, RE classes and in College Newsletters to the Community.</li> </ul>	DRS Principal Deans	Term 1 then ongoing	
1.2.6 Social Justice causes are promoted	<ul style="list-style-type: none"> <li>• Vinnies homelessness retreat held</li> <li>• Promotion of social justice causes and events in assemblies</li> <li>• Special Character - Social Justice prefect appointed</li> <li>• Fundraising for Caritas in Lent</li> <li>• Fundraising for Lasallian foundation</li> <li>• Participate in Caritas Challenge</li> </ul>	DRS/ Campus minister/ Catholic Character committee	Term 3 Ongoing  Term 1 Term 2 Term 1	

**Goal 1.3:** To continue to develop links with the local and wider Catholic and Lasallian communities in NZ and abroad.

Indicator	Action	Who	When	Reporting
1.3.1 Strong relationship between DLS and feeder schools	<ul style="list-style-type: none"> <li>Identify key feeder schools – catholic and state</li> <li>Promote De La Salle at primary schools and intermediates in March to encourage enrolments</li> <li>Organise social events for feeder school staff and prospective parents</li> <li>Retreats at year 5/6 run by DLS</li> <li>Develop links through service opportunities</li> <li>Celebrate achievement of feeder school old-boys with their primary school.</li> <li>Sharing of best practice with feeder schools through the Community of Learning</li> </ul>	SLT  Campus minister Service coordinator AP curriculum SLT/ COL coordinator	Term 1  Term 4/1  Term 4 ongoing	
1.3.2 There is a strong relationship between DLS and feeder parishes	<ul style="list-style-type: none"> <li>Identify the parishes</li> <li>Promote De La Salle at parish masses in March to encourage enrolments</li> <li>Regular communication with parishes – sharing bulletin, newsletters, year book</li> <li>Develop links through service opportunities</li> <li>Priests from South Auckland Deanery celebrate mass at DLS on a weekly basis</li> <li>Priests from South Auckland deanery offer annual reconciliation days at DLS</li> </ul>	SLT  Admin Service coordinator DRS	Term 1  Ongoing  Term 1	
1.3.3 There is a strong relationship with parent community	<ul style="list-style-type: none"> <li>Special Character survey conducted to gain feedback from parent community about Special Character within DLS college</li> <li>Invite parents to attend school masses</li> <li>Parents to be part of the sacramental programme preparation</li> <li>Year 7 and 8 parents/ grandparents mass held</li> <li>Promote Special Character in school newsletters and website</li> </ul>	DRS/ Catholic Character committee	Biennially  Ongoing  Term2 ongoing	
1.3.4 There is a strong DLS presence at Catholic events	<ul style="list-style-type: none"> <li>Promote Auckland Catholic Schools Dedication Mass to staff</li> <li>Student leaders to attend Auckland Catholic Schools Leadership Mass and Catholic Prefect Meetings</li> </ul>	DRS	Term 1 Term 2	

	<ul style="list-style-type: none"> <li>• Staff and student leaders to attend Catholic school events during the year</li> <li>• Participation in the annual Pompallier Shield competition</li> <li>• Strengthen links with Catholic Tertiary Chaplaincy to assist boys in their transition to tertiary study</li> </ul>	RE staff	Term 2 Term 3	
1.3.5 There is active participation in the international Lasallian community	<ul style="list-style-type: none"> <li>• Attend NZ / Australian Lasallian Student Leaders Courses</li> <li>• Principal and Lasallian Facilitator to attend Lasallian Leaders Conference in Australia</li> <li>• Participation in Lasallian Youth events</li> <li>• Student academic exchange to La Salle College, Hong Kong</li> <li>• Biennial trip to Philippines</li> <li>• Welcoming to other international Lasallian schools</li> <li>• Raise funds for the Lasallian foundation</li> <li>• Participate in Lasallian Twinning Programme e.g. PNG</li> <li>• Staff members to Attend Buttimer Institute of Studies in the USA</li> </ul>	Lasallian Facilitator	Triennial Term 1 Biennial  Term 2	
1.3.6 There are close links between the NZ Lasallian schools	<ul style="list-style-type: none"> <li>• Staff / students attend JPC and FDMC Founders Day Masses</li> <li>• Staff/ students participate in Camp LaSalle</li> <li>• One LaSalle publication – 3 times per year</li> <li>• Active participation in NZ Mission Action Committee</li> </ul>	Lasallian Facilitator	ongoing	

**Goal 1.4:** To provide opportunities for Catholic and Lasallian formation for staff and boys

Indicator	Action	Who	When	Reporting
1.4.1 All staff at DLS college to have appropriate level of Certification	<ul style="list-style-type: none"> <li>Tagged staff identified</li> <li>New Staff attend Heritage Programme</li> <li>New staff attend Teachers New to Catholic Schools Day</li> <li>All staff participate in Special Character PD annually</li> <li>DLS staff certification records at Catholic Office updated annually</li> </ul>	DRS Lasallian Facilitator/ DRS/ PD coordinator	Term 1 Term 1 Term 2	
1.4.2 All RE staff have attained or are working towards classroom level certification	<ul style="list-style-type: none"> <li>PD opportunities to be provided through the RE faculty</li> <li>Shared PD opportunities with local Catholic Schools with RE Advisor</li> <li>RE staff attend outside courses offered with the Auckland Diocese and through NZQA</li> </ul>	DRS  DRS/ PD coordinator	Ongoing	
1.4.3 Catholic/Lasallian professional development opportunities are provided for staff	<ul style="list-style-type: none"> <li>Promote Lasallian Partners meetings twice per term</li> <li>All staff attend Staff Spirituality Day – (biennial Lasallian focus)</li> <li>Promote NZ Lasallian Partners meeting in Hamilton</li> <li>Promotion of John Baptiste DLS's work through daily quotes</li> <li>Key staff selected to participate in three year Buttimer programme.</li> <li>Staff selected from across faculty areas each year to attend 4-day Understanding sexuality programme</li> </ul>	Lasallian Facilitator  Lasallian Facilitator  DRS/ PD coordinator	Ongoing Term 2 Term 3 Ongoing  annual	

**Goal 1.5:** To strengthen the culture of reflection and internal prayer amongst boys and staff.

Indicator	Action	Who	When	Reporting
1.5.1 There are school wide prayer initiatives	<ul style="list-style-type: none"> <li>Resources provided for homeroom prayer</li> <li>Homeroom Special Character Reps appointed</li> <li>Year 7-10 Religious Education programmes to include prayer units</li> <li>Angelus to be prayed daily at midday across the school</li> <li>Promote the praying of the Rosary</li> <li>Promote the stations of the cross</li> <li>Promote adoration of the Blessed Sacrament</li> </ul>	DRS/ Catholic Character Committee RE staff	Term 1 ongoing	
1.5.2 There is an effective retreat programme at all levels	<ul style="list-style-type: none"> <li>A strategic plan for retreats at every level to be completed</li> <li>Group of Lasallian ex-students (Uni LaSalle) is trained and supported to run Year 7-10 retreats</li> <li>A retreat committee formed to coordinate the planning of retreats year 7-13</li> <li>A new senior retreat for year 12/13 students developed to offer in-depth personal reflection and faith formation</li> </ul>	DRS/ Catholic Character Committee	Term 1 ongoing	
1.5.3 There is an annual staff Spirituality Day	<ul style="list-style-type: none"> <li>Plan and run an effective staff spirituality day each year</li> <li>Gain staff feedback about the day to influence future planning</li> </ul>	DRS/ Catholic Character Committee	Term 2	

## 2. Staff Effectiveness

- 2.1 To provide effective teacher professional learning and development in order to ensure quality teaching
- 2.2 To develop teachers who enquire into their practice in order to improve student achievement
- 2.3 To reflect the principles of the Treaty of Waitangi in the development of staff effectiveness.
- 2.4 To build the capacity for leadership amongst staff
- 2.5 To strengthen the co-curricular engagement of staff in the College community.

**Goal 2.1:** To provide effective teacher professional learning and development in order to ensure quality

Indicator	Action	Who	When	Reporting
There is an effective appraisal system which reflects the Certified Teacher Criteria and the Lasallian charism.	<ul style="list-style-type: none"> <li>Appraisal focus 3 times a year for each staff member</li> <li>Each staff member participates in an appropriate PLG which meets fortnightly</li> <li>Outside providers to support pedagogical development of PCTs and specifically identified staff</li> <li>Appraisal includes effective programme evaluations and assessment data</li> <li>Each teacher collects appropriate learning data, student voice, evidence of planning and of reflection on their teaching practise</li> <li>All teachers record evidence</li> <li>Conduct a review of the appraisal system to better link Lasallian teacher virtues to the process.</li> </ul>	ENG DOY  DOY  ENG  ENG/DOY  ENG/DOY ENG FOU	2017	
Appraisers are able to articulate the main principles of excellent teaching and Lasallian pedagogy	<ul style="list-style-type: none"> <li>Appraisers will receive training in Appraisal</li> <li>Each teacher will have an 'appraisal buddy' who will assist them with reflecting on their teaching practise</li> </ul>	ENG DOY		
Teachers can experience Lasallian pedagogy in an international context	<ul style="list-style-type: none"> <li>Members of staff continue to attend the Buttimer Lasallian Formation programme</li> <li>One or two teachers to be involved in teacher exchange programme with PNG</li> <li>The model of the Lasallian Teacher Virtues is promoted</li> <li>All new staff to attend the Lasallian Heritage programme</li> </ul>	ENG RAU  RAU  RAU RAU RAU		

	<ul style="list-style-type: none"> <li>Regular Staff PD on Lasallian Themes at Staff Meetings</li> <li>Publication of 'One LaSalle', Staff PD Newsletter every Term</li> <li>Staff Spirituality Day at times to include presenters from the wider Lasallian network.</li> </ul>	RAU		
Community of Learning structure is integrated into teacher development	<ul style="list-style-type: none"> <li>Develop a teaching and learning advisory panel that will oversee curriculum and pedagogy practices within the school to ensure they align with the principles of the teaching and learning described by the Community of Learning</li> <li>Professional learning provided to help teachers understand students' achievement and progress in literacy and mathematics at Years 7 - 10</li> <li>Cross school facilitators to meet monthly with the Lead Principal and other CSFs</li> <li>6 In-school Facilitators (ISFs) to be appointed to focus on an enquiry-based approach to learning with all DLS staff.</li> </ul>	DOY HGA		

**Goal 2.2:** To develop teachers who enquire into their practice in order to improve student achievement

Indicator	Action	Who	When	Reporting
There are accelerated achievement outcomes across a range of classrooms and subject areas for our most at risk learners.	<ul style="list-style-type: none"> <li>Complete at least 2 teacher observation and feedback sessions for each classroom teacher</li> <li>At-risk learners identified by the end of Term 1 each year and</li> <li>At Risk Learners intervention programmes commenced.</li> <li>Priority learners identified</li> <li>Intervention programmes for Priority Learners commenced</li> </ul>	DOY HOFS		

**Goal 2.3:** To reflect the principles of the Treaty of Waitangi in the development of staff effectiveness.

Indicator	Action	Who	When	Reporting
Develop the pedagogy of teachers to respond effectively to the learning needs of our Maori and Pasifika students.	<ul style="list-style-type: none"> <li>School wide standardized PD on NCEA including numeracy/literacy requirements L1/2</li> <li>Use Ka Hikitia, Te Kotahitanga and Pacifica plan in PLD programme.</li> </ul>	DOY		
Staff are familiar with TiKanga Maori	<ul style="list-style-type: none"> <li>Staff supported to take Te Reo courses</li> <li>Staff part of visits to Marae</li> <li>All staff participate in Powhiri for start of year and welcoming of new students and staff</li> </ul>	ENG CAR		



**Goal 2.4:** To develop staff capability in leadership

Indicator	Action	Who	When	Reporting
Staff have ownership in decisions about the school's future direction.	<ul style="list-style-type: none"> <li>• Member of middle management on SLT for at least a term at a time</li> <li>• Curriculum committee and deans meet fortnightly and have input into strategic planning</li> <li>• Timetable committee open to all staff</li> <li>• Presentations by a range of staff regularly at Whole Staff Meetings</li> <li>• Leadership of PLGs shared across all teachers to build a professional learning community.</li> </ul>	ENG  DOY JSI ENG DOY		
A range of staff have experience of positions of responsibility	<ul style="list-style-type: none"> <li>• Assistant Dean positions are indicated for every year level</li> <li>• A NZQA Principals Nominee Appointee is appointed to assist the Assistant Principal Curriculum</li> <li>• Staff with responsibility for academies, and transition programmes report to SLT</li> </ul>	HGA HGA DOY  ENG		
Staff have an understanding of best practice in other schools	<ul style="list-style-type: none"> <li>• PLD Plan developed to match strategic plan</li> <li>• Targeted staff supported to visit other schools as part of PLD.</li> <li>• Targeted staff supported to attend subject association meetings</li> <li>• HOFs will join AIMHI subject cluster groups</li> <li>• A minimum of 4 staff supported to attend national education conferences annually</li> </ul>	DOY		

**Goal 2.5:** To strengthen the co-curricular engagement of staff in the College community.

Indicator	Action	Who	When	Reporting
All staff involved in a co-curricular activity	<ul style="list-style-type: none"> <li>• Necessary co-curricular commitment signalled when new staff appointed.</li> <li>• PTFA will have at least one staff member attached to it.</li> <li>• Service Programme and PTFA representation part of Co-curricular activities.</li> <li>• All sports teams have a staff member assigned to them.</li> <li>• An annual teacher service award is instituted</li> <li>• Co-curricular activity is referred to specifically in appraisal</li> </ul>	HGA  ENG  ANA HGA ENG		

### 3. Learning

- 3.1. To exceed local and national achievement benchmarks in NCEA and National Standards
- 3.2 To provide curriculum pathways that allow all boys to achieve personal excellence
- 3.3 To develop all boys to become more self-managing and independent learners
- 3.4 To provide an inclusive curriculum reflects the pastoral care needs of boys

#### Goal 3.1: To exceed local and national achievement benchmarks in NCEA and National Standards

Indicator	Action	Who	When	Reporting
In our community of learning there are 1223 Boys in Year 1 to 8. At De La Salle College currently 110 (48%) are At or Above the National Standard in Writing. By 2018 this will increase to 147 (70%), a shift of 37 students.	<ul style="list-style-type: none"> <li>Report to Boards of Trustees on the implementation process of the Community of Learners and the ongoing progress towards Indicators</li> <li>Gather beginning and end of year data for all Year 7 – 10 students using at least two assessment tools: Progressive Aptitude Tests, STAR, Writing Samples and the English Language Progressions, e-AsTTle</li> <li>Complete e-AsTTle Writing Professional Learning and Development with all Year 7 – 10 English teachers</li> <li>Appoint Data Dean to support Community of Learning [COL]</li> <li>Monthly monitoring meetings held to discuss progress of Indicator students</li> <li>Use of varied instruction methods to meet diverse student needs.</li> </ul>	COL Across School Facilitator	Ongoing  2017 - 19  2017  2017 Ongoing	
In our community of learning there are 116 Maori students in Y1 to 8. At De La Salle College currently 29 (41%) are AT or Above the National Standard in Writing. By 2018 this will increase to 59 (85%), a shift of 30 students.	<ul style="list-style-type: none"> <li>Use a range of online tools to support students to publish and share their own writing with parents/whanau, encouraging them to share their cultural uniqueness.</li> <li>Provide regular hui to enable parents/whanau to share their ideas and opinions.</li> <li>Report to Boards of Trustees on the implementation process of the Community of Learners and the ongoing progress towards Indicators.</li> <li>Identify the learning needs of our Maori and Pasifika priority students and appropriate pathways for their success.</li> <li>Monthly monitoring meetings held to discuss progress of Indicator students</li> </ul>	COL Across School Facilitator	Ongoing  2017 - 19  Ongoing  2017  Ongoing	

In our community of learning there are 1488 Pasifika Year 1 to 8 students. At De La Salle College currently 94 (50%) are At or Above the National Standard in Writing. By 2018 this will increase to 113 (70%), a shift of 19 students.	<ul style="list-style-type: none"> <li>• Use a range of online tools to support students to publish and share their own writing with parents/whanau, encouraging them to share their cultural uniqueness.</li> <li>• Provide regular Fono to enable parents/whanau to share their ideas and opinions.</li> <li>• Report to Boards of Trustees on the implementation process of the Community of Learners and the ongoing progress towards Indicators.</li> <li>• Identify the learning needs of our Pasifika priority students and appropriate pathways for their success.</li> <li>• Monthly monitoring meetings held to discuss progress of Indicator students</li> </ul>	COL Across School Facilitator		
In our community of learning there are 2460 Year 1 to 8 students. At De La Salle College currently 131 (58%) are At or Above the National Standard in Mathematics. By 2018 this will increase to (75%), a shift of 40 students.	<ul style="list-style-type: none"> <li>• Report to Boards of Trustees on the implementation process of the Community of Learners and the ongoing progress towards Indicators.</li> <li>• Gather beginning and end of year data for all students using at least two assessment tools: Progressive Aptitude Tests, e- AsTTle and GLoSS</li> </ul>	COL Across School Facilitator		
In our community of learning there are 172 (2015) students who sat NCEA Level 1. Currently 138 (79%) achieved NCEA Level 1. By 2018 this will increase to 154 (90%), a shift of 15 students.	<ul style="list-style-type: none"> <li>• Report to Boards of Trustees on the implementation process of the Community of Learners and the ongoing progress towards Indicators.</li> <li>• Complete e-AsTTle Writing Professional Learning with all Year 7 – 10 teachers</li> </ul>	COL Across School Facilitator		
In our community of learning there are 110 (2015) students who were eligible for University Entrance. Currently 51 (46%) achieved UE. By 2018 this will increase to 72 (60%), a shift of 21 students.	<ul style="list-style-type: none"> <li>• Report to Boards of Trustees on the implementation process of the Community of Learners and the ongoing progress towards Indicators.</li> </ul>	COL Across School Facilitator		
In our community of learning there are 7 (2015) Maori students who were eligible for University Entrance. Currently 1 achieved UE. By 2018 this will increase to 6, a shift of 5 students.	<ul style="list-style-type: none"> <li>• Report to Boards of Trustees on the implementation process of the Community of Learners and the ongoing progress towards Indicators.</li> <li>•</li> </ul>	COL Across School Facilitator		

**Goal 3.2:** To provide curriculum pathways that allow all boys to achieve personal excellence

Indicator	Action	Who	When	Reporting
3.2.1 All students have opportunities for participation in music, culture and the creative arts	<ul style="list-style-type: none"> <li>• Hold 2 events in the visual arts and music</li> <li>• Hold a school production in the alternate year to Polyfest</li> <li>• Participate in Polyfest biennially</li> <li>• Celebrate language weeks at college assemblies, staff briefings</li> <li>• Include appropriate cultural contexts at school liturgies, assemblies and events.</li> <li>• Appropriate music will be performed in school liturgies, assemblies and events</li> <li>• Establishment of a junior and senior choir and jazz band</li> <li>• Itinerant music lessons are available to all boys</li> </ul>	HoF ARTS HoF ARTS ENG ENG HGA HoF ARTS HoF ARTS HoF ARTS		
3.2.2 All students have access to innovative and responsive teaching and learning that meets student needs and the changing nature of society	<ul style="list-style-type: none"> <li>• Design plan that focuses on and support students' linguistic backgrounds with a view to improving student literacy and achievement in all classes</li> <li>• Implement school wide plan for support of students from diverse linguistic backgrounds with a view to improving student literacy and achievement in all classes</li> <li>• Provision of ESOL Foundation class at Year 11 – 13</li> <li>• Review De La Salle curriculum plan so as to provide appropriate student pathways. (Health Science, ICT, Sports class, Construction Gateway, Trades, Industry Providers</li> <li>• Develop a roadmap for integrated curriculum delivery, inquiry learning and the key competencies in De La Salle College teaching and learning programmes</li> <li>• Implement integrated curriculum delivery, inquiry learning and the key competencies in De La Salle College teaching and learning programmes</li> <li>• Identify high performance students in Years 9 and 10 and develop a program to challenge and extend them and to increase high end achievement such as scholarship</li> <li>• Create pathways and programs for students not intending to pursue university studies, and develop associations with other institutions to help facilitate these programs</li> </ul>	HoF LANG/ESOL HoF LANG/ESOL DOY DOY DOY Year 9 and 10 Dean		

De La Salle College leverages digital technologies to support all boys to become confident, capable and responsible users of ICT	<ul style="list-style-type: none"> <li>• Develop Microsoft365 sites and class pages to accelerate access to knowledge beyond the classroom and cultivate student driven deep learning</li> <li>• Provide access to a range of online tools and applications to foster 24/7 interaction in safe and trusting environments where students take responsibility for their learning.</li> <li>• Progress the BYOD strategy by investigating and establishing a recommended preferred device along with strategies that support and also give consideration to issues of equity.</li> <li>• Implement BYOD programme with a trial year level by 2018</li> <li>• Carry out a minimum of one Computers in Homes programmes each year</li> <li>• Resource digitally-based strategies for recording, analysing and evaluating assessment data including NCEA data for NZQA</li> </ul>	JSI    JSI DOY DOY	2017  2017  2017  2018 Ongoing  2018	
All students will experience a successful transition to training, employment or tertiary education.	<ul style="list-style-type: none"> <li>• Extension of Careers Benchmarks at Year 7 and 8 by all classroom teachers</li> <li>• Ensure all students in Year 11 and above have a clear transition plan in place for when they De La Salle College which includes the student's aspirations, goals and actions required to enter into tertiary study and/or employment.</li> <li>• Review current Gateway and STAR provision</li> <li>• Every Year 12 student has a personal interview with Homeroom teacher and the College career staff in order to plan their pathway</li> </ul>	Year 7/8 Dean FAN  Year 11 Dean FAN  ENG Year 12 Dean FAN	2017  2018    2017	
All students with Special Needs are catered for.	<ul style="list-style-type: none"> <li>• Special needs – Review the resourcing of our special needs programs/processes on an annual basis to ensure priorities, expectations and needs are being met</li> </ul>			

**Goal 3.3:** To develop all boys to become more self-managing and independent learners

Indicator	Action	Who	When	Reporting
Every teacher is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential; particularly in Years 7 - 10	<ul style="list-style-type: none"> <li>• Senior leaders ensure that approach to assessment for learning is part of a manageable and school-wide system of assessment.</li> <li>• Development a common language of assessment for De La Salle College</li> <li>• Set improvement goals and Indicators for Years 9 and 10 students in literacy and mathematics</li> <li>• Development of assessments that provide feedback to students and, offer next steps for learning including day-to-day assessment, periodic review and transition point reporting for each class in faculties.</li> <li>• Systems introduced to monitor and evaluate the impact of developing assessment practice on teaching and learning, motivation, behaviour and pupil progress</li> <li>• Train an assessment specialist, specifically in Reading Writing and Mathematics within the levels of the New Zealand Curriculum</li> <li>• Develop assessment rubrics using the Solo Taxonomy Model for a common language for professional conversations across the school for day-to-day assessment.</li> <li>• Review reporting to parents as part of periodic review</li> <li>• Review and Implement transition point reporting to BoT and parents.</li> </ul>	DOY  DOY COL Across School Facilitator HoFs  DOY  COL  DOY  DOY  DOY		
Every student knows how they are doing, and understands what they need to do to improve and how to get there and they get the support they need to be motivated, independent learners	<ul style="list-style-type: none"> <li>• Complete Students design, assess and monitor their own learning</li> <li>• Development and trial of alternative methods of assessment in each Year 7 - 10.</li> <li>• Development and trial of alternative methods of assessment in each NZQA domain/subject.</li> </ul>	DOY  HoFs  PN		
Student leadership is promoted as an outcome for all students	<ul style="list-style-type: none"> <li>• Leadership committee of staff meet regularly to plan and develop leadership structure and matrix across the school</li> </ul>	FOU  FOU PED		

	<ul style="list-style-type: none"> <li>• Student prefect structure developed with clear job descriptions and responsibilities</li> <li>• Regular meetings of the Student council and prefect body held</li> <li>• Develop peer mentoring and tuakana-teina relationships between Year 7 and 8 buddy classes and Year 12 and 13 student role models</li> <li>• Develop inter house competition and expand role of house captains</li> <li>• Opportunities for leadership in Special Character promoted</li> <li>• Provide Service opportunities for all students</li> </ul>	PED ANA ENG		
Learning Partnerships are cultivated between and among students, teachers, families and the wider environment	<ul style="list-style-type: none"> <li>• Provide opportunities for effective communication within and between the school and its community to ensure access to good information with relevance and timeliness.</li> <li>• Ensure that parents, students and staff receive a minimum of monthly information which enables a thorough understanding of the breadth of opportunities at De La Salle College</li> <li>• Celebrations of student achievement by a minimum of 4 quality events.</li> <li>• Review Academic Counselling/Mentoring programme</li> <li>• Implement an enhanced academic monitoring and reporting system.</li> <li>• Establish Year 9 and 10 assessments and reporting guidelines that are consistently applied across all Faculties.</li> </ul>	SLT CHA  DOY HUR		

**Goal 3.4:** To provide an inclusive curriculum which reflects the pastoral care needs of boys

Indicator	Action	Who	When	Reporting
The curriculum in Years 9 and 10 is responsive to student needs	<ul style="list-style-type: none"> <li>• Trial an integrated studies model in Year 9 and 10</li> <li>• Complete Faculty audits <ul style="list-style-type: none"> <li>○ English, Languages and ESOL, Technology</li> <li>○ Mathematics, Social Studies and Business Studies</li> <li>○ Science, PE &amp; Health, The Arts, RE</li> </ul> </li> </ul>	DOY DOY	2017  2017 2018 2019	
Identify the learning needs of our Maori and Pasifika priority students and appropriate pathways for their success.	<ul style="list-style-type: none"> <li>• Review curriculum principles review to ensure we are offering programmes that are both innovative and engaging</li> </ul>	SLT	2017	

## 4. Pastoral Care

- 4.1 To enhance the pastoral care of boys and staff in order to support their wellbeing.
- 4.2 Pastoral care is the responsibility of every staff member in the school.
- 4.3 To increase the participation of boys in the co-curricular life of the college
- 4.4 To have effective transition in and out of the College for boys
- 4.5 To ensure that parents and families are engaged with all aspects of their sons' education

**Goal 4.1:** To enhance the pastoral care of boys in order to support their health and wellbeing.

Indicator	Action	Who	When	Reporting
4.1.1 The College delivers a high quality support network (careers, guidance, attendance, pastoral care, health centre) that enhances the health and wellbeing of students.	<ul style="list-style-type: none"> <li>Collect and use baseline data from a number of sources to pre-empt student trends and to evaluate student wellbeing</li> <li>Create a Pastoral Care Team handbook that clearly lays out the goals, and expectations of all staff members (refer to ERO documentation)</li> <li>Implement the Cool Schools peer mediation programme for the year 8 students and then develop this as the students move through the school</li> </ul>	AP Pastoral  AP Pastoral  AP Pastoral Dean year 8 Counsellor	Term 1	
4.2.2 The college will be a place of positive, caring relationships with others especially when conflict arises over differences.	<ul style="list-style-type: none"> <li>To implement a mental wellbeing programme into year 7 which will develop young men with skills of healthy thinking, positive attitudes and responsible decision-making. This will be done by using a Therapeutic Storytelling Intervention (TSI)</li> </ul>	AP Pastoral Counsellor Y7 Staff		
4.2.3 Students and staff demonstrate positive interpersonal relationships, (demonstrating a culture of care, community and character) throughout the school	<ul style="list-style-type: none"> <li>Implement a school bullying prevention and response policy and develop a restorative response programme to reduce incidents of bullying</li> <li>Develop programmes that promote social and emotional wellbeing and encourages mentally healthy students so that the boys will have the skills to articulate and manage emotional issues.</li> </ul>	AP Pastoral Counsellor  AP Pastoral Counsellor Student Service Team		
4.4.4 Students participate and learn in caring, collaborative, inclusive learning communities	<ul style="list-style-type: none"> <li>Implement the Inclusive Practices tool as a lens on inclusiveness in our school community (staff, students, parents) and use this as a starting point for how to best promote better inclusive practices at DLS</li> </ul>	AP Pastoral/SENCO		



	<ul style="list-style-type: none"> <li>Homeroom-mentoring programme will include the promotion of well-being, e.g. digital citizenship, promoting an anti-bullying culture, academic mentoring and ensuring that effective communication identifies any students of concern</li> </ul>	Homeroom staff Academic Counsellor Coordinator		
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**Goal 4.2:** Pastoral care is the responsibility of every staff member in the school.

Indicator	Action	Who	When	Reporting
4.2.1The Academic Counselling programme supports student goal setting and builds the ability in students to reflect on their learning and develop plans for self-improvement.	<ul style="list-style-type: none"> <li>Enhance the annual plan for the 2017 Academic Counselling programme according to the feedback received</li> <li>Implement Professional development opportunities to build staff ability to deliver Academic Counselling</li> <li>Academic data is collated for all students to inform the counselling process</li> <li>Create opportunities for students to reflect on academic data with the leadership of homeroom teachers</li> <li>Improve the promotion of goal log for students to regularly reflect on their learning</li> <li>Academic Counselling goals are thoroughly stored in KAMAR by homeroom teachers</li> <li>Interviews are conducted online in office 365 and student profile is developed</li> <li>Pastoral Care members to support students with goal setting</li> <li>Build the partnership with Strive and continue the implementation of the Youth Service programme for at risk students</li> </ul>	AP Curriculum Pastoral Academic Counselling Coordinator Homeroom Staff  Homeroom Staff Homeroom Staff A.P Curriculum Social Workers		
4.2.2There is uniformity of expectations and consequences for behaviour in the College resulting in great men of the community	<ul style="list-style-type: none"> <li>Planning towards implementation of PB4L restorative practices in 2018</li> <li>Key staff members will have trained to lead restorative practices that reflect a holistic view of each student and enhances wellbeing and learning.</li> </ul>	AP Pastoral Care  Counsellor		

**Goal 4.3:** To increase the participation of boys in the co-curricular life of the College

Indicator	Action	Who	When	Reporting
There is an increase in the number of students involved in co-curricular activities	<ul style="list-style-type: none"> <li>Promote parent involvement in College extra-curricular</li> <li>Identify other sport and co-curricular activities that will enhance student participation</li> <li>Expansion of Senior Students Portfolio programme for greater Leadership opportunities</li> <li>Increasing the number of year 13 students in the MATES programme to support them with their self-management skills</li> </ul>	<p>Sports Coordinator</p> <p>AP Pastoral Care</p>		

**Goal 4.4:** To have effective transition in and out of the College for boys

Indicator	Action	Who	When	Reporting
4.4.1 Enrolments increase, and include boys across the economic and academic range	<ul style="list-style-type: none"> <li>Develop and implement a strategy that will attract high performing students.</li> <li>Develop new strategies to strengthen relationships with feeder schools to raise our profile.</li> <li>Develop scholarships for boys with a range of abilities in music, sport and cultural activities.</li> <li>Establish relationships with some State primary schools</li> <li>Organise parish visits by the Principal, SLT members and students, both individually and in groups.</li> <li>Have specific student groups attend parish masses and events</li> </ul>	SLT  Principal  SLT Principal  SLT		
Boys are supported by relationships with providers that have begun while they are at school	<ul style="list-style-type: none"> <li>Science Academy is expanded into Year 12</li> <li>Partnerships are formed with Transition providers, especially with regard to Academies and Transition in Years 11-13.</li> </ul>	RAU Careers		
The boys are aware of and exhibit a good grasp of the Key Competencies	<ul style="list-style-type: none"> <li>Key Competency goals used in Academic Counselling</li> <li>Key Competencies reported on</li> <li>Investigation of what other schools are doing effectively with boys in area of key competencies.</li> <li>Camps and similar co-curricular activities are maintained in order to develop Key Competencies outside the classroom.</li> </ul>	AP/DP  SLT  Deans/SLT		
Destination data is credible and is used to inform strategic decision-making	<ul style="list-style-type: none"> <li>Destination data from Transition department is disseminated to all staff.</li> </ul>			

	<ul style="list-style-type: none"> <li>Destination data used by HOFs, Director of Curriculum to decide on curriculum structure</li> </ul>			
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**Goal 4.5:** To provide opportunities for parents and families to engage with all aspects of their sons' education

Indicator	Action	Who	When	Reporting
The home-school partnerships meets the learning needs of our culturally diverse community	<ul style="list-style-type: none"> <li>Investigate and develop strategies to strengthen relationships with stakeholders especially parents, whanau and the community. Hold one Whanau – College meeting every term</li> <li>Prepare an external communications policy and strategy that will ensure all stakeholders have easy access to current and timely school information and systems with regular updates on school news and happenings, including a regularly updated calendar of school events.</li> <li>Investigate and implement a school and community wide digital environment to support communication e.g. Phone based App, digital signage</li> <li>Partnership meeting based on current trends to support parents at all year levels</li> </ul>	AP Pastoral Care  Deans  Homeroom Staff  DP  AP Curriculum		

**Goal 4.6** To recognise and give active expression to Te Tiriti o Waitangi – the Treaty of Waitangi.

Indicator	Action	Who	When	Reporting
4.6.1 Kapa haka will be supported and encouraged at De La Salle College.	<ul style="list-style-type: none"> <li>• A College kapa haka group will be formed and perform at College and other events during the year</li> <li>• A kapa haka tutor will be designated by the College</li> <li>• The kapa haka students and tutor will teach the College haka to be used on community events and in a separate haka school competition.</li> <li>• The kapa haka will participate in the ASB Maori Festival each alternate year.</li> <li>• Each College House group will learn the De La Salle College haka and perform it as part of House activities.</li> </ul>			
4.6.2 All boys at De La Salle College will be given the opportunity to learn Te Reo and Maori Culture.	<ul style="list-style-type: none"> <li>• A Te Reo teacher will teach Te Reo to year 7,8 (compulsory) and 9 and Year 10,11,12, and 13 (as option)</li> <li>• A College haka will be performed as a school on at least two occasions per year.</li> <li>• Maori name plates will be given to all new buildings at De La Salle College.</li> <li>• Encouragement and support will be given at every level for Te Reo to be used in everyday school life.</li> <li>• Boys at Year 7, 8, 9, and other student groups will be introduced to Marae protocols and local Marae.</li> <li>• Daily notices will contain Te Reo.</li> <li>• All classes in Year 7 and 8 will make a visit to a local Marae to familiarise themselves in culture and Marae protocol.</li> </ul>			
4.6.3 The boys at De La Salle College will actively form linkages with other groups / agencies which promote Te Reo.	<ul style="list-style-type: none"> <li>• A Whanau Dean will continue to be appointed to foster and strengthen TiKanga at De La Salle</li> <li>• A parental group will be actively encouraged to establish effective links with the College staff – Whanau group.</li> <li>• Link to tertiary institutions through KATTI, NIU and other programmes will be maintained</li> <li>• Implementation of the Rangatahi Futures at years 9 and 10</li> </ul>			

	<ul style="list-style-type: none"> <li>• There will be linkages with local Marae to enable Maori students to strengthen their connection to their tradition and community.</li> <li>• A camp will be organised once a year and whanau invited to be part of this experience.</li> </ul>			
4.6.4 There is an effective Maori student group which meets regularly	<ul style="list-style-type: none"> <li>• Whanau Deans meeting to occur weekly during Homeroom time</li> <li>• Time allocation for one on one meetings/goal setting/pastoral care/scheduled timetabled during homeroom and extended homeroom time</li> <li>• A space for Māori to meet/feel safe/sense of belonging</li> </ul>			
4.6.5 There is increased awareness, appreciation and understanding of TiKanga through modelling by staff and student leaders	<ul style="list-style-type: none"> <li>• Powhiri are held in accord with TiKanga.</li> <li>• School wide involvement in Te wiki o Te Reo Māori</li> <li>• Make the whare a sacred place</li> <li>• Waiata are part of school singing programme</li> </ul>			
4.6.6 There is a positive relationship with local iwi	<ul style="list-style-type: none"> <li>• There is sufficient resource provided for koha</li> <li>• Members of the SLT visit to turangawaewae of our Kaumatua</li> <li>• Kaumatua are informed of calendar of events</li> <li>• Local Kaumatua are present at significant College events. Opening Powhiri, De La Salle Day and Prizegiving.</li> </ul>			

## 5. Property, Personnel & Financial Resources

- 5.1. To provide physical facilities of a high standard to support the curriculum objectives and priorities of an innovative learning environment
- 5.2. To provide the ICT Infrastructure to meet the current and emerging e-Learning and e-Administrative needs of the college
- 5.3 To recruit, develop, recognise and retain quality staff.
- 5.4 To provide sufficient financial resources to support the development of the college
- 5.5 To ensure that the College operates in accordance with all current Health and Safety legislation

### Goal 5.1 To provide physical facilities of a high standard to support the curriculum objectives and priorities of an innovative learning environment

Indicator	Action	Who	When	Reporting
The library will be a centre of innovative learning	<ul style="list-style-type: none"> <li>A review is carried out to determine the best way that the library can support student achievement.</li> </ul>	Librarian	2017	
There is a 10 year development plan for the College	<ul style="list-style-type: none"> <li>SLT in collaboration with the BOT creates a 10-year development plan that fits with diocesan planning priorities.</li> </ul>			
There are sufficient facilities to teach a range of curriculum options in the school	<ul style="list-style-type: none"> <li>SLT investigates the options in technology and in academy formation for senior student pathways.</li> </ul>			
The school is working towards sustainable practises	<ul style="list-style-type: none"> <li>Work towards De La Salle College becoming a Silver EnviroSchool</li> </ul>			

### Goal 5.2 To provide the ICT Infrastructure to meet the current and emerging e-Learning and e-Administrative needs of the College

Target	Action	Who	When	Reporting
The College is equipped with the ICT infrastructure needed to take full advantage of e-Learning and e-Administrative needs.	<ul style="list-style-type: none"> <li>Provide qualified and competent Technical staff to install, maintain and support the School's ICT infrastructure</li> <li>Replace all out of Warranty File Servers, Backup and Data Security Hardware and associated Software.</li> <li>Replace Uninterrupted Power Supply (UPS) devices for the Servers, and Backup Hardware to guard against power surges and spikes while continuing to offer additional backup in power outages.</li> </ul>	ICT Committee	On-going	
			Jan 2017	
			Jan 2017	
			Jan 2017	

	<ul style="list-style-type: none"> <li>• Install ventilation and / or air conditioning unit for the Storage Area Network (SAN).</li> <li>• Install Digital Student Signage system around the College</li> <li>• Install data Archiving facility for the College.</li> <li>• Install 6 additional Ruckus access points to ensure reliability of wireless coverage and capacity to support expected growth in School owned and BYOD</li> <li>• Replace ICT devices for Administrative staff, Teachers and students when due for renewal.</li> <li>• Audit and replace School's telephone system to a modern cost effective solution.</li> <li>• Audit and replace the Audio Visual System in the MPC</li> <li>• Install a School Announcement System (PA) in all classrooms and Admin areas</li> <li>• Audit and replace Network Printers</li> <li>• Audit and replace Classroom Data Projectors / Interactive Displays</li> <li>• Audit and replace Network switches and Uninterrupted Power Supplies (UPS).</li> </ul>		2017 -2018 2017 - 2018 2017 - 2018  2017 -2019  2017 -2018  2017 -2018  2017-2018  2018 2019  2019	
Provide access to quality software resources	<ul style="list-style-type: none"> <li>• Update Virtual server software regularly as revisions become available.</li> <li>• Develop and deploy Microsoft Windows 10 Operating System for all ICT devices on the Network</li> <li>• Renew Software licences for KAMAR, IES, Staff Relief, Anti-Spam, Creative Cloud and NZ Copyright</li> <li>• Move all staff mail up to Office 365</li> <li>• All students given access to download Microsoft Office Applications on their home devices.</li> </ul>	ICT Committee	On-going  2017  Annually  2017  Ongoing	
Provide safe, secure online learning environments	<ul style="list-style-type: none"> <li>• Install and upgrade Firewalls, Content Filtering and User Monitoring Systems</li> <li>• All users aware of Digital Citizenship and Responsibility.</li> <li>• ICT and Cyber Safety Policies are signed by Students, Parents and Staff</li> </ul>	ICT / SLT  HOFs  ICT		

Prepare and implement Bring Your Own Device ( <b>BYOD</b> ) or 1:1 devices owned by either students or School to improve teaching and learning.	<ul style="list-style-type: none"> <li>Plan for BYOD Implementation</li> <li>BYOD Plan approved by the Board of Trustees</li> <li>BYOD plan is communicated clearly to Parents, Students and teachers as part of the School's vision for learning.</li> <li>Procedures and Policies for BYOD are made known to Parents, students and Teachers</li> <li>Extra Technical Support time is allowed for.</li> <li>Deploy Mobile Device Management solution.</li> <li>Deploy Unified Threat Management (UTM) firewall system that allows full management of School's Computer System and provides full protection of the BYOD Network – Virus Scanning, URL Filtering, Application Blocking and Firewalling and User Monitoring.</li> <li>Trial BYOD where devices are brought into school and systems are trialled with particular Faculties / Year Levels</li> <li>Allow time for staff and students to feedback potential problems as they occur</li> <li>Review / Extend BYOD to other Faculties / Year Levels</li> </ul>	e-Learning Group/ HOFs/SLT Principal / BOT SLT/ HOFs  SLT/ HOFs  ICT ICT ICT   ICT / HOFs  ICT/ HOFs	Terms 1 & 2 Term 3 2017 Term 3 2017  From 2017  Jan 2018 Jan 2018 Jan 2018   From 2018  On-going  From 2019	
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**Goal 5.3 To recruit, develop, recognise and retain quality staff.**

Indicator	Action	Who	When	Reporting
All positions are fully staffed at the beginning of the teaching year.	<ul style="list-style-type: none"> <li>Advertise positions as early as is feasible</li> <li>Take the initiative to approach qualified staff at other school when positions become available</li> <li>Principal to attend College of Education Graduate Interviews</li> </ul>	HGA		
A range of staff are supported financially in post graduate study	<ul style="list-style-type: none"> <li>BOT to fund 50% of cost of Post graduate papers</li> </ul>	DOY/BOT		
To consolidate induction programme for staff new to College	<ul style="list-style-type: none"> <li>Induction book re-written</li> <li>A range of in-house presenters used for induction</li> <li>New staff attend Diocesan and Lasallian induction</li> </ul>	VER		



Middle Managers will be retained and developed	<ul style="list-style-type: none"> <li>• Career planning to be part of Appraisal process for HOFS and Deans</li> <li>• Support for post-graduate study continued</li> <li>• HOF or Dean on SLT for 1-2 terms each</li> <li>• HOFs to PNG, Hong Kong on Pedagogy Exchange</li> <li>• Assistant HOFs to attend Curriculum meetings <ul style="list-style-type: none"> <li>• Annual Teacher Scholarship to continue</li> <li>• Assistant Deans to be appointed to be trained by deans.</li> </ul> </li> </ul>	SLT ENG DOY ENG		
Staff Pedagogy will be developed	<ul style="list-style-type: none"> <li>• COL in-house positions to be appointed and supported</li> <li>• Evaluation of external providers and re-engagement of effective providers.</li> <li>• Yr 7/8 to receive specific input on planning</li> </ul>	DOY HGA DOY		

**Goal 5.4** To provide sufficient financial resources to support the development of the college

Indicator	Action	Who	When	Reporting
The school has a positive and significant working capital	<ul style="list-style-type: none"> <li>• Budgeting is done in consideration of maintaining working capital while addressing the needs of the school.</li> </ul>			
An old-boys association exists to assist with the development of the College	<ul style="list-style-type: none"> <li>• Coordinator to be appointed</li> <li>• Newsletter to go to a mailing list of Old Boys</li> <li>• 10 year reunion groups to coordinate with school about events and contact with present students</li> </ul>			
	<ul style="list-style-type: none"> <li>• Funding applications</li> </ul>			

**Goal 5.5** Staff and student well-being is a priority and all Health and Safety Regulations are adhered to

Indicator	Action	Who	When	Reporting
To ensure that the College operates according to all current Health and Safety legislation and guidelines	<ul style="list-style-type: none"> <li>• A review of Health and Safety processes is undertaken by the Health and Well-Being Committee</li> <li>• Health and Well-Being Committee meets at least once a term</li> <li>• Health and Safety Officers on staff are clearly designated and trained</li> <li>• EOTC processes are clear and adhered to</li> </ul>	ENG	2017	

	<ul style="list-style-type: none"> <li>• Training drills for fire alarms and Emergency and Lockdown procedures are held regularly</li> <li>• Health Officer (DP) reports to the BOT each month on Health and Safety issues.</li> <li>• PCBU (BOT) is aware of its responsibilities</li> <li>• Staff are informed at briefings and staff meetings about their responsibilities in Health and Safety</li> <li>• Staff First Aid certification is kept up to date</li> </ul>			
There is consultation across the community to do with Health and Wellbeing	<ul style="list-style-type: none"> <li>• Well Being surveys conducted with staff, students and community on a range of issues.</li> </ul>			