

St Benedict's College, MANGO HILL
Annual Improvement Plan (2019)



Strong Catholic Identity

Goal 1 To consolidate House culture and spirit

Related to Other areas

Related to strategic plan objective/s:

- The school’s Catholic identity is reflected in the school-wide approach with the formation of staff and students that is holistic, inclusive, personally meaningful and supports the individual’s spiritual journey.

Related to strategic plan strategy/s

- College reviews induction processes to ensure that Benedictine values and ethos are understood and lived in College life
- Staff and Students participate in spiritual formation programs

Success Markers:

- Induction of new students (Year 8 - 12) with a focus on Benedictine ethos and values and spirituality
- Conduct House Assemblies with a focus on the patron saint of the House
- House spirit is evident through the use of war cries and chants at sporting carnivals
- Ash Wednesday liturgy is celebrated within House groupings Staff mentor for student House Leaders

Capability Building Required:

- Staff to be provided with information about House Patron Saints
- All new staff to be assigned to a House
- Induction program for students allows time for understanding and knowledge building around House Patron Saints
- Assistant Principal Administration to work with Staff Mentor of House Leaders to support their development

Activities	When	Who
New Student Induction	Term 1	Assistant Principal - Administration; Pastoral Leaders; Pastoral Care Teachers
House Assemblies are timetabled and held	Term 4	Leadership Team, Pastoral Leaders, Pastoral Care Teachers, Students
Develop War Cries	Term 3	House Leaders, House Mentors, Students
Assign Staff Mentor for Student House Leaders	Term 1	Assistant Principal, Sport Program Leader, House Leaders
Ash Wednesday Liturgy in House groups	Term 1	Assistant Principal Religious Education, Pastoral Leaders, Campus Minister, Staff, Student

Goal 2 Staff participate in formation opportunities

Related to Other areas

Related to strategic plan objective/s:

- The school's Catholic identity is reflected in the school-wide approach with the formation of staff and students that is holistic, inclusive, personally meaningful and supports the individual's spiritual journey.

Related to strategic plan strategy/s

- Plan for some staff representatives to: participate in international conference for Benedictine schools; complete a version of the Comino in Australia (e.g. Immersion experience through Subiaco, New Norcia; monastery in Tasmania; settlement in WA) work with similar schools; bring a staff member back from another Benedictine school
- Staff and Students participate in spiritual formation programs

Success Markers:

- Some staff participate in Benedictine Formation experience.
- Capability Building Required:
- Staff have an understanding of pilgrimage and retreat.

Activities	When	Who
Staff applications for pilgrimage are invited and discerned by Principal	Term 1	Principal, Assistant Principal Religious Education, Interested staff
Selected staff participate in New Norcia experience	Term 2	Selected Staff Members

Goal 3 Integrate the theme “Collective Vision... Collaborative Culture” into school liturgies and school operations

Related to Other areas

Related to strategic plan objective/s:

- The school’s Catholic identity is reflected in the school-wide approach with the formation of staff and students that is holistic, inclusive, personally meaningful and supports the individual’s spiritual journey.

Related to strategic plan strategy/s

- Staff and Students participate in spiritual formation programs

Success Markers:

- Integration of theme into Principal's Welcome, Opening Mass, Staff and Year Level commencement liturgies, Ash Wednesday, St Benedict's feast Day, College Board and P&F committees, Graduation Mass and events.
- Capability Building Required:
- Re-engagement with College Mission and Vision Statements Understanding of collaboration and collective vision to link with the Rule of St Benedict (R.B.72) and the Parable of the Good Samaritan

Activities	When	Who
Break open of the theme with Students	Term 1	Pastoral Leaders, Campus Minister, Pastoral Care Teachers, Students
Break open of the theme with Staff	Term 1	Principal, Assistant Principal Religious Education, Campus Minister, Staff

Goal 4 Improve religious iconography and symbolism

Related to Other areas

Related to strategic plan objective/s:

- A recontextualised Catholic perspective is integrated and embedded in identified learning areas.

Related to strategic plan strategy/s

- Develop a plan for students, staff and families to articulate a shared understanding of contemporary Catholic perspective across the curriculum and Catholic perspectives across curriculum areas are embedded in planning documents

Success Markers:

- Place religious icons and recontextualised prayer boxes in newly constructed classrooms and staff areas.
- Capability Building Required:
- RLOS committee to dialogue and liaise with the recontextualised symbols to go into classrooms and staff areas.

Activities	When	Who
Purchase icons and construct prayer boxes for each new room	Term 2	Assistant Principal Religious Education; Campus Minister; RLOS Committee; Grounds Staff

Goal 5 Implement Catholic Identity through the Catholic Dialogue Project

Related to Other areas

Related to strategic plan objective/s:

- A recontextualised Catholic perspective is integrated and embedded in identified learning areas.

Related to strategic plan strategy/s

- Assistant Principal Religious Education monitors and reviews existing programs within the College to ensure that a recontextualised approach to the teaching of Religious Education is evident
- Assistant Principal Religious Education works collaboratively with the Religious Education staff and all staff
- Professional Development aligned to Catholic Perspectives across identified learning areas

Success Markers:

- Leuven Report broken open with staff at a staff meeting. Formation of the Catholic Identity Staff group. Selected staff attend Story Fire retreat.
- Capability Building Required:
- Staff Professional Development around the language used in the Leuven report. Enhance the operations of the Religious Life of the School team to support a recontextualised Catholic world view.

Activities	When	Who
Staff Meeting allocated to unpack Leuven Report with focus on theological language	Term 4	Principal, Assistant Principal Religious Education; Staff; Catholic Identity Team
Selected staff attend Story Fire retreat.	Term 1	Catholic Identity Team
Formation of the Catholic Identity Staff group	Term 1	Principal, Assistant Principal Religious Education; IMARE Team

Goal 6 Develop St Benedict's College Prayer

Related to Other areas

Related to strategic plan objective/s:

- The school's Catholic identity is reflected in the school-wide approach with the formation of staff and students that is holistic, inclusive, personally meaningful and supports the individual's spiritual journey.

Related to strategic plan strategy/s

- College reviews induction processes to ensure that Benedictine values and ethos are understood and lived in College life

Success Markers:

- A College Prayer is developed.
- Capability Building Required:
- Understanding components of prayer. Understanding of Benedictine ethos and values.

Activities	When	Who
Create a College Prayer working party	Term 1	Assistant Principal Religious Education, interested staff
College Prayer working party collaborate with students, staff and parents	Term 4	College Prayer working party, Staff, Students, Parents

Goal 7 By the end of 2019, professional development in Relationships and Sexuality Education is delivered to staff and the planning and teaching using a Catholic Perspective has commenced.

Related to Relationships and Sexuality Education (RSE)

- Conceptual framework element Rating
- A. Leading school-wide RSE Medium
- B. Staff RSE formation and professional development Medium
- C. RSE Learning and teaching of students Medium
- D. Parents and carers Low
- E. Targeted support for students with additional needs Medium

Related to strategic plan objective/s:

- A recontextualised Catholic perspective is integrated and embedded in identified learning areas.

Related to strategic plan strategy/s

- Implement the school-wide Relationships and Sexuality Education Conceptual Framework
- Develop a plan for students, staff and families to articulate a shared understanding of contemporary Catholic perspective across the curriculum and Catholic perspectives across curriculum areas are embedded in planning documents
- Professional Development aligned to Catholic Perspectives across identified learning areas
- Professional Development aligned to Relationships and Sexuality Education

Success Markers:

- Combined Professional Development in collaboration with St Benedict's Primary School Staff engagement with RSE survey Data collected and collated and presented to the Principal Health and Physical Education work units are planned and delivered incorporating Relationships and Sexuality Education Relationships and Sexuality Education implementation team continue to work with staff from HPE and other curriculum areas
- Capability Building Required:
- Staff understanding the Relationships and Sexuality Education Shape Paper Capability building in unit planning incorporating Relationships and Sexuality Education Capability building in inclusion of Relationships and Sexuality Education in scope and sequence

Conceptual framework element	Activities	When	Who	Resources
E. Targeted support for students with additional needs	Units written including adjustments to ensure all students can access Relationships and Sexuality Education	Term 4	APRE, RSE implementation team, HPE CL, HPE teachers, LE Team	Units of work in HPE which have incorporated RSE perspectives, Student Learning Data
D. Parents and carers	Share information about RSE direction to Board, P&F and parent community through parent information evenings, meetings and newsletter.	Term 4	APRE, DP, HPE CL, RSE implementation team	Shape paper, newsletters, time allocated within information evenings
C. RSE learning and teaching of students	Implementation of RSE units in HPE in 2019	Term 4	APRE, HPE teachers	Units of work in HPE which have incorporated RSE perspectives
A. Leading school-wide RSE	Conduct combined Professional Development Twilight in conjunction with St Benedict's Primary School	Term 1	All teaching staff, School Officers invited to attend	BCE RSE consultants
B. Staff RSE formation and professional development	College RSE implementation team working collaboratively with HPE staff and other curriculum leaders	Term 4	APRE, College RSE implementation team, HPE Team, CLs	RSE SHape Paper, Online RSE curriculum and teaching resources

Excellent Learning and Teaching

Goal 1 To improve student learning and progression through the use of data

Related to Other areas

Related to strategic plan objective/s:

- To grow the improvement in student achievement through engagement in excellent learning and teaching.

Related to strategic plan strategy/s

- Providing a curriculum that is negotiated, relevant and promotes higher order thinking
- Providing an environment with resources that support, enhance and enliven the learning and progression of all students
- To articulate a St Benedict's approach to pedagogy, clarifying expected and effective practices

Success Markers:

Data Wall created using Writing Task Analysis results for Years 7 -10. Staff engage with the BI tool consistently to plan for learning. Staff use BCE Engage to monitor student behaviour, attendance, curriculum support and well being.

Capability Building Required:

- Understanding of what a Data Wall represents. Understanding of BCE Engage. Staff marking of writing task analysis.

Activities	When	Who
Data Wall updated, accessed and used to track and monitor student progress.	Term 4	All teachers
Construct a data wall collaboratively	Term 1	Learning Leader, Deputy Principal, All teaching staff

Goal 2 To Implement the use of BCE Engage program

Related to Other areas

Related to strategic plan objective/s:

- To grow the improvement in student well being through engagement in excellent learning and teaching including co-curricular and pastoral activities.

Related to strategic plan strategy/s

- Develop strategic plan to select specific partnerships to deliberately enhance the learning of students
- Recognising community enhancing well being of everyone in the community by acknowledging difference

Success Markers:

- Consistent use of Engage to track student behaviour, support and adjustments (NCCD).
- Capability Building Required:
- Professional Development of College Leadership Team, Pastoral Team and Learning Enhancement Team. Teaching Staff Professional Development in the use of Engage.

Activities	When	Who
Teaching Staff Engage training completed	Term 2	All staff
Selected staff attend Engage Training	Term 1	Principal, Assistant Principal Administration, Guidance Counsellor, Learning Enhancement Team, Pastoral Learners, Youth Support Worker

Goal 3 To implement Positive Schooling philosophy including Positive Behaviour 4 Learning (PB4L)

Related to Other areas

Related to strategic plan objective/s:

- To grow the improvement in student well being through engagement in excellent learning and teaching including co-curricular and pastoral activities.

Related to strategic plan strategy/s

- Consistency of language use through the “Big 5” behaviour expectations and Restorative Practices
- Develop strategic plan to select specific partnerships to deliberately enhance the learning of students
- Focus on well being issues that are current and Well being week activities and education for students
- Time and structures support opportunities for continued Pastoral Care of students

Success Markers:

- Consistent use of language regarding Positive Schooling. Students access online resources that promote positive wellbeing. Well Being Week is conducted. Staff understand concepts around PB4L as evidenced in classroom practices.
- Capability Building Required:
- All Teaching Staff Professional Development on Positive Schooling and PB4L. Pastoral Team engage BCE provided Professional Development. Students learn proactive strategies that promote well being.

Activities	When	Who
Well Being Week is conducted	Term 2	Well Being Committee, All staff and students
Staff twilight implemented including Positive Schooling and restorative Practices	Term 3	Assistant Principal Administration, Pastoral Leaders, Teaching Staff
Individual Staff engagement in Professional Development around Positive Schooling and PB4L	Term 4	Assistant Principal Administration, Pastoral Leaders

Goal 4 Implementation of New Queensland Certificate of Education (QCE) system

Related to Other areas

Related to strategic plan objective/s:

- To grow the improvement in student achievement through engagement in excellent learning and teaching.

Related to strategic plan strategy/s

- Forming a curriculum that is responsive to the needs and aspirations of students and the community and provides viable pathways and transitions for all students
- Providing a curriculum that is negotiated, relevant and promotes higher order thinking
- Providing an environment with resources that support, enhance and enliven the learning and progression of all students

Success Markers:

- Staff have completed the implementation of Units 1 and 2 including resourcing and assessment. Reporting timelines reflect changes to syllabus requirements. Staff have engaged with Professional Learning through BCE and QCAA. Student's pathways are negotiated and relevant to their particular chosen career aspirations.
- Capability Building Required:
- Consistent staff understanding about the new system and timelines. Staff Professional Development through BCE expert teacher groups, collaboration within curriculum areas, QCAA. Parent and Student understanding of the new system is developed.

Activities	When	Who
Timetable construction to include Study Options to support QCE system changes	Term 4	Senior School Program Leader, Deputy Principal, Pathways Program Leader
Students engage in Pathways Learning	Term 3	Pathways program Leader, Pastoral Leader, Deputy Principal
Staff engagement in Expert Teacher Groups	Term 4	Assistant Principal Administration, Deputy Principal, ETG teachers
Hold Parent Information Sessions	Term 3	Deputy Principal, Pathways Program Leader, Senior Schooling Program Leader, Pastoral Leader, Pastoral Care Teachers

Goal 5 Implement eLearning and collaborative spaces

Related to Other areas

Related to strategic plan objective/s:

- To grow the improvement in student achievement through engagement in excellent learning and teaching.

Related to strategic plan strategy/s

- Engaging in the creative use, manipulation and transformation of learning through ICT in the development of students 21st century skills
- Providing an environment with resources that support, enhance and enliven the learning and progression of all students

Success Markers:

- Flexible furniture purchased for new classrooms. Staff collaborative spaces set up in R3 and R4, A7. Tech Cafe is regularly conducted to enhance the use of online collaborative tools. Implementation of Modern History online as a host school. Access online eLearning for Year 12 Mathematics C through San Sisto College and Year 11 Specialist Mathematics to allow for additional learning opportunities.

Capability Building Required:

- Tech Cafe is regularly conducted to enhance the use of online collaborative tools and is responsive to staff needs. Professional development for staff using Swivl. Student and Parent understanding of requirements of the online courses and assessment. Student, Parent and Staff engagement with online texts eg: Box of Books. Understanding best practice through research for collaborative learning.

Activities	When	Who
Tech Cafe operates on a weekly basis	Term 4	Curriculum Leader - ICT; Interested staff
Subscribe to box of books as a digital resource	Term 1	Teacher Librarian, Teaching Staff
Implementation of Modern History online as a host school	Term 3	Curriculum Leader - Humanities, Deputy Principal
Creatively place flexible learning furniture in new classrooms	Term 1	Principal, Deputy Principal, Business Manager, Grounds Staff

Goal 6 Implement a whole school focus on feedback to and from students.

Related to Other areas

Related to strategic plan objective/s:

- To grow the improvement in student achievement through engagement in excellent learning and teaching.

Related to strategic plan strategy/s

- Staff engage in reflective practice through the Educator Impact Program to improve classroom practice
- To articulate a St Benedict's approach to pedagogy, clarifying expected and effective practices

Success Markers:

- Evidence of teacher descriptive feedback to students during class room time that is linked to the Learning Intentions and Success Criteria for the lesson/series of lessons. Evidence of teacher feedback to students linked to assessment criteria and standards. Evidence of student data being used as a planning tool by teachers. Use of OneNote, forms and other Office365 platforms to gather feedback/data from students to inform feedback to students by classroom teachers.
- Capability Building Required:
- Staff Professional Development on the efficacy of feedback. eg: ICT support; Tech Cafe; ELT focused twilight including research feedback.

Activities	When	Who
Tech Cafe conducted	Term 4	Curriculum Leader - ICT; interested staff
Learning Intentions and Success Criteria evident in classrooms	Term 4	CLT, Learning Leader
ELT Twilight conducted	Term 2	Deputy Principal, Learning Leader, Staff
Colleague classroom observations on feedback	Term 4	All staff

Goal 7 Continue to support and grow the teaching of Religious Education

Related to Other areas

Related to strategic plan objective/s:

To grow the improvement in student achievement through engagement in excellent learning and teaching.

Related to strategic plan strategy/s

- Providing a curriculum that is negotiated, relevant and promotes higher order thinking.

Success Markers:

- Teaching and Learning resources reviewed and improved. Professional Learning supported in Religious Education through staff engagement in engagement with Expert Teacher Groups and continued support the accreditation of teachers to teach Religious Education. Students achieved the Literacy SMART Goal through a literacy focus in Year 10 Religious Education.
- Capability Building Required:
- Professional Development of teachers through enhanced understanding of RE curriculum and new senior syllabuses and resourcing for these areas; professional readings; REAP; Expert Teacher Groups. Professional dialogue and sharing of information, reviewing of units, sharing of good pedagogy and practice within curriculum area meetings. Leading literacy learning professional development through Writing Task Analysis meetings and collaborative practices.

Activities	When	Who
Writing Task Analysis is completed on a term basis in Religious Education classes	Term 3	Assistant Principapal Religious Education, Learning Leader; Year 10 Religion Team, Deputy Principal
Teaching and Learning resources reviewed and improved.	Term 4	Assistant Principal Religious Education, Religion Staff; Teacher Librarian
Professional Learning supported in Religious Education through staff engagement in engagement with Expert Teacher Groups and continued support the accreditation of teachers to teach Religious Education.	Term 4	Principal, Assistant Principal Religious Educaiton, Religion Staff members, Interested Staff members

Goal 8 By the end of 2019, 60% of Year 7 students; 60% of Year 8 students; 85% of Year 9 students and 70% of Year 10 students have achieved the BCE Literacy Benchmark of 20 - 24.

Related to Learning Growth
Learning Growth Challenge Writing
Classes 7, 8, 9, 10

Related to strategic plan objective/s:

- To grow the improvement in student achievement through engagement in excellent learning and teaching.

Related to strategic plan strategy/s

- Providing an environment with resources that support, enhance and enliven the learning and progression of all students.

Success Markers:

- Staff will collaboratively mark writing task analysis to build capacity and collective responsibility
Development of Middle Leadership Role - Learning Leader, with a focus on Literacy and Pedagogy Staff development and building of data wall for 2019 which will show progression of student data across middle years and lower senior years Staff collaboration around the data wall as a resource for planning for learning
- Capability Building Required:
- Leadership capacity building by Learning Leader Capacity building of teaching staff to engage consistently with writing analysis tool marking using the criteria Capacity building of all teaching staff regarding language of writing task analysis tool criteria and precision pedagogy that will best impact student literacy development and progression across all curriculum areas

Activities	When	Who
Setting of writing task analysis tools for classes early so that they are embedded in the current learning in classes. Tasks for the year to be developed by the end of Semester 1.	Term 2	DP, L, Teaching Staff and CLs in RE, SCI, HIS/HPE (plus others)
Reflection of writing task analysis tools used ongoing throughout the year and making changes to tools based on feedback received.	Term 4	DP, L, Teaching Staff and CLs in RE, SCI, HIS/HPE (plus others)
Professional Learning for staff with a focus on precision pedagogy for literacy learning.	Term 4	LL + all staff
Communication and analysis of data trends to all staff after each marking point throughout the year to build collective responsibility.	Term 4	LL + all staff
Collaborative marking of writing task analysis tool to calibrate markers.	Term 2	DP, L, Teaching Staff and CLs in RE, SCI, HIS/HPE (plus others)
Clearly articulate SMART Goal to College Staff, print SMART Goal for staff reference.	Term 1	DP, LL
Clear plan for the writing task analysis including marking dates and BCE data entry points clearly articulated to all staff.	Term 1	DP, LL, Teaching staff in RE, SCI, HIS, HPE (plus others)

Building a Sustainable Future

Goal 1 To make curriculum links with the use of the College Garden

Related to Other areas

Related to strategic plan objective/s:

- The school ensures stewardship of resources with transparency, accountability and compliance.

Related to strategic plan strategy/s

- Ensure budgets and resourcing is aligned to College goals and priorities through consultation with key members of the community.

Success Markers:

- Evidence of College Garden use is apparent within curriculum planning documents and RLOS documentation. A Teacher and students are responsibility for the upkeep and maintenance of the College Garden.
- Capability Building Required:
- Understanding of where the use of the garden can be linked to curriculum documents. Understanding of sustainability and horticultural considerations.

Activities When Who

Maintenance and upkeep of the College Garden Term 4 Nominated Staff Member

Develop a plan for use of the College Garden negotiated with other staff members Term 2 Nominated Staff Member

A call for a staff member to be responsible for the College Garden. Term 1 Deputy Principal

Activities	When	Who
Maintenance and upkeep of the College Garden	Term 4	Nominated Staff Member
Develop a plan for use of the College Garden negotiated with other staff members	Term 2	Nominated Staff Member
A call for a staff member to be responsible for the College Garden.	Term 1	Deputy Principal

Goal 2 To implement the SBC digital strategy

Related to Other areas

Related to strategic plan objective/s:

- The school ensures stewardship of resources with transparency, accountability and compliance.

Related to strategic plan strategy/s

- Ensure budgets and resourcing is aligned to College goals and priorities through consultation with key members of the community
- Optimise the use and allocation of technology to support teaching and learning, collaboration and decision making.

Success Markers:

- Reconvene the Technology Committee. Sharing of SBC digital strategy with the Leadership Team and staff.

- Capability Building Required:
- Understanding of the SBC digital strategy by all staff. Capacity building of Network Coordinator to implement the strategy.

Activities	When	Who
Regular Technology Committee Meetings	Term 4	Network Coordinator, Curriculum Leader - ICT, Principal, Business Manager, Deputy Principal
Reconvene the Technology Committee.	Term 4	Principal, Network Coordinator, Deputy Principal, Curriculum Leader - ICT, Business Manager

Goal 3 To enhance Community Connections

Related to Other areas

Related to strategic plan objective/s:

- The school builds sustainability through people and capability.

Related to strategic plan strategy/s

- Continue to explore and build upon a strategic partnership with St Benedict's Primary School that enhances possibilities for staff formation, shared resource usage, curriculum development and strategic support.
- Document and evaluate existing partnerships across the school community, review the effectiveness of these strategic partnerships and reinforce the school's culture of high expectations
- Educate parents about how they can showcase the school community when opportunities arise
- Inform the College Board and Parents and Friends about College objectives and goals and how they can aid and promote these within the broader community
- Partnership with various universities are developed and enhance the learning and culture of the College.

Success Markers:

- Students attend Year Level Masses with the Parish Combined staff Professional Development with Primary School. Father Bryan attends Religious Education Classes for each year level, once per term. Father Bryan is involved with College activities throughout the year. Facilities are shared with the Primary School and Parish as required. Some combined activities between the Primary School, Parish and Secondary College have been completed. Regular combined Primary/Secondary Leadership meetings. Creation of Foundation Students/Alumni. Develop an ANZAC Memorial garden.
- Capability Building Required:
- A willingness to cooperate, plan and share.

Activities	When	Who
Year Levels attend Parish Mass and participating in the Ministries.	Term 4	APRE, Father Bryan, Teachers involved in Friday Period 1 and 2, All Students
Schedule and conduct combined Leadership Team Meetings	Term 4	Leadership Teams of the Colleges
Organise and run combined activities with Primary School, Parish and Secondary College	Term 4	APRE, APA, Interested staff and students, Father Bryan
Father Bryan timetabled to attend RE classes and activities throughout the year	Term 4	APRE, Father Bryan, RE Teachers

Develop ANZAC Memorial Garden with stone and foundation plaque	Term 2	Leadership Team, Business Manager
Community Service of students in Primary School	Term 3	Pastoral Leaders, Pastoral Care Teachers, Students
Combined Professional Development opportunities with Primary School	Term 3	All teaching staff
Cert III Sport and recreation Students assist with Primary School Carnivals	Term 3	Sport Program Leader
APAs plan use of shared resources	Term 3	APAs

Goal 4 To complete Stage 3 of building program

Related to Other areas

Related to strategic plan objective/s:

The school ensures stewardship of resources with transparency, accountability and compliance.

Related to strategic plan strategy/s

- Ensure budgets and resourcing is aligned to College goals and priorities through consultation with key members of the community
- Improve the health and safety environment, and promote a consistent approach to the continuous improvement in health and safety culture
- Optimise the use and allocation of technology to support teaching and learning, collaboration and decision making

Success Markers:

- 10 classrooms completed. 2 Science laboratories completed. 2 Visual Arts rooms. Senior Covered Area. 2 Performing Arts Rooms. 4 Instrumental Practice Rooms. Refurbishment of Resource Centre. Extension of Canteen. Relocation of Uniform Shop. 84 carpark spaces created. Maintenance shed completed. A7 Staff Space completed.
- Capability Building Required:
- Understanding of the Master Plan.

Activities	When	Who
Complete Stage 3 Building Program	Term 2	Principal, Deputy Principal, Assistant Principal Administration, Assistant Principal Religious Education, Business Manager

Goal 5 To complete staff individual professional learning plans

Related to Other areas

Related to strategic plan objective/s:

- The school builds sustainability through people and capability.

Related to strategic plan strategy/s

- Annual goal setting and professional learning plans are completed and reviewed by all staff

Success Markers:

- Teachers complete goals and Professional Learning Plans by due date.
- Capability Building Required:
- An understanding of the role of the teacher. An understanding of the Professional Development Program.

Activities	When	Who
Teachers complete goals and Professional Learning Plans by due date.	Term 1	All teaching staff

Goal 6 To commit to the well being of staff and workplace health and safety matters

Related to Other areas

Related to strategic plan objective/s:

- The school ensures stewardship of resources with transparency, accountability and compliance.

Related to strategic plan strategy/s

- Ensure health and safety of College members is a priority
- Improve the health and safety environment, and promote a consistent approach to the continuous improvement in health and safety culture
- To make easily accessible all policies and practices to members of the College Community

Success Markers:

- Workplace Health and Safety Committee exist, meet regularly and attend to Workplace health and safety matters. Well Being Committee exists, meet regularly and are proactive in conducting well being activities for staff.
- Capability Building Required:
- Capability developed through collaboration. Understanding of current legislation and workplace health and safety requirements.

Activities	When	Who
Well Being Week Activities conducted	Term 2	Well Being Committee
Meetings schedule developed which includes meetings for Workplace Health and Safety and Well being Committees	Term 1	Deputy Principal, Guidance Counsellor

Goal 7 Create Professional Learning Communities for specific goals

Related to Other areas

Related to strategic plan objective/s:

- The school builds sustainability through people and capability.

Related to strategic plan strategy/s

- Annual goal setting and professional learning plans are completed and reviewed by all staff

- Consider ways staff professional learning plan/goals could factor in more deliberate/strategic partnerships to enhance curriculum delivery.

Success Markers:

- Creation of Learning Communities eg: TEC café; Optional Writing/Literacy Learning and RLOS Professional Development.
- Capability Building Required:
- Learning Communities enhance the building of staff capacity through collaboration.

Activities	When	Who
Learning Communities are created.	Term 4	All staff

Goal 8 Building staff capacity in curriculum, pastoral and operational endeavours through Professional Development

Related to Other areas

Related to strategic plan objective/s:

- The school builds sustainability through people and capability.
- **Related to strategic plan strategy/s**
- Annual goal setting and professional learning plans are completed and reviewed by all staff
- Consider ways staff professional learning plan/goals could factor in more deliberate/strategic partnerships to enhance curriculum delivery
- Discern explicit improvement agenda collaboratively with key stakeholders across the College community and plan strategic priorities accordingly

Success Markers:

- Every staff member has attended at least one Professional Development opportunity in Curriculum, Pastoral or Operational Matters.
- Capability Building Required:
- Every staff member has attended at least one Professional Development opportunity in Curriculum, Pastoral or Operational Matters.

Activities	When	Who
Professional Development Opportunities supplied to staff members	Term 4	All staff

Goal 9 Build staff capacity through the Educator Impact Professional Development program for Teachers and Middle Leaders.

Related to Other areas

Related to strategic plan objective/s:

- The school builds sustainability through people and capability.

Related to strategic plan strategy/s

- Annual goal setting and professional learning plans are completed and reviewed by all staff
- Consider ways staff professional learning plan/goals could factor in more deliberate/strategic partnerships to enhance curriculum delivery

Success Markers:

- Educator Impact reports indicate areas of focus for staff improvement through setting of SMART Goal.
- Capability Building Required:
- Staff engage in peer to peer observation and feedback to improve pedagogy and practice. Staff engage with the Professional Development readings from Educator Impact as per the timelines.

Activities	When	Who
Group staff according to individual Professional Development focus and area of interest	Term 2	Deputy Principal, Learning Leader, staff
Educator Impact summary reports distributed to staff	Term 4	Principal, Learning Leader, Deputy Principal, Staff
Create timeline schedule to lead the implementation of Educator Impact and distribute to staff.	Term 1	Learning Leader
Allocate time for staff to meet and discuss readings.	Term 3	All staff