

**St Benedict's College
Annual Action Plan 2013**

Broad Strategic Goal #2: Enhance Learning and Teaching					
Strategic Intent	Strategies	Personnel	Timeline	Indicators	Outcomes
2.1 Enhanced pedagogical practice that is data-informed and evidence-based.	Develop engaging programs of work: active and interactive	ITC guests presenters and all teaching staff	Throughout Semester One	ITC professional development sessions timetabled and attended. Sharing of best practice thinking strategies by teachers in staff meetings to show how thinking is enhanced through purposeful thinking tools being implemented in both the process and end product.	ITC sessions attended and strategies used in class, assessment tasks and during staff meetings where discernment is required.
	Be digitally connected – LMS; global	All staff	Throughout year in meeting times and BCE in-services attendance	Students have work on LMS in a variety of subjects	Sharing of ITC strategies and learning outcomes occurred in staff meetings and in curriculum meetings throughout 2013. LMS trialled with RE in Term 4 due to technical restraints. Continue in 2014.
	Be data informed – not just data driven – SRS data; moderation data and samples; assessment matrix, Business Intelligence (BI tool)	Teachers	Throughout the year	SRS subject reports are investigated and interrogated; moderation marking is completed and reflects amendments to learning plans and results. An assessment matrix is completed. i) SRS reports in Term One and Semester One are given to teachers and investigated to see spread of results. ii) Moderation and cross marking data is discerned and amendments actioned that may change the learning pace, schedule, format and assessments. iii) Assessment matrix for each subject is completed that shows type, format and conditions for tasks. iv) Use the BI tool to input and analyse data to improve learning	SRS Cohort reports were investigated by all teachers and spread of results interrogated and questioned. Moderation was consistently undertaken and results published on staff portal. Assessment matrix to be worked on in 2014 in all areas. BI tool upload of AER data to be completed in 2014.
	Make cross curricular connections	Teachers	Throughout the year	Some subjects show this connection in their work programs to complement each other in cross curricula teaching sequences and concepts . i.e. Religion and History/ Pastoral Care and HPE.	Cross curricular links made between RE, History, Languages, Maths and ITD in an end of year project. Pastoral Care program links with Science and HPE.
	Set up Reporting processes and structures	Deputy Principal	Before reports	SRS reports; rationale; processes and standards established and communicated to staff. SRS reports completed	All completed, standards and guidelines established and used.
	Shared teaching of concepts	Teachers	Throughout the year	Co-teaching and sharing of concepts occurs in identified classes. Teachers identify areas where co-teaching and sharing of concepts can occur. Endorsed by Deputy Principal.	Some occurred between 2 teachers in English in Semester One 2013.

	Class Room Walk Throughs	Teachers	Semester Two	Teachers buddy up with a colleague, as set up with Deputy Principal and undertake a structured classroom walk through to seek out ways to improve their practice – pedagogy; management; structure and organisation. Classroom walk throughs occur and sharing of observation and ideas occurs between colleagues to enhance practice for both parties.	To be investigated in 2014 using Visible Learning Framework.
	Investigate laptop pedagogy	Teachers, BCE personnel.	Semester Two	Review of laptop pedagogy. Laptop pedagogy proposal formulated for discussion and use in 2014. Review what is occurring with laptop pedagogy – SWOT and engage BCE assistance re: best practice models for discernment.	Sharing of how best laptop pedagogy worked and some sharing of strategies and programs used. More in 2014 – led by TL and Curriculum Leaders.
	Review available data - PATR; PATM, AGAT, SAust- Spelling	Teachers	Term 2 and Term 3	Testing data collated and results uploaded onto BI tool for analysis and discussion with staff. Suggested amendments to teaching programs and impact on whole school literacy and numeracy plans.	Bi tool upload to occur in 2014
	Annual review of departmental pedagogy and work programs	Teachers	Term 4	Teachers undertake reviews and make amendments for future and load onto Staff Portal/Curriculum. Taken to Staff Meeting Curriculum Review meeting.	Reviews undertaken at end of 2013.
	Completion of Cyclical Review component 2.3 (Pedagogical Practice)	Identified staff	By Term 4	Component 2.3 is completed and endorsed by Area Supervisor.	
2.2 Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.	Develop engaging programs of work: that are active and interactive	All staff	All year	Teachers utilise the portfolios of work for the Australian Curriculum for Phase One learning areas to glean best practice assessments for students. This combined with the ITC thinking tool pedagogy, enables active and interactive learning that promotes equity and excellence.	Portfolios utilised in Phase 1 learning areas.
	Implement Australian Curriculum, including Phase One learning areas and General Capabilities and Cross Curriculum Priorities	All staff	All year	English, Mathematics, Science, History and Geography KLAS develop and refine all units for the Australian Curriculum – focussing on identification of Cross	Work programs reflected CCP and GC's where applicable.

	<p>Be involved in forums to discuss draft Australian curriculum courses</p> <p>Explore the BCE Learning and Teaching Framework</p>	<p>Selected staff</p> <p>All staff</p>	<p>As scheduled</p> <p>May 2013</p>	<p>curricula and general capabilities priorities . Work programs reflect the Australian Curriculum intent and entitlements.</p> <p>Staff attends Australian Curriculum workshops to be involved in draft conversations and to depth understanding. Teachers who attend workshops to bring back knowledge an insight to share with curriculum teams.</p> <p>Staff are introduced to the new BCE Learning and Teaching Framework by BCE Education Consultant (Secondary)</p>	<p>Staff attended Technologies, Languages and Performing Arts Australian Curriculum workshops</p> <p>Completed.</p>
2.3 Improved literacy and numeracy standards.	<p>Development of a College Literacy and Numeracy Plan</p> <p>Learning Support Team review benchmark data gathered to make plans for curriculum directions in this area.</p> <p>Engage in planning and preparation for NAPLAN test using cross curricula approach.</p>	<p>Deputy Principal; STIE; all teaching staff</p> <p>Deputy Principal; STIE;</p> <p>Deputy Principal; STIE; English and Mathematics teachers</p>	<p>Semester Two</p> <p>Semester Two</p> <p>Semester Two</p>	<p>Develop a literacy and numeracy plan for Years 8 and 9 using the Literacy and Numeracy general capabilities in the Australian Curriculum as a starting point. Ensure Literacy and numeracy skills inserted into units of work and articulated in every KLA. Literacy and Numeracy Plan formulated and out for discussion to staff. Implementation in 2014.</p> <p>Use ACER on-line tests – PAT R, PAT MathsPlus and AGAT and South Australia Spelling tests to create literacy, numeracy and wellbeing benchmarks for students. Data is uploaded onto the BI tool and analysis is undertaken. Consultation with teachers occurs and adjustments to learning plans are made to accommodate findings. Work programs articulate literacy and numeracy knowledge, skills and understandings</p> <p>Analysis of NAPLAN requirements, skills and understandings; recommendations for future curriculum initiatives made. NAPLAN preparation development strategies for Literacy and Numeracy outlined and published to staff.</p>	<p>Investigation of literacy requirements in Australian Curriculum subjects undertaken and more to continue in 2014</p> <p>ACER on-line tests completed</p> <p>2014.</p> <p>STIE looked at data and to convey to DP, Curriculum Leaders in 2014.</p>
2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling e.g. school based kindergarten and Year 7 to secondary.	<p>Develop Learning and Teaching Vision Statement</p> <p>Investigate continuity of curriculum between primary feeder schools and SBC</p> <p>Resource requirements for the Australian curriculum and new Religion curriculum are researched and managed.</p>	<p>All staff</p> <p>DP; STIE; teaching staff</p> <p>DP, APRE, Teacher-Librarian and teaching staff</p>	<p>Terms Two and Three</p> <p>Terms Three and Four</p> <p>Semester Two</p>	<p>The College Learning and Teaching Framework is developed, discussed and ratified by staff, parents and board; in line with the BCE Learning and Teaching Framework.</p> <p>Feeder school visits and data collection about curriculum and opportunities for discussion with Year 6 and 7 teachers from feeder schools. CTJ Day.</p> <p>Resources for Phase One and new Australian curriculum courses; and the new Religion curriculum are investigated and purchased. Work programs reflect the use of new resources for the Australian Curriculum and Religion curriculum.</p>	<p>Completed.</p> <p>Information sent to schools for collection. CTJ Day for 2014 being investigated.</p> <p>BCE Religion Curriculum endorsed and being planned for 2014. Resources purchased and investigated for Australian curriculum throughout 2013.</p>

	Prepare for the introduction of Year 7 in 2015	Principal, DP, leadership team and teaching staff	Semester Two	Plan for Year 7 to secondary transition is developed and action learning cycles devised to empower and enhance knowledge and structures implementation for 2015.	Year 7 to Secondary action learning conference to Perth and plan commenced for used in 2014. APA will be project coordinator in 2014.
2.5 Comprehensive whole-school approaches provide pastoral care, protection of students, student behaviour support and foster social and emotional wellbeing.	Compulsory Student Protection in-service occurs for all new staff to the College.	Principal, DP, Counsellor, Pastoral Co-ordinators, Staff	Ongoing	Staff engage in and understand amendments to Student Protection policy.	Student Protection processes undertaken by Guidance counsellor and all staff
	College Counsellor and Principal engage in regular meetings to ensure student protection issues are addressed within the College.	Principal, Counsellor	Ongoing		Timetabled and attended weekly.
	College counsellor provides information – within bounds of confidentiality- to PC coordinators on a regular basis on student protection issues (including time at weekly meetings)	Counsellor, PCTs, APA Counsellor	Ongoing	Student issues are managed more effectively with a wider base of information gathering enabled by weekly pastoral care meetings.	Ongoing conversations with GC, PCT and APA.
	College counsellor provides information to staff on warning signs for student protection issues and reminds of reporting requirements. Reinforce and supplement mandatory child protection procedures at staff meetings.	Counsellor, staff	Ongoing	Staff are informed of the procedures of student protection and reactions to these are improved within the guidelines.	GC informs staff when relevant.
	Develop the role of Pastoral Care Teachers as student advocates and supporters of academic, extra-curricular and social wellbeing	APA PCTs		The relationship within the Pastoral team is strengthened to better manage student issues within the College—understanding of issues for the entire College by all of the team as students will pass from one year level to the next in the following year.	Information gathered and discussed in readiness for 2014.
	All volunteers at the College to complete a volunteer induction package—register of volunteers to be maintained.	College Secretary	Ongoing	Clear communication between all staff to facilitate student wellbeing	Memo's, meeting and discussions throughout year
	Establishment of whole-school Student Behaviour Support Plan to facilitate a positive learning environment	APA (all staff)		All visitors to the site who will come into contact with students complete volunteer Induction Packages.	Completed with College secretary.
	Implementation of a formal timetabled Pastoral Care Education program.	APA and PCTs (All staff)	Semester 1 2013	Whole school Student Behaviour Support Plan completed and implemented	Completed for BCE submission.
A variety of extra-curricular activities implemented. Examples include: <ul style="list-style-type: none"> • Music Showcase, • Arts Night, • Drama Club • Homework Club • Religious celebrations • Swimming, Athletics and Cross-country Carnivals 	DP, APA, Learning Support team, Curriculum Co-ordinators, Cultural Co-ordinator, teaching staff	Terms 1-4	A targeted PC program is implemented incorporating weekly lessons that effectively address social emotional issues relevant to the student needs.	Implemented in 2013.	
			Celebration of major cultural events included in the College Calendar eg Harmony Day	Some events celebrated – more in 2014 as College grows.	
			Increasing participation rates and support of aforementioned extra-curricular examples		

<p>2.6 Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.</p>	<p>Cater for variety of learners in learning teaching and assessment cycles Provide strategic special needs support</p> <p>Develop consistent reporting plans and processes for verified students.</p> <p>Inclusive Education issues and practices addressed in Professional development days and staff meetings</p> <p>Development of College Inclusive Education Guidelines</p> <p>Individual teaching staff share experiences of inclusive practices and of methodology used to report results (e.g. staff meetings; Department meetings)</p> <p>Provide PD for Support Staff</p> <p>Ensure regular meetings of School Officers and STIE</p> <p>Increase staff knowledge of all students' individual needs.</p>	<p>STIE; Guidance Counsellor; all teaching staff; BCE personnel</p> <p>Deputy Principal; STIE</p> <p>STIE; Guidance Counsellor</p> <p>STIE; Guidance Counsellor and BCE personnel</p> <p>Teaching staff</p>	<p>All year</p> <p>Term Two</p> <p>All year</p> <p>Semester Two</p> <p>All year</p> <p>As identified</p> <p>All year</p> <p>Term One</p>	<p>Learning Support team works with teachers to adapt learning and assessment strategies to better meet the needs of individual students. A variety of learning and assessment strategies implemented in classrooms which better meet the individual learning needs of students with disabilities and from diverse cultural backgrounds</p> <p>Staff use the SRS comment stems to articulate engagement with varied learning needs as explained in ILP's.</p> <p>Staff verbalise a more practical understanding of inclusive education Presentations at staff meetings and PD days by individual staff members and external professionals / BCE Staff</p> <p>Inclusive Guidelines developed and ratified</p> <p>School Officers procedures reviewed and monitored for optimal student assistance</p> <p>Staff and departmental meetings</p> <p>Opportunities for PD given to support staff</p> <p>Regular meetings scheduled by STIE</p> <p>Staff aware of where to find information about students with learning needs</p>	<p>Continuing conversations in a variety of forums to inform and keep abreast of developments and needs.</p> <p>Completed and refined for Semester Two usage.</p> <p>Completed and ongoing.</p> <p>For 2014</p> <p>STIE undertook review and refinements</p> <p>Staff and department meetings where applicable.</p> <p>Implemented.</p> <p>Ongoing and consistent.</p>
<p>2.7 Career education and creative curriculum planning that improves student access to pathways and maximises school and post school options.</p>	<ul style="list-style-type: none"> • Career, interests and skills exploration in Pastoral Care sessions • Sampler/taster day for Year 8 into Year 9 students for electives • Provide opportunities for outside of school competitions and experiences to enhance learning in different contexts to promote alternate pathways. 	<p>Deputy Principal and Pastoral Care team</p> <p>Teaching staff</p> <p>Deputy Principal; Teacher-Librarian and teaching staff</p>	<p>Term Two</p> <p>Term Three</p> <p>All year</p>	<p>Pastoral Care session developed to investigate and explore career interests, skills and talents.</p> <p>Sampler day timetable distributed, actioned and reviewed by teachers and students.</p> <p>Competitions and extension experiences explored and communicated.</p>	<p>Implemented throughout year</p> <p>Implemented in Term Three.</p> <p>Implemented, advertised and entries received with some winners.</p>
<p>2.8 School leadership teams and classroom teachers have well developed capacities to utilise</p>	<p>Be digitally connected – LMS; global citizenship</p> <p>Use of Web 3.0 tools to enhance learning, teaching and student outcomes</p>	<p>Teaching staff</p> <p>Teaching staff</p>	<p>All year</p> <p>All year</p>	<p>Professional development on LMS and global citizenship for staff.</p> <p>Sharing of Web 3.0 tool experiences in 'expert groups' at staff meetings. All staff encouraged to engage, share and improved their ICLT pedagogy skills</p>	<p>Ongoing throughout year when technical difficulties worked out at BCE</p> <p>For 2014</p>

information, communication and learning technologies to improve learning and teaching	Promote accessible IT courses to staff	Teaching staff, BCE PD and external PD	All year	Attendance at PD that can be shared with colleagues	To be extended in 2014.
	Establish an ICLT committee to set goals for future development	Interested staff	Semester Two	ICLT Goals proposed and discussed	For 2014