



Loyola High School

STRATEGIC PLAN 2015-2020



Loyola High School's Strategic Plan, 2015-2020

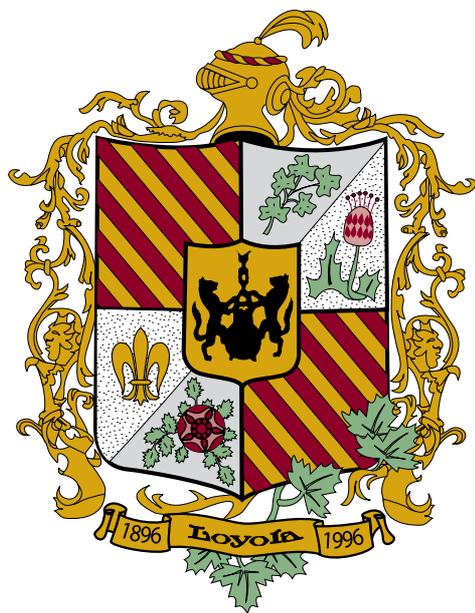


TABLE OF CONTENTS

President's Introduction	4
Preamble	7
The Process	8
STRATEGIC GOALS	
Pillar I: Sustaining and Enhancing the Mission	9
Pillar II: Increasing Accessibility and Diversity	10
Pillar III: Living the Mission in Context	11
Pillar IV: Governance and Transition	12
Pillar V: Development of a Long-Term Financial Strategic Plan	13
Conclusion	14
Appendix 1	17
Appendix 2	18



We aim to form leaders in service, men and women of competence, conscience and compassionate commitment.

Peter-Hans Kolvenbach S.J., Superior General of the Society of Jesus (1983-2008)

Loyola High School is steeped in rich tradition and is one of the pre-eminent secondary educational institutions in Canada, with roots reaching into the mid-seventeenth century.

In 1635, the French Jesuit missionaries in New France established the first *collège classique* in Quebec City, with its eight-year classical course based on the *Ratio Studiorum* (“Plan of Studies”), a compilation of best practices drawn from the many Jesuit schools throughout Europe. (Please see Appendix 1 to this report for a fuller description.)

“Along with a rigorous academic programme based on an orderly progression throughout the years of studies, each school year was interspersed with exercises of *repetitio* (repetition, review) and *honesta aemulatio* (honest rivalry or competition). These were regular reviews of class material along with innumerable *disputationes* (debates), *concertationes* (academic presentations), spelling-bees and quizzes aimed to encourage students to emulate each other in achieving academic excellence.” (Joseph B. Gavin S.J., *A Brief History of Loyola High School*)

In Europe, for many centuries, this systemic approach to learning was known as “Jesuit Education”. Jesuit teachers were convinced that “the truly human person must possess both wisdom and eloquence, that is, must know something and be able to express it, must be able to think and communicate those thoughts.” (Gavin, *ibid.*)

In 1848, when the Jesuits founded Collège Sainte-Marie/St. Mary’s College in Montreal, this classical-college tradition was fully adopted in the new school. This was a time when a large number of French-Canadians, from the rural parts of Quebec, were coming to Montreal and aspiring to the professional classes of Canadian society. This was also a time when large numbers of Irish immigrants, often quite poor, were looking for a way to move up in the world. It was primarily to serve the needs of these two constituents — French and Irish Catholics — that the Jesuits established the school. These first students were initiated with a purpose and a mission into Jesuit education. This tradition continued when, in 1896, Loyola College emerged from St. Mary’s College as a separate institution.

In 1921, to accommodate the new professional choices in a changing society, a major change in curriculum brought an end to the eight-year classical college continuum and there ensued a division of the school into two separate entities, the College and the High School, with each entity maintaining its fidelity to the spirit of the Ratio Studiorum.

Times have changed across the globe. There are fewer and fewer Jesuits. The global awareness of other cultures, beliefs and practices has grown. In many places, aggressive secularism, widespread indifference to religion, fundamentalisms and the lessening of the Church's credibility have changed the landscape of Jesuit educational ventures.

According to Fr. Adolfo Nicolás S.J., the current Superior General of the Jesuits, for a school to be a truly Jesuit school requires that its primary and operative self-understanding be that of being an apostolic instrument, at the service of the mission of the Church and the Society of Jesus.

The recent court case, pitting Loyola against the secular-minded Ethics and Religious Culture programme mandated by the Provincial Government, is clearly an instance of Loyola having to assert its particular mission.

The Society of Jesus no longer runs its institutions as it did in the past. Hence the current need and desire for us to think in terms of a wider, Ignatian apostolic community within the school, composed of Jesuits, lay people and people of other faiths, all sharing a depth of commitment to Loyola's mission. Indeed, Jesuit sponsorship of an institution is linked to the existence and influence of this apostolic community.

Father General has also reminded us that among the lights of the Society of Jesus today is the fact that the service of the poor informs all Jesuit ministries, whether social, educational, pastoral or spiritual.

Fr. José Mesa S.J., the Assistant to Father General for Secondary Education, in his keynote address to the International Colloquium on Jesuit Secondary Education in July 2012, noted that "in the Jesuit tradition these three elements, strong academics, education to all dimensions of human life, and working for justice and caring for the environment, contribute to a better education of our faith."

At the same worldwide conference, Fr. Federico Lombardi S.J., Director of the Holy See Press Office, reminded us that "[e]ducation must present young people with a continuous and increasingly profound search for the truth about things, about co-existence and human history, about the relationship between each one of us and the mystery of God."

When I step down as President, I may very well be the last Jesuit to hold that post at Loyola High School, and I will leave the leadership of the school in the hands of highly qualified, professional people who have immersed themselves in Ignatian leadership over the years, through the encounters sponsored by the JSEA, the Jesuit Secondary Education Association. These leaders have long been in conversation with the Jesuits and lay teachers from our schools in Canada and around the world.

Loyola will continue to be a Jesuit school that will fully participate in the mission of the Jesuits and their collaborators in Canada. A new element will be the oversight of our school by a predominantly lay board of faithful collaborators who bring an understanding, an astuteness and a professional expertise that elevates Jesuit input into understanding the signs of the times and the challenges that our school now faces.

The Strategic Plan bears witness to the benevolent and inspired new winds that are blowing at Loyola.



Fr. Michael Murray S.J.
President



Loyola is a Jesuit, Catholic school that challenges its young men to become intellectually competent, open to growth, religious, loving and committed to doing justice. A university-preparatory school [see Appendix 1 of this report], Loyola is committed to the development of the whole person through a comprehensive educational experience of academic excellence, spiritual and religious formation, and extra-curricular development. In the Ignatian spirit of care and concern for the individual, Loyola strives to develop the diverse and unique talents of each member of the Loyola community, and encourages the use of these talents to serve others for the greater glory of God.

Although formulated only twenty years ago, Loyola High School's mission statement has been manifest since the school first opened its doors, next to St. Patrick's Church in downtown Montreal, in 1896. The statement's distinguishing characteristics are at the core of what Ignatius purposefully identified in designing the curriculum of a Jesuit education. Over the decades, Jesuit educators at Loyola, both lay and religious, have faithfully adhered to these precepts and formed generations of young men whose subsequent personal and professional developments have borne witness to the uniqueness of a Jesuit education. Over the years, Loyola has thrived on change and met its challenges creatively and innovatively, all the while staying true to its mission. Today, as in the past, Loyola is a leader in secondary education in Montreal, in Quebec and in Canada.

This leadership is ever more crucial in the current context of Quebec society, with its increasing secularism, its restricted access to English-language schooling and the recent trend toward decreased funding for private schools. Although such challenges must be taken seriously, Loyola is nonetheless committed to setting a strategic course based on the foundational pillars described herein. This strategic course will not only secure Loyola's continued existence, but will serve as a foundation on which to build its future.

The following Plan sets out a five-year set of goals that constitutes a renewed engagement and commitment to affirming and strengthening the mission of Loyola High School.



The current strategic planning process is the latest in a series of evaluative exercises, including one conducted under the direction of Fr. Len Altília S.J. in 1981, a strategic planning exercise initiated by Fr. Eric Maclean S.J. in 1997 and a comprehensive Ignatian School Identity Survey conducted in 2007.

In June 2012, the Board of Governors of Loyola High School tabled a Discussion Paper that outlined some of the key issues and challenges facing Loyola in the years ahead. As a result, in the winter of 2013, the Board resolved to proceed with a Strategic Planning process and to that end, named an eight-person Joint Steering Committee composed of an equal number of Board members and Loyola staff, from administration and faculty.

The ensuing process reached out to a significant portion of the Loyola community, engaged excellent participation and comments and provided a sound basis for the Strategic Plan presented herein. See Appendix 2 of this report for additional details.

Pillar I: Sustaining and Enhancing the Mission

Our Mission Statement is embedded in a particular context and rooted in the fact that Loyola High School is more than an institution of secondary education. It is, as well, an apostolate of the Society of Jesus, which is defined in Appendix 1 of this report. This is fundamental to the Jesuit character of Loyola. In order to maintain the school's Jesuit character in

the context of the Jesuit mission, the Society of Jesus will ensure that an Ignatian apostolic community will exist at the High School, embracing the engagement and commitment of the key stakeholder constituencies to this end.

Accordingly, the Strategic Plan proposes to:



Goal 1

infuse all programmes with a truly Catholic and Ignatian pedagogy;

Goal 2

ensure that all curriculum and activities work together to form the “Grad at Grad” (see Appendix 1 of this report for a description.);

Goal 3

foster the maintenance of an Ignatian environment that engages the broader Loyola community to serve, reflect and grow;

Goal 4

solidify the services available to students with particular learning strengths and needs.

Pillar II: Increasing Accessibility and Diversity

Over the past few decades, Loyola High School has made special efforts to be accessible to all meritorious students, regardless of their financial situations. Diversity and accessibility are essential to Loyola's identity and that is why every effort will be made to seek, attract and admit qualified students, regardless of their ability to pay tuition and related costs, through concerted communication and recruitment initiatives directed

at our target populations. Quebec's language laws have restricted access to several constituencies. Should Loyola, by legislative necessity or by choice, no longer rely on governmental support, it will be all the more imperative to generate additional means of financial support to ensure that the school maintains its socio-demographic heterogeneity.

To this end, the Strategic Plan proposes to:

Goal 5

attract and sustain a sufficiently large pool of qualified student applications per annum from across the socio-demographic spectrum of its feeder bases;

Goal 6

reinforce, in the application and admission process, the notion that qualified students will be admitted regardless of their ability to pay tuition and related costs (i.e., a "needs-blind" admissions' policy);

Goal 7

integrate development, alumni and communications functions to optimize philanthropic support for the school, particularly in the area of student bursaries.



Pillar III: Living the Mission in Context

As Quebec society has evolved over the last fifty years, so has Loyola High School sought to affirm and assert its presence and that of its graduates through increased French-language education and community outreach. Loyola will strengthen its efforts to assure that its graduates are educated to be fully functional in French, as well as English, and thus be equipped to pursue their personal and professional developments and to be agents of charity and justice in Quebec, in Canada and in the world at large.

In order to increase its impact on the greater community and thus ensure its place at the forefront of society as a maker of “Men for Others” in the

Loyola tradition, it is essential to solidify the school’s participation in, and contribution to, the reality that is Montreal and Quebec and where necessary, help change it for the better. Although Loyola has consistently offered financial support to nearly 15% of the qualified applicants who are admitted to the School, it must continue to take the lead in fulfilling the Jesuit mission of reaching out to those members of our society who lack the financial means to seek a Loyola education. Moreover, such outreach will be targeted to children of a younger age in order to allow potentially worthy candidates the chance to qualify for a Loyola education. **Accordingly, the Strategic Plan proposes to:**

Goal 8

adapt Loyola’s culture to enhance the enculturation of students with Quebec society;

Goal 9

make an institutional commitment to use its resources in a way that serves both the Loyola High School community and society at large;

Goal 10

mandate the administration to present a plan to the Board of Governors to establish a Loyola Learning Centre to address the special learning needs of current and prospective Loyola students from within the Loyola community and beyond to ensure that they may have a chance to obtain and maintain an Ignatian education, regardless of their means.



Pillar IV: Governance and Transition

From its inception, Loyola High School has had as its President a member of the Jesuit order. However, over the last thirty years, Jesuit priests and scholastics have represented an ever-diminishing number of the faculty and staff at the school. Some twenty years ago, the first lay Principal was appointed, and for the first time in its 118 years, Loyola will very likely have a lay President in the very near future.

In 1996, encouraged by the opportunity for greater lay participation in the Jesuit mission, the Jesuit Board of Directors of Loyola High School created a Loyola High School Board of Governors to begin the transition to a predominantly lay governance structure. Over the last eighteen years, the Jesuit Board of Directors has handed more and more responsibility to the Board of Governors.

In order for Loyola to remain a truly Jesuit school, consistent with the evolving vision of the Society of Jesus, the Board of Governors requires the tools necessary to fulfill its governance responsibility of safeguarding and promoting the High School's fundamental mission. **It is for this reason that the Strategic Plan proposes that:**

Goal 11

Loyola update its rules of governance to reflect the Society of Jesus' evolving mission and increased reliance on the Board of Governors to assure the school's mission as an effective Jesuit apostolate.



Pillar V: Development of a Long-Term Financial Strategic Plan

Two major issues compel Loyola High School to bolster its finances in order to prepare for both external threats and to provide it with sufficient resources to achieve its strategic ambitions.

The Government of Quebec's Ministry of Education announced in late July 2014 significant revisions to its funding formula for the private high school sector. It is clear that just as the government subsidy has represented a decreasing contribution to the High School's budget over the last 40 years (from 65% in 1975 to 42% in 2013), this trend will likely intensify significantly over the next three to five years. The government's decreasing contribution to the annual budget over these years has been offset by increased fees and contributions from the parents of enrolled students and, simultaneously, through the extraordinary financial support of donors. For the past several years, annual bursary assistance has been provided to nearly 15% of enrolled students. The need for financial assistance is likely to increase because the anticipated governmental cutbacks will likely result in increased costs to the parents.



The second issue is the physical plant. Built in 1992 and expanded in 2006, the current school facilities will require on-going maintenance and upgrades in the years ahead – elements for which there are no governmental subsidies whatsoever.

A thorough and comprehensive analysis of revenues and expenses, the exploration of potential sources of additional income and the development of scenarios outlining how, if and when Loyola may operate autonomously and independently of government support, call for immediate attention.

It is for this reason that the Strategic Plan proposes that the administration, in collaboration with the Finance Committee of the Board of Governors:

Goal 12

implement a process to improve the school's management and accounting in order to track key financial information so that Loyola can make well-informed, fact-based, managerial decisions;

Goal 13

prepare and periodically revise ten-year financial forecasts to analyze various alternatives with a view to providing recommendations for immediate and enduring ways and means to sustain and improve Loyola's financial position now and over time.

Considering its role as a Jesuit apostolate, Loyola High School is in a unique position to serve the community in Montreal, in Quebec, in Canada and in the world at large. The evolution of Quebec society brings with it an ever-growing need for the kind of education offered by Loyola.

Its commitment to educate the whole person and its focus on spirituality and justice can have a major impact on our society. Conscious of its responsibilities, and enlivened by the Jesuit vision and mission, the Board of Governors eagerly looks forward to what Loyola can accomplish for our students and for our world.

Today, Loyola is facing perhaps the most critical and exciting challenges in its history. These challenges go to the very core of Loyola's being, from the role of the Jesuits in assuring a Jesuit education, to the necessary diversity of its student body, to its financial health and sustenance.

The Strategic Planning process has demonstrated that the High School is well poised to meet these challenges because of the foresight of the Society of Jesus and the overwhelming capital of support extended by all members of the greater Loyola community.

In effect, the Society of Jesus has, over the last ten years or so, stressed its desire for meaningful collaboration with the laity for the preservation and enhancement of its apostolates, including, of course, Loyola High School. That collaboration, which is vital to the future of the school, has progressed impressively in recent years. It has principally involved the Board of Governors as well as key stakeholders, such as the Loyola High School Foundation, the Loyola High School Alumni Association, the Parents' Association and the Mother's Guild. It has generated a deeper and shared understanding and commitment to the Ignatian mission of the High School.

The enthusiasm and support received from the stakeholder constituencies throughout the Strategic Planning process have been outstanding. The level of participation, both in quantity and quality, has contributed significantly to arriving at the goals outlined in this report. It is for this reason that the Board of Governors enjoins all who read this report to contribute and commit to its accomplishment and success, as best they can. The Strategic Planning process was initiated through the joint collaboration of the Board of Directors, the Board of Governors and the senior administration of the High School. The plan that the Board of Governors presents is the result of a collective effort and therefore rightfully belongs to those who constitute the greater Loyola community.

Finally, the Strategic Plan has identified five pillars and thirteen goals to be pursued over the next five years. Accordingly, the administration will submit an Annual Implementation Plan to the Board of Governors in June 2015. This Implementation Plan will identify when and how each of the thirteen goals will be addressed over the next five years and will also provide measurement tools that will help assess and evaluate the success in attaining each of the goals. In addition, the Board of Governors will establish a joint board-administration committee to monitor the establishment and administration of the Annual Implementation Plan and to keep the community informed.

The members of the Strategic Planning Joint Steering Committee and of the Board of Governors extend their heartfelt appreciation to all who contributed to the process.





APPENDIX 1

University-preparatory school

Each Loyola student has within him the potential to acquire those academic and social skills that will see him into, and through, a post-secondary education, should he wish to pursue one. Loyola aims to provide its students, whatever their academic standing at graduation, with the tools that will allow them to succeed, and often to excel, in a post-secondary milieu.

The Ratio Studiorum

The *Ratio Studiorum* (“Plan of Studies”) often designates the document that formally established the system of Jesuit education in 1599. Its full title is *Ratio atque Institutio Studiorum Societatis Iesu* (“The Official Plan for Jesuit Education”).

“From the time they launched their first school, the Jesuits believed that a high quality education is the best path to meaningful lives of leadership and service. They understood that the liberal arts, the natural and social sciences, and the performing arts, joined with all the other branches of knowledge, were a powerful means to develop leaders with the potential for influencing and transforming society. Committed from the very beginning to educating the whole person, the Jesuits adapted the best educational models available while developing their own pedagogical methods to become the ‘schoolmasters of Europe.’”

Peter-Hans Kolvenbach S.J., Superior General of the Society of Jesus (1983-2008)

Apostolate

Briefly, any mission endeavour or activity is called an apostolate. Jesuit apostolates include schools, parishes, retreat houses and hospitals.

The “Grad at Grad”

The Profile of the Graduate of a Jesuit High School at Graduation, commonly referred to as the “Grad at Grad”, was developed by the Jesuit Secondary Education Association (the JSEA). It is a summary of skills and attributes that a Loyola student should possess upon graduation. The “Grad at Grad” addresses all aspects of a student’s progress, reflecting *cura personalis* (“care of the individual” – the Jesuit educational philosophy of educating the whole person). The graduate at graduation should be open to growth, intellectually competent, religious, loving and committed to doing justice.

The JSEA profile of “The Graduate at Graduation” may be found at the following link: bit.ly/jsea-graduate-profile





APPENDIX 2

In August 2013, the Joint Steering Committee (the JSC) decided to retain the services of Jack Peterson, of the firm Managing for Mission, to help structure and guide the Strategic Planning process. The key elements of the process that ensued were:

- a retreat of the Board of Directors, the Board of Governors and members of the JSC in September 2013;
- a SWOT (Strengths, Weaknesses, Opportunities, Threats) survey sent to 80 key internal and external stakeholders in October 2013;
- an All-Stakeholders' Survey (based on results of the SWOT analysis) sent to 4,800 current and past Loyola contacts in December 2013;
- an All-Stakeholders' Meeting held at the High School in January 2014 attended by 150 participants from the Loyola community, representing faculty, parents, alumni and other stakeholders;
- the creation of time-limited Task Forces in April 2014 to focus on the issues of Governance, Faith Formation, Curriculum, Demographics, Development/ Alumni/Communications and Finance. These Task Forces engaged the committed participation of some 50 members of the Loyola community;
- the delivery to the JSC of the Task Force Reports and recommendations in May 2014; and
- the development, by the JSC, of these reports into Strategic Objectives in June 2014.

Strategic Planning Joint Steering Committee, appointed by the Board of Governors: April 2013 - June 2014.

Co-Chairs:

William Hlibchuk, external Board member

Vincent Fulvio, Vice-principal of Discipline

Stanley Vincelli, Chairman of the Board

Peter O'Brien, external Board member

Ken MacKinnon, external Board member

Fr. Michael Murray S.J., President of Loyola High School and Chair of the Jesuit Board of Directors

Paul Donovan, Principal of Loyola High School

Chris Hannan, faculty member, Loyola High School





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