



2020-2022

De La Salle College Strategic Plan

#300LaSale



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 values 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 2020-2022 is the result of careful reflection and evaluation by the entire College community – staff, learners, parents, Senior Leadership Team and Board of Trustees.



STRATEGIC PLAN 2020-2022

Vision

De La Salle creates great men of faith, service, community and excellence.

**Whakapono
- Faith**

**Awhina -
Service**

**Pono ki te
iwi –
Community**

**Te hiranga -
Excellence**

We will have a personal and active relationship with Christ

We will demonstrate a capacity for compassion, empathy and care as a result of the service they experience

Our families are involved in the school. Our young men successfully transition and contribute to the world

We provide an environment to achieve personal excellence. We celebrate and acknowledge all cultures.

Core strategies	Core strategies	Core strategies	Core strategies
Evangelisation	Learner agency	Wellbeing	Teaching & Learning
Formation	Leadership	Connection	Resources

We uphold Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
We are culturally responsive and inclusive.

1. Faith

Strategic priority	Critical outcomes	Projects
<p>1.1 Evangelisation</p> <p>To facilitate an encounter with Christ to the members of the College community</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - As a Catholic and Lasallian community, promote and support active Catholic and Lasallian witness and practice. - To safeguard and strengthen the Catholic Character and the Lasallian Charism. -Right relationships are evident throughout the school community <p>Progress and performance measures:</p> <ul style="list-style-type: none"> • Improved data for Sacramental programme and Catholic character • Catholic and Lasallian identity are visible throughout the school • Survey of teachers, learners and parents about the Special character of the school annually 	<p>1.1.1 Sacramental programme: an opportunity to support all learners in their faith journey through the sacramental programme</p> <p>1.1.2 Tracking: Develop and improve data entry and communications systems so that learners who are 5.2 and 5.4 are easily identified and targeted for development in the Sacramental programme.</p> <p>1.1.3 Identity: Display statues, banners, symbols and icons to provide witness to the Catholic and Lasallian identity of the school.</p>

Strategic priority	Critical outcomes	Projects
<p>1.2 Formation</p> <p>To empower the College community to integrate faith and service into their lives.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - Provide ongoing Catholic and Lasallian spiritual formation for the College community. - Effectively shape the school’s vision to ensure genuine and ongoing encounter with Christ. - Effectively shape the school’s vision to ensure genuine and ongoing encounter with Christ. <p>Progress and performance measures:</p> <ul style="list-style-type: none"> • Survey of teachers, learners and parents about the Special character of the school annually • Participation rates and participant evaluation for whole School Masses and Liturgies, Prayer spaces, Christian Meditation and Catechesis. 	<p>1.2.1 Retreat program: retreats for both Staff and learners. Retreat days for all staff and learners are offered at a variety of levels.</p> <p>1.2.2 Catholic Character Committee: strengthen the Catholic Character by developing a faith-based action plan and a process to evaluate the Special Character of the College each year.</p> <p>1.2.3 Spiritual growth: Provide opportunities for personal and collective prayer-filled development including whole School Masses and Liturgies, Prayer spaces, Christian Meditation and Catechesis.</p> <p>1.2.4 Catholic and Lasallian orientation: for learners that have come from a non-Catholic primary and intermediate school</p>

2. Service

Strategic priority	Critical outcomes	Projects
<p>2.1 Learner agency The boys develop the values, key competencies and are actively engaged in the school and wider community</p>	<p>Objectives: - Recognize, promote and celebrate service within the school community - Continuously develop a culture of service</p> <p>Progress and performance measures:</p> <ul style="list-style-type: none"> • Service coordinator monitors learner targeted service hours • Acknowledgement of service • Class based evidence, observations and planning • Set target of learners who have attained the DLS certificate and improve annually • Measure of learner agency including learners reflecting on and monitoring their own learning journey 	<p>2.1.1 Service programme: identify the service hours in 2019. Improvement in the number of service hours that learners complete. Review annually based on data.</p> <p>2.1.2 School-wide Service project: EnviroSchools to work towards a silver award.</p> <p>2.1.3 Key competencies: working with parents and whanau to develop key competencies.</p> <p>identify reliable measures of key competencies for each Year level and communicate to learners and families.</p>

Strategic priority	Critical outcomes	Projects
<p>2.2 Leadership To develop and promote leadership through service and contribution to the wider school community</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - Staff and learners are presented with opportunities within the school to serve as leaders throughout the community - Develop and promote a culture of servant leadership within the school - Increase the participation of boys and staff in the co-curricular life of the College <p>Progress and performance measures:</p> <ul style="list-style-type: none"> • Increase in the activity of learner leaders • Increase in participation rates for staff and learners in co-curricular activities and service programmes 	<p>2.2.1 Learner service leadership: Develop a school-wide leadership programme to build capacity in learners and to better prepare them for the next level of their education</p> <p>2.2.2 Mentoring: to strengthen a tuakana-teina relationship between Seniors and Junior</p> <p>2.2.3 De La Salle Man of Excellence: to further develop the DLS Man of Excellence graduate profile throughout the school community</p>

3. Community

Strategic priority	Critical outcomes	Projects
<p>3.1 Wellbeing</p> <p>To develop and promote an environment that ensures the wellbeing of all staff, learners and whānau</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - Create an inclusive culture which values professional relationships among staff, learners and whānau - Develop a culturally responsive school which supports and fosters the wellbeing of staff, learners and whānau - Provide safe and secure online learning environments <p>Progress and performance measures:</p> <ul style="list-style-type: none"> • Completion of NZCER learner well-being survey • Improved learner and staff participation in co-curricular activities • Improved Māori achievement, attendance and retention rate • Network usage report analysed 	<p>3.1.1 House System: strengthen the school-wide house system to increase participation in a range of school activities and a sense of belonging</p> <p>3.1.2 Lasallian way: to fully implement restorative practices throughout the school</p> <p>3.1.3 Improve Māori learner outcomes: within the school build a sense of community that fosters tikanga Māori and encourages identity for all Māori learners.</p> <p>3.1.4 Digital technology: Ensure appropriate internet connection and bandwidth with firewalls, content filtering and user monitoring systems</p>

Strategic priority	Critical outcomes	Projects
<p>3.2 Connection To create and provide educationally powerful connections that support successful learner outcomes</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - The school supports the cultural identity of staff, learners, families and wider community - Learning Partnerships are cultivated between and among learners, teachers, families and the wider community - Effective communication within and between the school and our community <p>Progress and performance measures:</p> <ul style="list-style-type: none"> • CoL achievement challenges • Frequent Parish and contributing school connections • Parent survey results • Improved parent engagement at partnership events • Increased BYOD participation 	<p>3.2.1 Community of Learning: continue to develop Kāhui Ako</p> <p>3.2.2 Lasallian Networks: to develop and maintain connections with the Lasallian Collegians and wider Lasallian network especially in Papua New Guinea and Samoa</p> <p>3.2.3 Communications project: to effectively communicate with our community in a timely manner and to tell our story within and beyond our community.</p> <p>3.3.4 Parent Partnerships: Parents are empowered to actively engage with their son’s education through home-school partnerships</p> <p>3.3.5 Digital fluency: To increase access to quality e-learning and digital technologies</p>

4. Excellence

Strategic priority	Critical outcomes	Projects
<p>4.1 Excellence in teaching and learning</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - College exceeds national benchmarks for NCEA achievement for all learners, Māori, Pasifika linked to COL targets - Provide a range of pathways that allow all learners to transition successfully from school - School internal evaluation and review processes use evidence-based practices to improve achievement - Teacher pedagogy allows all learners to achieve personal excellence <p>Progress and performance measures:</p> <ul style="list-style-type: none"> • Progress against CoL achievement challenges • Destination surveys by the transition and careers department • NCEA achievement data • Year 7-10 achievement data 	<p>4.1.1 Collaboration: Promote and maintain collaborative staff culture with development of Year 7 - 10 Collaborative classrooms</p> <p>4.1.2 Pathways: Form effective pathway partnerships both within school and with external providers</p> <p>4.1.3 Professional learning: There is an effective appraisal system which challenges teachers to improve</p> <p>4.1.4 Accelerated learner progress: ongoing review and development of De La Salle Certificate, Learning Support, the Literacy Centre and the Library.</p> <p>Review culture: we will improve our culture and ability to review and develop key areas within the school.</p>

Strategic priority	Critical outcomes	Projects
<p>4.2 Excellence in school environment</p> <p>Promote, develop and maintain the highest quality facilities and resources through excellent operational performance</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - Develop quality teaching and learning spaces - Develop and maintain a capital works programme - Ensure repair, maintenance and cleaning is maintained - Maintain a close link between the maintenance and capital works plans and the annual and long-term development plans - Provide ICT infrastructure to meet the current and emerging e-Learning and e-Administrative needs of the College <p>Progress and performance measures:</p> <ul style="list-style-type: none"> • Improved teaching and learning spaces • Up to date asset register • Monthly maintenance report to the BoT 	<p>4.2.1 Capital works: Create a capital works programme.</p> <p>4.2.2 Property maintenance: Create a 10-year property and maintenance program.</p> <p>4.2.3 ICT developmental plan: Review and update the ICT developmental plan</p> <ul style="list-style-type: none"> - Provide qualified and competent IT support services - Implement a refresh cycle for Hardware and Software applications - Migrate Onsite Network Hardware and Software to Cloud Platform - Investigate next steps in implementing digital technologies and HM across the curriculum areas and year levels <p>4.2.4 Future focused learning environments: to review and develop current teaching and learning spaces</p>

IMPLEMENTATION and REVIEW SCHEDULE

Projects	Responsibility	2020 T1	T2	T3	T4	2021	2022
1.1.1 Sacramental programme	DOM,						
1.1.2 Tracking	DOM, AP Curriculum HOF RE						
1.1.3 Identity	DOM, DP						
1.2.1 Retreat program	DOM, DP						
1.2.1 Catholic Character committee	DOM						
1.2.3 Spiritual growth	SLT, DOM						
1.2.4 Catholic and Lasallian identity	SLT, DOM						
2.1.1 Service programme	DP, AP Pastoral						
2.1.2 School-wide Service	AP Pastoral						
2.1.3 Key competencies	AP Curriculum, Pastoral						
2.2.1 Learner service leadership	DP, AP Pastoral						
2.2.2 Mentoring	DP, AP Pastoral						
2.2.3 DLS Man of excellence	AP Curriculum						
3.1.1 House system	AP Pastoral						
3.1.2 Lasallian way	SLT, AP Pastoral						
3.1.3 Māori learners	AP Curriculum, Pastoral						
3.1.4 Digital technology	Director ICT						
3.2.1 Community of Learning	P, SLT, ASLT, WSLT						
3.2.2 Lasallian networks	Lasallian coordinator, dom						
3.2.3 Communications project	SLT						
3.2.4 Parent partnerships	SLT, AP Pastoral						
3.2.4 Digital fluency	Director ICT						
4.1.1 Collaboration	AP Curriculum						
4.1.2 Pathways	AP Curriculum						
4.1.3 Appraisal/Inquiry	DP						
4.1.4 Accelerated learner progress	AP Curriculum						
4.2.1 Capital works	DP						
4.2.1 Property maintenance plan	DP						
4.2.2 ICT developmental plan	Director ICT						
4.2.3 Future focussed learning environments	AP Curriculum						

