

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

<b>Priority #4 : Strategic Resourcing</b>					
<b>Strategic Intent</b>	<b>Strategies</b>	<b>Personnel</b>	<b>Timeline</b>	<b>Indicators</b>	<b>Outcomes</b>
4.1 The strategic Renewal Plan, informed by the principle of Stewardship directs the allocation of school resources.	<ul style="list-style-type: none"> <li>Collaboratively develop a Strategic Renewal Plan for 2013 – 2016 as per BCE SRF Guidelines ( Purple Book)</li> <li>Develop a strategic allocation of resources in the college</li> <li>Develop Annual Action Plans consistent with the College Major Priorities which demonstrate the principle of stewardship.</li> </ul>	<p>All staff and various members of the community as managed and coordinated by the principal.</p> <p>Financial and budget considerations as managed by BM.</p> <p>Annual Action Plans as developed by Senior Leadership</p>	<p>Term 2 – 4</p> <p>All year</p> <p>Term 2</p>	<ul style="list-style-type: none"> <li>All staff and various community members have been consulted in the process of SBC SRP development.</li> <li>SBC SRP 2013 – 2016 is produced</li> <li>Plan is published to community</li> <li>Allocation of resources are clearly consistent with priorities as outlined in SRP and College Major Priorities</li> <li>Annual Action Plans are aligned and consistent with College Priorities and clearly demonstrate principle of stewardship.</li> </ul>	<p>Staff and community collaboratively developed a College SRP 2013 – 2016</p> <p>Plan published on the website</p> <p>Purchase and allocation of resources have been consistent with the college priorities</p> <p>Annual Action Plans completed and published on website. Systematically reviewed by Leadership in readiness for the development of AAP for 2014.</p>
4.2 Collaborative processes are in place to develop the budget and to allocate resources	<ul style="list-style-type: none"> <li>Develop Collaborative processes for budget development</li> <li>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</li> <li>Align College expenditure to SRP and college priorities</li> <li>Discuss and report on financial matters with College Board and Finance Sub Committee</li> <li>Enlist support of P&amp;F for additional financial assistance with college projects and resourcing.</li> </ul>	<p>Staff Leadership Team Teacher/Librarian Business Manager Finance Sub committee</p> <p>Principal in consultation with Admin Team</p> <p>Principal Pastoral Board Finance Sub Committee Leadership Team; P&amp;F</p>	<p>Term 3 (planning for following year)</p> <p>Terms 2 - 3</p> <p>Term 1 – budget approvals</p> <p>Monthly Board Meetings</p> <p>Monthly P&amp;F meetings</p>	<ul style="list-style-type: none"> <li>Budgets clearly identify proposed expenditure for the following year; budget requests have been discussed by member of Senior Leadership and BM</li> <li>resourcing reflects college priorities for the year and curriculum offerings</li> <li>all departments have a budget</li> <li>Budgets show allocations for resource purchases for curriculum implementation; staff and student welfare; parent participation in the college (P&amp;F); major functions and events associated with college operations or mission/vision initiatives ( eg Official College</li> </ul>	<p>Budget process need to be reviewed prior to development of budget for 2014</p> <p>Resourcing reflected the college priorities</p> <p>In 2013 – department budgets were not readily accessible by department's; improve on these processes for 2014 needed</p> <p>Refinement of budget allocations needed for 2014 – more collaboration needed for the development of 2014 budget.</p>

				<p>Opening)</p> <ul style="list-style-type: none"> <li>▪ Financial matters raised, discussed and resolved at Board level as indicated in agenda and minutes.</li> <li>▪ P&amp;F provide funds to assist college with projects</li> </ul>	<p>Finance Sub- committee exists</p> <p>P&amp;F assisted the college with the purchase of picnic table/seating for the students</p>
<p>4.3 The formation and professional learning of staff is clearly evident in budget priorities</p>	<ul style="list-style-type: none"> <li>• Staff Formation and Induction is continuing as new staff join the college</li> <li>• Senior leadership and staff identify professional learning needs across the college</li> <li>• Individual staff identify their own professional learning needs and seek assistance to achieve these goals</li> <li>• Staff PD plans used to budget for college, departmental and individual professional learning</li> <li>•</li> </ul>	<p>All staff</p>	<p>As needed</p> <p>Terms 3 – 4 in planning for the following year</p> <p>Term 1</p> <p>Throughout the year</p>	<ul style="list-style-type: none"> <li>▪ All staff complete an annual review and a professional learning plan clearly identifying professional learning needs.</li> <li>▪ Apa/APRE/DP identify departmental professional learning needs in annual reviews and action plans for the following year.</li> <li>▪ Senior Leadership identify and cater for whole school professional learning priorities covering expenses through whole school professional development budget.</li> </ul>	<p>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</p> <p>Annual Action Plans reviewed in readiness for development of AAP for 2014</p> <p>Whole school Professional Learning plan completed at the beginning of the year – ITC workshops were conducted and attended by all teaching staff.</p>
<p>4.4 Resourcing decisions and priorities support financial accessibility for families</p>	<ul style="list-style-type: none"> <li>• Closely monitor financial operations of the college ( loans, debt levels, concessions etc)</li> <li>• Monitor family payments of accounts and bad debtors</li> <li>• Provide variety of payment methods for families</li> <li>• Review fees and levies on an annual basis</li> <li>• Provide concessions for families who meet concession criteria</li> <li>• Costs of excursions and camps are included in the general levy; minimise additional fees and charges to parents throughout the year</li> </ul>	<p>Principal , Business Manager, Financial Secretary, Fee Administrator</p> <p>Finance Sub Committee College Board</p>	<p>All year</p>	<ul style="list-style-type: none"> <li>▪ Concessions to families have been granted on a needs basis</li> <li>▪ Fees and levies are reviewed and published annually; discussed with Finance Sub Committee</li> <li>▪ Financial operations and debt levels are monitored on a monthly basis</li> </ul>	<p>Approximately 13% of families have been granted concessions.</p> <p>Fees and Levies were reviewed with a view to developing these for 2014</p> <p>Closer monitoring of lean and deb levels will be needed in 2014; Principal has requested monthly reports from BM</p>

<p>4.5 Information and learning management systems enhance student and staff engagement with learning , teaching and school operations</p>	<ul style="list-style-type: none"> <li>• Maximise the use of ICLT’s in the Curriculum ; every subject area to demonstrate use of ICLT’s in the curriculum</li> <li>• Continuation of 1-1 Laptop program to incoming students</li> <li>• Student reporting is accessed digitally and remotely by staff</li> <li>• Develop e Diary</li> <li>• Develop Website</li> <li>• Develop Parent Portal</li> <li>• Develop LMS; Life</li> <li>• Develop staff Portal; file organisation</li> </ul>	<p>Principal; DP APA; APRE All teaching staff</p> <p>Website – sub contractor</p> <p>Fawmatt consulting</p>	<p>Ongoing throughout the year and beyond</p>	<ul style="list-style-type: none"> <li>• All units of work from all subjects incorporate use of ICLT’s</li> <li>• Student assessment reflects the use of ICLT’s eg powerpoint presentations, film and sound.</li> <li>• SBC Portal exists and is accessible by all staff, students and parents</li> <li>• Students, staff and Parents access eDiary</li> </ul>	<p>DP monitored all work program development and ensued that all subject areas contained the integration of IT into program and assessment for students.</p> <p>SBC staff portal developed and in use by staff</p> <p>E Diary will need further development</p> <p>Parent Portal yet to be developed</p>
<p>4.6 Sustainable environmental practices are embedded into the organisational structure and processes of schools</p>	<ul style="list-style-type: none"> <li>• Develop environmentally sustainable practices</li> <li>• Students encouraged to develop an environment committee under the mentoring of an enthusiastic staff member</li> <li>• Environmental practices – “make a difference” to college environment and provide financial considerations</li> </ul>	<p>All teaching staff; Students; Groundsman; Cleaner; Office Staff;</p> <p>Students and staff mentor</p> <p>Business Manager; Grounds and Maintenance staff</p>	<p>Ongoing throughout the year</p> <p>All Year</p> <p>As needed</p>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Environment Committee exists with environmental activities organised</li> <li>▪ Students engage in environmentally sustainable practices; mentor encourages committee and other students in the college to engage in sustainable practices.</li> <li>▪ Govt funding accessed to support environmental endeavours in the college</li> </ul>	<p>Tanks collect rain water but these are yet to be hooked up to the watering of the grounds</p> <p>Recycling bins are in use</p> <p>Mulch is evident around the gardens</p> <p>Environment committee is yet to be developed</p> <p>Vegetable and herb garden has been constructed and maintained by the groundsman over the holiday period – to be further developed in 2014</p> <p>No government funding has been accessed as yet.</p>
<p>4.7 Contemporary learning approaches inform the planning, design and use of facilities</p>	<ul style="list-style-type: none"> <li>• Inform staff on contemporary learning approaches; eg ITC Program</li> <li>• Staff plan and implement curriculum taking into</li> </ul>	<p>All Staff</p> <p>Teaching staff</p>	<p>PD days and ITC workshop activities; twilight seminar Erica McWilliam</p> <p>Prior to the commencement of</p>	<ul style="list-style-type: none"> <li>▪ PD of staff has covered contemporary learning approaches</li> <li>▪ Staff’s planning reflect an understanding and use of</li> </ul>	<p>ITC workshops were conducted and attended by all staff; staff attended the Erica McWilliam’s twilight seminar.</p> <p>Observations indicate that staff are using the learning spaces to</p>

	<p>consideration contemporary learning and learning for the 21<sup>st</sup> century</p> <ul style="list-style-type: none"> <li>• Educational brief and master plan take into consideration learning needs of the students in a contemporary world</li> <li>• Make amendments to Education Brief to reflect contemporary practices and organisation</li> <li>• Develop learning environments that are inclusive, safe, flexible and contemporary; purposefully resourced; equitably accessed; and digitally enhanced.</li> <li>• Develop and submit Stage 2 BGA submission</li> <li>• Complete Cyclical Review Component 4.2 ( strategic resourcing for enhanced learning environments)</li> </ul>	<p>Senior Leadership</p> <p>Leadership Team</p> <p>All Staff</p> <p>Leadership Team; BCE consultants</p> <p>Allocated Staff</p>	<p>each learning unit of work</p> <p>Throughout the year</p> <p>Term 1</p> <p>All Year</p> <p>Term 1</p> <p>By Term 4</p>	<p>contemporary pedagogy within contemporary learning spaces</p> <ul style="list-style-type: none"> <li>▪ Building spaces reflect the nature of contemporary and 21<sup>st</sup> century learning eg fully networked; wireless access; open plan for flexible group work and co-teaching arrangements etc.</li> <li>▪ Education Brief Amendments completed and submitted to Planning Advisory Committee by end term 1</li> <li>▪ Staff demonstrate effective use of classroom and break out spaces</li> <li>▪ BGA 2013 ( for 2015/16) is submitted and approved</li> <li>▪ Component 4.2 is completed and endorsed by Area Supervisor.</li> </ul>	<p>enhance student learning</p> <p>Stage One of the building program completed and learning spaces reflect flexibility for optimum learning</p> <p>Education Brief amendments completed and Endorsed by BCE Planning and Advisory Committee – April 2013</p> <p>Break out spaces have been used for small group activities; space also used during breaks for students to sit and play computer games</p> <p>2013 BGA Application submitted and approved</p> <p>SRF component 4.2 completed and endorsed by Area Supervisor.</p>