St Benedict's College
Annual Action Plan 2014

Broad Strategic Goal #2: Enhance Learning and Teaching					
Strategic Intents	**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	DP, Curriculum Leaders all teaching staff	Throughout year	Use of ITC strategies to explicitly target types of thinking required in tasks, activities and projects. Sharing of best practice thinking strategies by teachers in curriculum meetings .	ITC strategies used in classes and in assessment tasks. Strategies also used in staff sessions when discussion and discernment was required. Faculty meetings shared some examples of its use.
	Be digitally connected – LMS; global learning	All staff	Throughout year in meeting times and BCE in-services attendance	Students have worked interactively on LMS in a variety of subjects International links with students in Chinese and Business subjects	Re- enter LIFE new version in 2015 Continue in 2015
	Be data informed — SRS data; moderation data and samples, Student learning need, Business Intelligence (BI tool), NAPLAN	Teachers	Throughout the year	SRS reports in Term One and Semester One are given to teachers and investigated to see spread of results. BI tool is used to input and analyse data to improve learning from NAPLAN, ACER testing and SRS	NAPLAN information discussed with Curriculum leaders for use with teaching teams to discern student results and changes to programs and learning sequences, depth and rigour. SRS cohort reports discussed and discerned with teachers.
	Make cross curricular connections			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, Science and HPE.	Science and Home Economics – explicit links made in Year 8
	Shared teaching of concepts	Deputy Principal		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.	History, English, Science co-teaching occurred with Curriculum Leaders and specified teachers for defined topics.
	Class Room Walk Throughs to gather data from students about level of understanding and teaching intent - Hattie	BCE EO, DP and Teachers	Throughout the year	Twilight session on Visible Learning, teaching intent and classroom walkthrough structures Classroom walk throughs occur and sharing of observation and ideas occurs between colleagues to enhance practice for both parties.	Classroom walk throughs undertaken and feedback discussion held with colleague
	Investigate laptop pedagogy	Teachers	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.	For 2015

	Set up and establish a whole school Literacy and Numeracy Plan – focusing on Middle Years in 2014	DP, Curriculum Leaders, T-L, STIE and subject teachers, BCE EO	All year	Australian Curriculum literacy indicators used in each published subject area to compile literacy requirements in Years 7 and 8. Work programs specify literacy requirements in plans.	Collection of data through Action Learning Cycle " Literacy undertaken in 2014. To continue in 2015.
	Annual review of departmental pedagogy and work programs		Term 2 and Term 3	Teachers undertake reviews and make amendments for future and load onto Staff Portal/Curriculum. Taken to Staff Meeting Curriculum Review meeting.	Completed and on portal.
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. Further develop work programs in readiness for year 7 and 10(2015) and year 9 (2014).	Samples used to moderate against in some subject areas. Program time, meetings and research undertaken in Terms 3 and 4.
	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 curricula and general capabilities priorities . Work programs reflect the Australian Curriculum intent and entitlements.	Google Doc set up to glean cross-curricula opportunities.
	Be involved in forums to discuss draft Australian curriculum courses – HPE and Languages, Senior Courses	Selected staff	As scheduled	Staff attend 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.	Year 7 to Secondary Maths attended and delivered back to staff.
	Explore the Visible Learning Framework	All staff	Terms 2 to 4.	Staff are introduced to Visible Learning Framework during twilights and an action learning project.	Done in Term 2. Use of Learning Intent and Success Criteria trialled and embedded into learning and teaching culture in 2015.
2.3 Improved literacy and numeracy standards.	Development of a College Literacy and Numeracy Plan	Deputy Principal; STIE; all teaching staff	Semester Two	Develop a literacy and numeracy plan for Years (7),8, 9and (10) 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 for years 8 and 9.	For 2015 Literacy links and skills was the focus in 2014. Further work to be done in 2015. Numeracy to be worked through in 2015/2016.
	Learning Support Team review benchmark data gathered to make plans for curriculum directions in this area.	Deputy Principal; STIE;	Semester Two	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	Done Done. Highlight of BI data to be done early in 2015.

				findings. Work programs articulate literacy and numeracy knowledge, skills and understandings	
	Engage in planning and preparation for NAPLAN test using cross curricula approach.	Deputy Principal; STIE; Curriculum Leaders and teachers	Semester One	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.	Data discussed with Curriculum leaders with a focus on informing program changes and stduents who were highlighted as at risk – low or high. Writable on-line template developed and used in all classes for Literacy in 2014.
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.	Learning and Teaching Vision Statement is revisited and explored.	All staff	Term One	The College Learning and Teaching Framework is discussed and revisited.	Done
	Investigate continuity of curriculum between primary feeder schools and SBC	APA; STIE; teaching staff	Terms 2 to 4.	Feeder school visits and data collection about curriculum and opportunities for discussion with Year 6 and 7 teachers from feeder schools. CTJ Day.	Done.
	Resource requirements for the Australian curriculum and new Religion curriculum are researched and managed.	DP, APRE, Teacher-Librarian and teaching staff	Semester Two	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.	Done.
	Prepare for the introduction of Year 7 in 2015	Principal, DP, leadership team and teaching staff	All year	Plan for Year 7 to secondary transition is developed and action learning cycles devised to empower and enhance knowledge and structures implementation for 2015. Sharing Practice viistors to share their knowledge and differences between secondary and primary schooling.	Done.
	Investigate courses, structures, partnerships and requirements for Upper Senior Schooling introduction 2016	DP, Curriculum Leaders	All year	Courses, subjects and learning partnership links are investigated, along with demographic data and research as to careers and opportunities from providers in region.	Done - Busy at Work, Apprenticeships, Traineeship in Cert III Aquatics; Work Sampling in Child Care and Automotive. University links with QUT, ACU, USC.
	Middle Years and Lower Senior Years phases of learning investigated	DP, Leadership Team and staff	All year	Pedagogical, social, emotional and structural differences and similarities between learners and learning in Middle and Lower Senior Years investigated through research, action learning and staff involvement.	CTJ Day – done.
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. Introduction of on-line course.	Principal, DP, Counsellor, Pastoral Co-ordinators, Staff	Ongoing	Staff engage in and understand amendments to Student Protection policy.	Done.
	College Counsellor and Principal engage in regular meetings to ensure student protection issues are addressed within the College.	Principal, Counsellor	Ongoing	Regular meetings are held between GC and Principal	Yes.
	College counsellor provides information – within bounds of confidentiality- to PC coordinators on a regular basis on student	Counsellor, PCTs, APA	Ongoing	Student issues are managed more effectively with a wider base of information gathering enabled by regular pastoral care meetings and information included at	Yes – during both structured Pastoral Care Leaders meetings and informally as required.

	protection issues (including time at scheduled meetings)	Counsellor		weekly morning briefing	
	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.	Yes – at staff meetings.
	Develop the role of Pastoral Care Teachers as student advocates and supporters of academic, extra-curricular and social wellbeing	APA, Curriculum Leader-Pastoral, PCTs	Ongoing	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. Clear communication between all staff to facilitate student wellbeing	Done – with further strengthening in 2015 with new staff. Regular sharing of information in staff area, and in formal scheduled pastoral and department meetings.
	All volunteers at the College to complete a volunteer induction package—register of volunteers to be maintained.	College Secretary	Ongoing	All visitors to the site who will come into contact with students complete volunteer Induction Packages.	Done. Application form for activity has this to be attended to on its checklist.
	Establishment of whole-school Student Behaviour Support Plan to facilitate a positive learning environment	APA (all staff)		Whole school Student Behaviour Support Plan implemented	Done.
	Continuation and review of formal timetabled Pastoral Care Education program.	APA and PCTs (All staff)	Semester 1 2013	A targeted PC program is implemented incorporating weekly lessons that effectively address social emotional issues relevant to the student needs for Year 8 and 9 students.	Done. With a variety of issues. GC part of this process.
	A variety of extra-curricular activities implemented. Examples include: • Music Showcase, • Arts Night, • Drama Club • Homework Club • Religious celebrations • Swimming, Athletics and Cross-country Carnivals	DP, APA, Learning Support team, Curriculum Co-ordinators, , teaching staff	Terms 1-4	Celebration of major cultural events included in the College Calendar eg Harmony Day Increasing participation rates and support of afore-mentioned extra-curricular examples	Yes. Grandparents Day and were a highlight. Yes. Including first Musical and establishment of a Robotic and Engineering Club.
2.6 Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.	Cater for variety of learners in learning teaching and assessment cycles Provide strategic special needs support	STIE; Guidance Counsellor; all teaching staff; BCE personnel	All year	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	Done. Using a variety of support models – in class support, assessment support, discussing upcoming assessment requirements, providing 1:1 support.
	Develop consistent reporting plans and processes for verified students.	Deputy Principal; STIE	Term Two	Staff use the SRS comment stems to articulate engagement with varied learning needs as explained in ILP's.	Done.
	Inclusive Education issues and practices addressed in Professional development days and staff meetings	STIE; Guidance Counsellor	All year	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	Yes. Staff can discuss student learning needs using terminology and know where to access the data about conditions and tips/triggers and also about individual students.

	Development of College Inclusive Education Guidelines	STIE; Guidance Counsellor and BCE personnel	All year	Inclusive Guidelines developed and ratified	For 2015.
				School Officers procedures reviewed and monitored for optimal student assistance	Started and documented measures to be trialled in 2015.
	Individual teaching staff share experiences of inclusive practices and of methodology used to report results (e.g. staff meetings; Department meetings)	Teaching staff	All year	Staff and departmental meetings	Ongoing
	Provide PD for Support Staff		As identified	Opportunities for PD given to support staff	Ongoing
	Ensure regular meetings of School Officers and STIE		All year	Regular meetings scheduled by STIE	Done.
	Increase staff knowledge of all students' individual needs.		Term One	Staff aware of where to find information about students with learning needs	Yes – on the portal.
2.7 Career education and creative curriculum planning that improves student access to pathways and maximises school and post school options.	• Career, interests and skills exploration in Pastoral Care sessions	Deputy Principal and Pastoral Care team	Term Two	Pastoral Care session developed to investigate and explore career interests, skills and talents.	Yes and done. Aligned to subject selection.
	• Sampler/taster day for Year 8 into Year 9 students for electives	Teaching staff	Term Three	Sampler day timetable distributed, actioned and reviewed by teachers and students.	Done.
	• • Provide opportunities for outside of school competitions and experiences to enhance learning in different contexts to promote alternative pathways.	Deputy Principal; Teacher-Librarian and teaching staff	All year	Competitions and extension experiences explored and communicated.	Yes. QUT Girls in Engineering, Dorothea McKellar Poetry, Film Festivals, Robotics
	▪ Establish and grow career networks and providers	DP, GC, Leadership and staff	All year	Career and post school pathway opportunities explored and guest speakers/presenters relationships established.	Yes. Speed Careering guest speakers for Year 9. Work Sapling for 3 Year 9 students in Childcare and Automotive.
2.8 School leadership teams and classroom teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching	Be digitally connected – LMS; global citizenship	Teaching staff	All year	Professional development on LMS and global citizenship for staff.	For 2015
	Use of Web 3.0 tools to enhance learning, teaching and student outcomes	Teaching staff	All year	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	For 2015
	Promote accessible IT courses to staff	Teaching staff, BCE PD and external PD	All year	Attendance at PD that can be shared with colleagues	For 2015
	Establish an ICLT committee to set goals for future development	DP, TL ,interested staff	Semester Two	ICLT committee is established and ICLT Goals proposed and discussed	For 2015