### Priority #4 : Strategic Resourcing

<table>
<thead>
<tr>
<th>Strategic Intent</th>
<th>Strategies</th>
<th>Personnel</th>
<th>Timeline</th>
<th>Indicators</th>
<th>Outcomes</th>
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</thead>
</table>
| 4.1 The strategic Renewal Plan, informed by the principle of Stewardship directs the allocation of school resources. | • Collaboratively develop a Strategic Renewal Plan for 2013 – 2016 as per BCE SRF Guidelines (Purple Book)  
• Develop a strategic allocation of resources in the college  
• Develop Annual Action Plans consistent with the College Major Priorities which demonstrate the principle of stewardship. | All staff and various members of the community as managed and coordinated by the principal.  
Financial and budget considerations as managed by BM.  
Annual Action Plans as developed by Senior Leadership | Term 2 – 4  
All year  
Term 2 | • All staff and various community members have been consulted in the process of SBC SRP development.  
• SBC SRP 2013 – 2016 is produced  
• Plan is published to community  
• Allocation of resources are clearly consistent with priorities as outlined in SRP and College Major Priorities  
• Annual Action Plans are aligned and consistent with College Priorities and clearly demonstrate principle of stewardship. | Staff and community collaboratively developed a College SRP 2013 – 2016  
Plan published on the website  
Purchase and allocation of resources have been consistent with the college priorities  
Annual Action Plans completed and published on website.  
Systematically reviewed by Leadership in readiness for the development of AAP for 2014. |
| 4.2 Collaborative processes are in place to develop the budget and to allocate resources | • Develop Collaborative processes for budget development  
• Prepare College Budget and Department Budgets allocating funds to purchase of resources as necessary for the delivery of curricular and co-curricular programs; and functions of the college  
• Align College expenditure to SRP and college priorities  
• Discuss and report on financial matters with College Board and Finance Sub Committee  
• Enlist support of P&F for additional financial assistance with college projects and resourcing. | Staff Leadership Team  
Teacher/Librarian  
Business Manager  
Finance Sub committee  
Principal in consultation with Admin Team  
Principal Pastoral Board  
Finance Sub Committee  
Leadership Team; P&F | Term 3 (planning for following year)  
Terms 2 - 3  
Term 1 – budget approvals  
Monthly Board Meetings  
Monthly P&F meetings | • Budgets clearly identify proposed expenditure for the following year; budget requests have been discussed by member of Senior Leadership and BM  
• resourcing reflects college priorities for the year and curriculum offerings  
• all departments have a budget  
• Budgets show allocations for resource purchases for curriculum implementation; staff and student welfare; parent participation in the college (P&F); major functions and events associated with college operations or mission/vision initiatives (eg Official College | Budget process need to be reviewed prior to development of budget for 2014  
Resourcing reflected the college priorities  
In 2013 – department budgets were not readily accessible by department’s; improve on these processes for 2014 needed  
Refinement of budget allocations needed for 2014 – more collaboration needed for the development of 2014 budget. |
| 4.3 The formation and professional learning of staff is clearly evident in budget priorities | • Staff Formation and Induction is continuing as new staff join the college  
• Senior leadership and staff identify professional learning needs across the college  
• Individual staff identify their own professional learning needs and seek assistance to achieve these goals  
• Staff PD plans used to budget for college, departmental and individual professional learning | All staff | As needed  
Terms 3 – 4 in planning for the following year  
Term 1  
Throughout the year | • All staff complete an annual review and a professional learning plan clearly identifying professional learning needs.  
• Apa/APRE/DP identify departmental professional learning needs in annual reviews and action plans for the following year.  
• Senior Leadership identify and cater for whole school professional learning priorities covering expenses through whole school professional development budget. | Staff met it the principal on two occasions throughout the year to discuss annual goals achievement and professional learning needs.  
Review of staff goal completed for 2013  
Annual Action Plans reviewed in readiness for development of AAP for 2014  
Whole school Professional Learning plan completed at the beginning of the year – ITC workshops were conducted and attended by all teaching staff. |}

| 4.4 Resourcing decisions and priorities support financial accessibility for families | • Closely monitor financial operations of the college (loans, debt levels, concessions etc)  
• Monitor family payments of accounts and bad debtors  
• Provide variety of payment methods for families  
• Review fees and levies on an annual basis  
• Provide concessions for families who meet concession criteria  
• Costs of excursions and camps are included in the general levy; minimise additional fees and charges to parents throughout the year | Principal, Business Manager, Financial Secretary, Fee Administrator  
Finance Sub Committee College Board | All year | • Concessions to families have been granted on a needs basis  
• Fees and levies are reviewed and published annually; discussed with Finance Sub Committee  
• Financial operations and debt levels are monitored on a monthly basis | Approximately 13% of families have been granted concessions.  
Fees and Levies were reviewed with a view to developing these for 2014  
Closer monitoring of lean and debt levels will be needed in 2014; Principal has requested monthly reports from BM |
| 4.5 Information and learning management systems enhance student and staff engagement with learning, teaching and school operations | • Maximise the use of ICLT’s in the Curriculum; every subject area to demonstrate use of ICLT’s in the curriculum  
• Continuation of 1-1 Laptop program to incoming students  
• Student reporting is accessed digitally and remotely by staff  
• Develop e Diary  
• Develop Website  
• Develop Parent Portal  
• Develop LMS; Life  
• Develop staff Portal; file organisation | Principal; DP APA; APRE  
All teaching staff  
Website – sub contractor  
Fawmatt consulting | Ongoing throughout the year and beyond | • All units of work from all subjects incorporate use of ICLT’s  
• Student assessment reflects the use of ICLT’s eg powerpoint presentations, film and sound.  
• SBC Portal exists and is accessible by all staff, students and parents  
• Students, staff and Parents access eDiary | DP monitored all work program development and ensured that all subject areas contained the integration of IT into program and assessment for students.  
SBC staff portal developed and in use by staff  
E Diary will need further development  
Parent Portal yet to be developed |
| 4.6 Sustainable environmental practices are embedded into the organisational structure and processes of schools | • Develop environmentally sustainable practices  
• Students encouraged to develop an environment committee under the mentoring of an enthusiastic staff member  
• Environmental practices – “make a difference” to college environment and provide financial considerations | All teaching staff; Students; Groundsman; Cleaner; Office Staff; Students and staff mentor; Business Manager; Grounds and Maintenance staff | Ongoing throughout the year and beyond  
All Year  
As needed | • College uses environmentally sustainable practices – paper recycling; waste recycling bins around college; biodegradable cleaning products used; compost bin installed; mulch around gardens; rain water for watering and cleaning  
• Environment Committee exists with environmental activities organised  
• Students engage in environmentally sustainable practices; mentor encourages committee and other students in the college to engage in sustainable practices.  
• Govt funding accessed to support environmental endeavours in the college | Tanks collect rain water but these are yet to be hooked up to the watering of the grounds  
Recycling bins are in use  
Mulch is evident around the gardens  
Environment committee is yet to be developed  
Vegetable and herb garden has been constructed and maintained by the groundsman over the holiday period – to be further developed in 2014  
No government funding has been accessed as yet. |
| 4.7 Contemporary learning approaches inform the planning, design and use of facilities | • Inform staff on contemporary learning approaches; eg ITC Program  
• Staff plan and implement curriculum taking into account the use of ICLT’s | All Staff  
Teaching staff | PD days and ITC workshop activities; twilight seminar Erica McWilliam  
Prior to the commencement of | • PD of staff has covered contemporary learning approaches  
• Staff’s planning reflect an understanding and use of | ITC workshops were conducted and attended by all staff; staff attended the Erica McWilliam’s twilight seminar.  
Observations indicate that staff are using the learning spaces to
<table>
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<tr>
<th>Action</th>
<th>Responsible Party</th>
<th>Timeframe</th>
<th>Description</th>
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<tbody>
<tr>
<td>Consideration contemporary learning and learning for the 21st century</td>
<td>Senior Leadership</td>
<td>Throughout the year</td>
<td>Each learning unit of work</td>
</tr>
<tr>
<td>Educational brief and master plan take into consideration learning needs of the students in a contemporary world</td>
<td>Leadership Team</td>
<td>Term 1</td>
<td>Education Brief Amendments completed and submitted to Planning Advisory Committee by end term 1</td>
</tr>
<tr>
<td>Make amendments to Education Brief to reflect contemporary practices and organisation</td>
<td>All Staff</td>
<td>All Year</td>
<td>Staff demonstrate effective use of classroom and break out spaces</td>
</tr>
<tr>
<td>Develop learning environments that are inclusive, safe, flexible and contemporary; purposefully resourced; equitably accessed; and digitally enhanced.</td>
<td>Leadership Team; BCE consultants</td>
<td>Term 1</td>
<td>BGA 2013 (for 2015/16) is submitted and approved</td>
</tr>
<tr>
<td>Develop and submit Stage 2 BGA submission</td>
<td>Allocated Staff</td>
<td>By Term 4</td>
<td>Component 4.2 is completed and endorsed by Area Supervisor.</td>
</tr>
<tr>
<td>Complete Cyclical Review Component 4.2 (strategic resourcing for enhanced learning environments)</td>
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<td></td>
<td>Enhance student learning</td>
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Stage One of the building program completed and learning spaces reflect flexibility for optimum learning.

Education Brief amendments completed and Endorsed by BCE Planning and Advisory Committee – April 2013.

Break out spaces have been used for small group activities; space also used during breaks for students to sit and play computer games.

2013 BGA Application submitted and approved.

SRF component 4.2 completed and endorsed by Area Supervisor.