



Liston College:

Quality Catholic Boys' Education
In the Edmund Rice Tradition

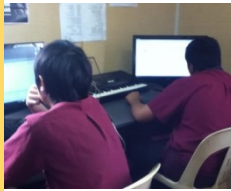
Strategic Plan 2021 - 2025





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Educate
Me



Inspire
Me



Empower
Me



Liston College 2021 - 2025 Strategic Plan

The Liston College 2021-2025 Strategic Plan was prepared by the Liston College Board of Trustees in 2020. It was developed after consultation with all key stakeholders in the Liston community.

This 5-year plan is not intended to sit on a shelf. It is an action roadmap to achieving our vision of providing a high-quality education for every learner. Within this framework we have outlined strategies that will be refined and strengthened as we move forward in response to feedback, to lessons learned along the way, to changes in technology, to challenges faced by our community and to new insights into how best to achieve our collective goals.

At Liston College, our vision is that **every learner** will experience a rigorous, engaging, well-rounded educational programme that will prepare them for life and enable them to succeed in their chosen careers and further studies.



Cultural Diversity

The Liston College Board of Trustees recognises that cultural diversity is one of the strengths of our community and, in accordance with the Educational Priorities, it is committed to improving the learning outcomes for learners from all cultures at Liston College, including Māori and Pasifika learners.

For the learners this means:

- For learners at Year 7, instruction in Taha Māori and / or Tikanga Māori will be provided to all learners as part of the curriculum. Instruction in Te Reo Māori will take place where suitable trained staff allows.
- For learners at Years 9 and above, opportunity will be provided to study Te Reo Māori. Instruction in Te Reo Māori will take place where learner numbers and staff allow. Where this is not possible, learners will be offered the option of studying Te Reo Māori by correspondence.

For the staff this means:

- Pursuing a high level of understanding of Tikanga Māori and Te Reo Māori.
- Having an understanding of the principles of the Treaty of Waitangi.
- Having high expectations of Māori and Pasifika learners.
- Understanding the unique Māori and Pasifika cultures.

For school management this means:

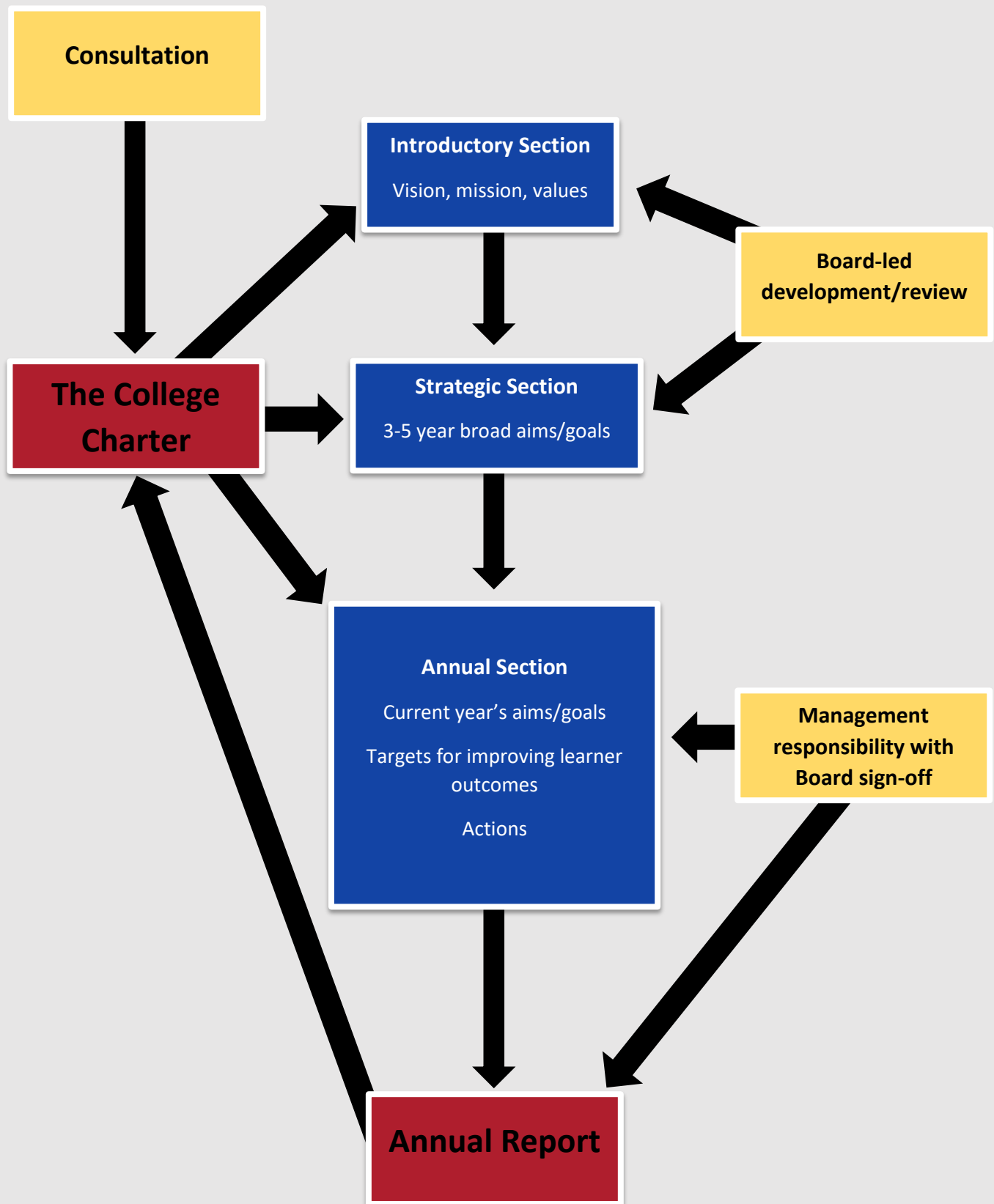
- Analysing achievement data for Māori and Pasifika learners.
- Setting specific targets related to improving achievement of Māori and Pasifika learners.
- Working with Māori / Pasifika teachers and parents in establishing action plans to meet the school goals.
- Utilising other resources that are specific to Māori/Pasifika learners focused on tertiary education transition and success.

Consultation

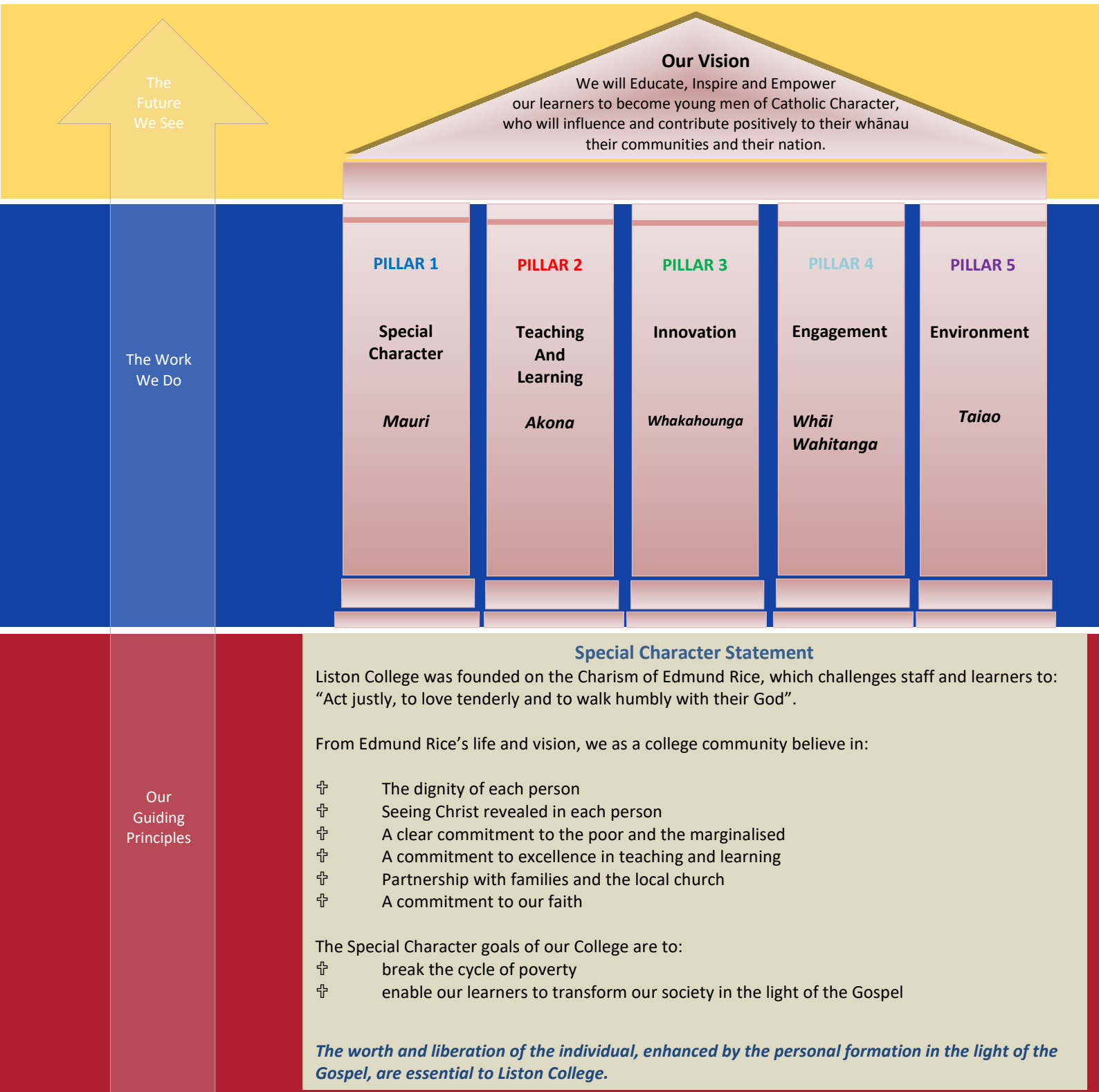
- The views and concerns of the Māori and Pasifika communities will be canvassed as part of the Board of Trustees normal community consultation process.



Charter Linkages and Processes



Our Vision



The Pillars



1

SPECIAL CHARACTER [MAURI]

Spirituality
Brotherhood
Community involvement – giving and receiving
Atmosphere

2

TEACHING AND LEARNING [AKONA]

Professional development
Curriculum
Timetabling
Achievement targets
Best practice – teacher, Learner
Māori & Pasifika focus
Partnerships
Restorative justice

3

INNOVATION [WHAKAHOUNGA]

Technology
Best Practice
Processes
Collaboration
Progressive

4

ENGAGEMENT [WHAI WĀHITANGA]

Sports
Community
Arts
Cultural groups
International Learners
Performance
Consultation

5

ENVIRONMENT [TAIAO]

Buildings
Plant
Sport & Recreation areas
Facilities
Environmental /sustainability
Modern learning environment
Wellbeing and Safety
Support staff



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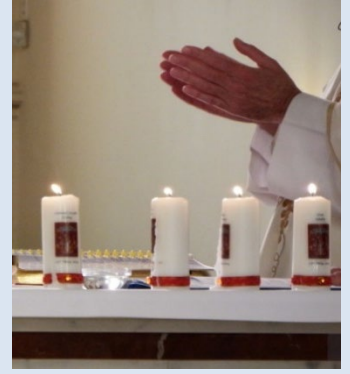
Strategic Pillar

SPECIAL CHARACTER [MAURI]

OVERVIEW

We are founded on the Charism of Edmund Rice, which challenges staff and learners to:

“Act justly, to love tenderly and to walk humbly with their God”



KEY OBJECTIVES

1. *To nurture and uphold gospel values in the Catholic tradition.*

OUTCOME:

- The Board of Trustees and staff actively promote the College's Special Character.
- Weekly liturgies are available and accessible for all staff and learners.
- All form classes have regular prayer and gospel devotion.
- Individual and collective reflection is encouraged by staff, especially within the designated areas for prayer and meditation.

2. *To strengthen a sense of belonging by observing Catholic celebrations.*

OUTCOME:

- Opportunities are provided for whole school liturgies, celebrations and sacramental programme.
- Special Character opportunities take precedence over other school related activities.
- School policies ensure that the Special Character is promoted across the school.

3. *To uphold the Edmund Rice Charism.*

OUTCOME:

- Our collateral indicates the importance of the Edmund Rice Charism within school culture.
- Learners to be engaged in annual retreats designed to develop spiritual growth.
- Potential student leaders and appointed student leaders to engage in leadership retreats that encompass Edmund Rice values.
- Will continue to be a member of the Edmund Rice Network.

4. *To develop the 'Liston Man'.*

OUTCOME:

- The values of Edmund Rice are evident in all learners.
- Learners understand and appreciate the school's history and traditions.
- Our learners will leave us as young men of Catholic character, who will influence and contribute positively to their whānau, their communities and their nation.

“Be strong and of good courage”

Deuteronomy 31:6

Kia maia kia toa, kua e wehi, kua e parwera i a ratou.

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Strategic Pillar

TEACHING AND LEARNING

[AKONA]

OVERVIEW

We are dedicated to creating a learning environment that embraces the diversity of our learners and challenges them to realise their full potential, while instilling in them an appreciation of lifelong learning and development



KEY OBJECTIVES

1. *To promote engagement in and enjoyment of learning.*

OUTCOME:

- Effective pedagogies promoting boys' learning are actively employed by all staff.
- Engaged learners are encouraged and developed.
- Review and assessment mechanisms in place that encourage learner feedback so there is reciprocity between staff and learners.
- Restorative justice is actively used to encourage positive relationships within the school.

2. *To ensure the learning opportunities offered cater for the diverse needs of our learners.*

OUTCOME:

- Effectively measure literacy and numeracy outcomes of our learners and put in place methods for improvement if necessary.
- Have individualised learning curriculum for those who face particular challenges, such as learning difficulties or disabilities, as well as the gifted and talented learners.
- Strive for Māori & Pasifika achievement that is above the national average for all students.
- To encourage equity for all our learners.

3. *To raise the academic achievement of all learners.*

OUTCOME:

- Meet annual targets for achievement in external examinations.
- Increase the number of merit and excellence grades at all levels with NCEA.
- Strive for levels of achievement in Years 7 and 8 that are at or above the National Standard.
- Staff and learners never become complacent or stop seeking improvement.
- Provide an environment for staff and learners to continue to seek improvement and opportunities for life-long learning.

4. *To ensure all teaching staff are transformative teachers and actively broaden their range of teaching strategies.*

OUTCOME:

- The Board of Trustees will ensure staff are provided with appropriate resources and professional learning opportunities.
- The timetable will reflect the transformative learning environment.
- Enabling staff to demonstrate creative pedagogies and reflective practices with particular focus on literacy and numeracy.
- Enabling staff to demonstrate collaborative and cross-curricular planning.

5. *To ensure that there are opportunities for learners to access effective careers guidance.*

OUTCOME:

- Continue to develop programmes that are in place to meet the needs of those learners deemed at risk.
- Develop the Careers Education programmes in place from Years 7 – 13.
- Review the effectiveness of the present Careers Education Resourcing.
- To prepare learners for their journey once they leave us.

“Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.”

Plato

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Strategic Pillar

INNOVATION [WHAKAHOUNGA]

OVERVIEW

We strongly encourage our staff to be forward thinking and our learners to be innovative, dynamic and resourceful in their approach to learning, while optimising the technology available and thus equipping them for future success



KEY OBJECTIVES

1. *To ensure that we have the digital infrastructure and appropriate processes to accommodate new learning tools.*

OUTCOME:

- Fast and available wifi access on school grounds.
- Wide range of computer hardware and software that is accessible to learners.

2. *To encourage a culture of learning that embraces the use of both traditional pedagogy and new technologies for learning.*

OUTCOME:

- Promote the use of educational technology to support learning at school and in the home.
- Collaborate with organisations and programmes that encourage diversity of thought and innovation.

3. *To ensure we have universal access of learning technology for all learners at the school.*

OUTCOME:

- Have subsidised equipment available for students that need the resources but may have financial limitations.
- Have an effective and discreet short loan system for learners who do not have ready access to utilise digital technology.

4. *To promote and facilitate critical and dynamic thinking within and outside the school community.*

OUTCOME:

- Develop an innovation hub within the school for learners who wish to pursue IT, business and/or innovation.
- Provide pathways for the learners to access available innovation networks and resources offered outside the school.
- Incentivise innovation programmes, so that students know their ideas and work can be rewarded with attendance or representation on behalf of the school at relevant innovation/business conferences and or events.

“Create a culture of innovation in the schools. Accept that there will be many successes and some failures, but those failures will drive even more success.”

Ryan Imbraile

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Strategic Pillar

ENGAGEMENT [WHAI WĀHITANGA]

OVERVIEW

We will actively engage with prospective and current learners through the various curricular and extracurricular activities we offer that will also involve their whānau and community, as we build positive relationships and strengthen the Liston College culture



KEY OBJECTIVES

1. *To ensure we have regular open events/evenings that all the community are welcome to attend to get an insight into what Liston offers its learners and their whānau.*

OUTCOME:

- Have an annual open evening and offer additional opportunities for prospective learners and their whānau to get an insight into what Liston offers.
- Have an effective communication strategy that ensures learners and the community are well informed of all events that we have at the school.
- Have regular community interaction initiatives throughout the learners' time at Liston.

2. *To ensure we maintain positive relationships with our overseas partners that promote goodwill and shared student experiences.*

OUTCOME:

- Expand the current International student intake by exploring new international partners from around the world, where appropriate.
- Learners coming from overseas are engaged with school activities and have the appropriate support systems in place for a smooth transition into New Zealand life.
- Develop a bilateral plan that ensures we have students from Liston heading to our partner schools.

3. *To embrace Māori Language and provide an avenue for learner expression such as Cultural Groups and Festivals*

OUTCOME:

- Promote Te Reo Māori and Tikanga throughout all aspects of College life.
- Support current Cultural group attendance at festivals and encourage participation from other learners to be involved.
- Culturally aware of initiatives and programmes that promote different cultures and have these encouraged throughout the school such as language weeks and key cultural events.

4. *To offer a wide range of sports and extracurricular activities that will engage our learners and their whānau.*

OUTCOME:

- Promote and strongly encourage learners to participate in sports and other physical activities.
- To review and develop quality coaching and support systems required for those learners that have high aspirations in their chosen sport.
- Have regular productions and similar arts events that enhance the culture and diversity of the school.
- Meet the extracurricular needs of all learners where possible.

5. *To empower learners to understand and appreciate the core values at Liston College in and out of school.*

OUTCOME:

- Liston Day celebrations are interactive and inclusive for staff, learners and the community.
- Learners understand Liston history and traditions throughout their time at our school.
- Maintain the importance of our Catholic faith.
- Promote and invest resources towards building a thriving and engaging Alumni/Old Boys network.

6. *To engage the whole school community, past and present to support the strategic objectives and financial sustainability required to meet the unmet needs of Liston College.*

OUTCOME:

- Review progress and support the Advancement Office to undertake the alumni and fundraising activities and events of the school
- To foster relationships with all key stakeholders of Liston College
- Raise funds to support the strategic priorities of the school including the multipurpose sports facility
- Create awareness opportunities available to support unmet needs of Liston College

“One cannot teach a man anything. One can only enable him to learn from within himself”

Galileo Galilei

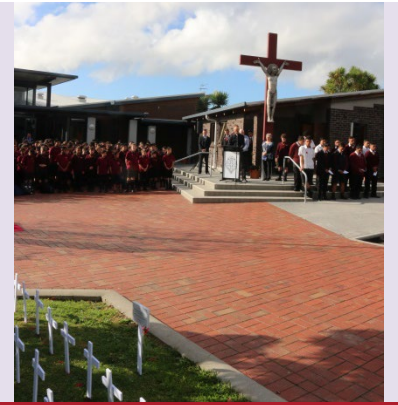
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Strategic Pillar

ENVIRONMENT [TAIAO]

OVERVIEW

We will provide a safe school environment that encourages effective learning, social interaction and physical activity within quality facilities that are modern, functional and accessible for all learners



KEY OBJECTIVES

1. *To ensure that the safety and wellbeing of each individual learner is paramount.*

OUTCOME:

- Staff and student leaders that are first aid trained.
- Regular fire and emergency drills that are monitored and measured.
- Effective peer mentoring programme.
- Strong 'anti bullying' policy that is integrated into all peer support programmes.
- Health and counselling support services that are discreet and accessible.

2. *To adopt and normalise environmentally friendly processes and systems throughout all school operations.*

OUTCOME:

- Minimal printing with encouragement of digital data collection and storage for both staff and learners where necessary.
- Responsible use of physical resources.
- Conservation awareness initiatives and programmes.
- Environmentally friendly and sustainable disposal systems around the school.

3. *To invest in and maintain a physical environment that encourages optimal learning and physical activity*

OUTCOME:

- Modern learning facilities and tools for staff and learners.
- Functional facilities that offer different learning spaces.
- Good sports fields that are regularly maintained.
- Quality gym facilities and indoor spaces.

4. *To ensure that facilities within the school are accessible for all learners.*

OUTCOME:

- Physical access for any special needs learners and/or their whānau .
- Available access for all learners in areas designated for student activity and interaction.
- Have flexible hours for study areas and after school homework centres.

"Everyone should have an opportunity to learn in a positive environment, to enjoy the learning process, and feel comfortable and content within it.

Barry Saide

GOALS - 2020



GOALS:

- **Goal 1:** To develop the 'Liston Man'
 - The values of Edmund Rice are evident in all learners
 - Learners understand and appreciate the College's history and traditions
 - Our learners will leave the College as young men of Catholic character who will influence and contribute positively to their whānau , communities and their nation
 - Strategic Plan reference:
 - Pillar 1 – Key objective # 4

- **Goal 2:** To ensure all teaching staff are transformative Teachers and actively broaden their teaching strategies
 - The Board of Trustees will ensure staff are provided with appropriate resources and professional learning opportunities
 - The timetable will reflect the transformative learning environment
 - Enabling staff to demonstrate creative pedagogies and reflective practices with particular focus on literacy and numeracy
 - Enabling staff to demonstrate collaborative and cross-curricular planning
 - Strategic Plan reference:
 - Pillar 2 – Key objective # 4

- **Goal 3:** To encourage a culture of learning that embraces the use of both traditional pedagogy and new technologies for learning
 - Promote the use of educational software at school and in the home
 - Collaborate with organisations and programmes that encourage diversity of thought and innovation
 - Strategic Plan reference:
 - Pillar 2 – Key objective # 2

- **Goal 4:** To empower learners to understand and appreciate the core values of Liston College in and out of school
 - Liston Day celebrations are interactive and inclusive for staff, learners and the community
 - Learners understand Liston history and traditions through their time at our school
 - Maintain in class the importance of our Catholic faith
 - Promote and invest resources towards building a thriving and engaging Alumni/Old Boys network
 - Strategic Plan reference:
 - Pillar 4 – Key objective # 5

- **Goal 5:** To ensure that the safety and wellbeing of each individual learner is paramount
 - Staff and student leaders that are first aid trained
 - Regular fire and emergency drills that are monitored and measured
 - Effective peer mentoring programme
 - Strong 'anti bullying' policy that is integrated into all peer support programmes
 - Health and counselling support services that are discreet and accessible
 - Strategic Plan reference:
 - Pillar 4 – Key objective # 1

- **Goal 6:** To continue an environmentally friendly and sustainable process and system throughout all school operations.
 - Strategic Plan reference:
 - Pillar 5 – All Key objectives

TARGETS - 2020



TARGETS:

- **Using PATs**

Targets	Yr7	Yr8	Yr9	Yr10
Reading	85%	87%	90%	95%
Writing	80%	85%	90%	95%
Mathematics	80%	85%	90%	95%
At or above mean scale				

- **Raising levels of achievement – NCEA**

- Level 1 – 97% overall pass rate, with N/A in externals – 20% or less
 - Level 2 – 97% overall pass rate, with N/A in externals – 20% or less
 - Level 3 – 90% overall pass rate, with N/A in externals – 20% or less
- Endorsements equal or better than those for a decile 4-7 school*

- **Māori achievement is above the national average for all students**

(measured by National Standards NCEA, MidYis and Yellis)

- **Pasifika achievement is at or above the national average for all students** (measured by National Standards NCEA, MidYis and Yellis)

- **Raising levels of achievement – University Entrance**

- 70% overall pass rate





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