

St Benedict's College Annual Action Plan 2014

Priority #4 : Strategic Resourcing					
Strategic Intent	Strategies	Personnel	Timeline	Indicators	Outcomes
4.1 The strategic Renewal Plan, informed by the principle of Stewardship directs the allocation of school resources.	<ul style="list-style-type: none"> • Ensure strategic allocation of resources in the college • Review Annual Action Plans • Develop Annual Action Plans consistent with the College Major Priorities which demonstrate the principle of stewardship. 	<p>Financial and budget considerations as managed by Principal and BM.</p> <p>Leadership Team to review</p> <p>Annual Action Plans as developed by Senior Leadership</p>	<p>All year</p> <p>Term 4</p> <p>Term 4/Term1</p>	<ul style="list-style-type: none"> ▪ Allocation of resources are clearly consistent with priorities as outlined in SRP and College Major Priorities ▪ Annual Action Plans are reviewed ▪ Annual Action Plans are aligned and consistent with College Priorities and clearly demonstrate principle of stewardship. 	<p>AAPs reviewed both in Term 4 2014 and term 1 2015</p> <p>All assets set up an an assets register</p> <p>Purchases aligned with College priorities for development</p>
4.2 Collaborative processes are in place to develop the budget and to allocate resources	<ul style="list-style-type: none"> • 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. 	<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&F</p>	<p>Term 3 (planning for following year)</p> <p>Terms 3 - 4</p> <p>Term 1 – budget approvals</p> <p>Monthly Board Meetings</p> <p>Monthly P&F meetings</p>	<ul style="list-style-type: none"> ▪ 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 	<p>Further discussion is needed to clearly identify Leader's roles in the development and management of department budgets in 2015</p> <p>Resources purchased for newly constructed areas in the college: Resource Centre; IDT; Hospitality; Visual Arts; Performing Arts</p> <p>Funding was provided to allow staff to attend a variety of PD including areas such as curriculum; Student Welfare. Resources for these areas were likewise budgeted for with additional financial assistance for resources from the P&F.</p>

				<p>initiatives (eg Awards ceremony; New Parents BBQ etc)</p> <ul style="list-style-type: none"> ▪ Financial matters raised, discussed and resolved at Board level as indicated in agenda and minutes. ▪ P&F provide funds to assist college with projects 	<p>Financial matters discussed weekly between Principal and Business Manager.</p> <p>Finance Sub Committee formed to endorse college expenditure</p>
<p>4.3 The formation and professional learning of staff is clearly evident in budget priorities</p>	<ul style="list-style-type: none"> • 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 	<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"> ▪ All staff complete an annual review and a professional learning plan clearly identifying professional learning needs. ▪ Staff meet twice per year with Principal to discuss PL needs and attainment of goals ▪ 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. 	<p>All staff completed PLP and Goals; reviewed by Principal and two meetings held individually with staff member to review and reflect on achievements and areas for further development</p> <p>Whole school professional learning opportunities conducted in the areas of Curriculum development; pedagogy; Visible Learning’ Student Behaviour Management; RE and Spirituality</p>
<p>4.4 Resourcing decisions and priorities support financial accessibility for families</p>	<ul style="list-style-type: none"> • 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 	<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"> ▪ 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 	<p>Concessions were granted (approximately 10% of population have been granted concessions in 2014)</p> <p>Loans were established for purchase of computer resources in the college</p> <p>Stage1 and 2 Construction loans have been finalised and plans for ‘draw down’ of funds in 2015</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"> • 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 • Further develop e Diary • Review and Renew Website • Develop Parent Portal • Further enhance the use of LMS; Life • Effectively manage staff Portal including annual file update and organisation 	<p>Principal; DP APA; APRE All teaching staff</p> <p>BM and DP</p> <p>DP</p> <p>Website – sub contractor APA DP Fawmatt consulting</p>	<p>Ongoing throughout the year and beyond</p>	<ul style="list-style-type: none"> • 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 • Annual file organisation and rollover has occurred 	<p>Use of ICLT has been implemented across the curriculum; infrastructure developed to support this initiative</p> <p>Student work reflects the integration of IT into work schedules and assessment</p> <p>Difficulties with the implementation of eDiary – to be investigated and rectified in 2015</p> <p>Further investigation needed for the devilmnt of the Parent Portal</p>
<p>4.6 Sustainable environmental practices are embedded into the organisational structure and processes of schools</p>	<ul style="list-style-type: none"> • Develop environmentally sustainable practices • Students encouraged to develop an environment committee under the mentoring of an enthusiastic staff member • A resource herb garden is developed and maintained • Access Government funding for environmental projects in the college 	<p>All teaching staff; Students; Groundsman; Cleaner; Office Staff;</p> <p>Students and staff mentor</p>	<p>Ongoing throughout the year</p> <p>All Year</p>	<ul style="list-style-type: none"> ▪ 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. ▪ A herb garden exists and is maintained by students ▪ Govt funding accessed to support environmental endeavours in the college 	<p>Paper recycling needs further action with the establishment of an environment committee</p> <p>School Wide Environmental sustainability practices are needed</p> <p>Seek further outside funding to support sustainability initiatives</p>

<p>4.7 Contemporary learning approaches inform the planning, design and use of facilities</p>	<ul style="list-style-type: none"> • Inform staff on contemporary learning approaches; eg ITC Program and Visible Learning Initiatives • Staff plan and implement curriculum taking into consideration contemporary learning and learning for the 21st century • Stage 2 of master plan takes into consideration learning needs of the students in a contemporary world • Continue to develop learning environments that are inclusive, safe, flexible and contemporary; purposefully resourced; equitably accessed; and digitally enhanced. • Complete Cyclical Review Component 4.4 (strategic information management) 	<p>All Staff</p> <p>Teaching staff</p> <p>Senior Leadership/Architects</p> <p>All Staff</p> <p>Allocated Staff</p>	<p>PD days eg Visible Learning workshop activities; twilight Seminar on visible learning</p> <p>Prior to the commencement of each learning unit of work</p> <p>January 2014</p> <p>All Year</p> <p>By Term 4</p>	<ul style="list-style-type: none"> ▪ PD of staff has covered contemporary learning approaches ▪ Staff’s planning reflect an understanding and use of contemporary pedagogy within contemporary learning spaces ▪ Learning spaces reflect the nature of contemporary and 21st century learning eg fully networked; wireless access; open plan for flexible group work and co-teaching arrangements etc. ▪ Staff demonstrate effective use of classroom and break out spaces ▪ Component 4.4 is completed and endorsed by Area Supervisor. 	<p>Newly developed facilities are inclusive of highly flexible learning environments with 21st century digitally connected rooms.</p> <p>Staff collaboratively plan for their areas taking into consideration the design features of the facilities to best use spaces for their flexibility with opportunities for break – out and small group learning opportunities.</p> <p>Component 4.4 of the cyclic review completed</p>