

## St Benedict's College Annual Action Plan 2015

<b>Broad Strategic Goal #2: Enhance Learning and Teaching</b>					
Strategic Intent	Strategies	Personnel	Timeline	Indicators	Outcomes
2.1 Enhanced pedagogical practice that is data-informed and evidence-based.	Improve NAPLAN results through the review and enhancement of student preparation strategies for tests/	All staff who teach Year 7 and 9		Use of ITC strategies and NAPLAN templates to explicitly target types of format used and thinking required in tasks, activities and projects.  Sharing of best practice thinking strategies by teachers in curriculum meetings.	Embedded ITC tools in class lesson plans and assessment tasks across KLA's and year levels.  Minutes discussions in department meetings and Staff meetings.
	Strategically use data to drive teaching responsiveness and planning through the BI tool data – particularly – NAPLAN, SRS, ACER testing.	Teachers	By end of Week 4 Term 1	Teachers have accessed BI tool and My Sites for data analysis	BI tool has begun to be explored, with PD given to middle leaders to then take to departments and pastoral meetings. More to be done in 2016 re: historical results, attendance tracking and data mining for achievement potential and intervention.
	Improve Literacy skills through the use of targeted strategies, as proposed as part of the research data being collected in the Action Learning Cycle – Literacy that commenced in 2014.	Action Learning Literacy Team members and selected teachers	Mid Term 1 to October	ALLC team member meet and devise and roll out strategies and tool-kit for enhancing vocabulary acquisition and comprehension. Selected teachers in Humanities, English, Maths and Science use strategies and collect pre- and post data on achievement on stand alone tests.	6+6 toolkit established and discussed for embedding and support in 2016
	Visible Learning Plus – gaining a better theoretical and practical understanding of it and how it can transform student outcomes through the use of strategies and insights.	Principal, Deputy Principal, 2 staff members	March to October	Staff is using Visible Learning strategies around learning intent, success criteria, classroom walk throughs and feedback, supported by knowledge of Hattie's theories relating to these strategies.	VL strategies and LI and SC in use across classes and year levels. Further exploration of checking for understanding and feedback in 2016.
	Prepare Year 11 work programs through discerning QCAA syllabus requirements, standards and requirements and align it with Lower Senior courses.	All teaching staff,	March to November	Staff PD by QCAA – March Staff time allowance given to develop work programs – (Term 2), resources ( by mid-Term 3) and completed work program ( Week 9 Term 3) for submission to QCAA.	Programs written, submitted and approved. Time given for writing for programs in semester 2.
	Use of online collaborative tools enhanced through re-engagement with LIFE. LIFE committee to be established for set up, advice and expert PD group. Trialed for use in Term One.	BCE EO, DP and Selected teachers in 2 Faculties	Throughout year in meeting times and BCE in-services attendance	LIFE is re-looked at in Term 2, by a team of teachers who will take on the role of 'experts' in leading the LIFE collaboration in their teaching areas.	2016
	Assessment and Homework Policies formulated, discussed and reviewed with Curriculum Leaders, Pastoral Leaders and staff.	Deputy Principal, Curriculum Leaders and Teachers	Throughout the year	Assessment Policy and guidelines about Assignment Support, Moderation, Referencing, Drafting, Homework is devised, consulted on and trialled.	Assessment Policy completed and trialled in Term 4. Roll out fully in 2016 across all year levels, teachers, students and parents.

	<p>Investigate laptop pedagogy</p> <p>Set up and establish a whole school Literacy and Numeracy Plan – focusing on Middle Years in 2014</p> <p>Cross curricular links, concepts and pedagogy</p> <p>Co-teaching occurs and is strategically planned for in department work programs</p>	<p>DP and ET5 or 6; BCE EO</p> <p>ALLC team members</p> <p>DP, Curriculum Leaders, Teaching staff</p> <p>DP. Curriculum Leaders</p>	<p>Term 2 to Term 4</p> <p>Term 3 and 4</p> <p>Throughout the year</p> <p>Throughout the year</p>	<p>Research how laptops are used currently and how they 2016can be better utilised And engage BCE assistance re: best practice models for discernment.</p> <p>Using ALLC outcomes and research, use the Australian Curriculum and other documents to develop a draft Plan for staff consultation for 2016.</p> <p>Google Doc used to summarise units across year levels in all subjects. Teachers collaborate to better align teaching of units across subjects to avoid duplication and to aide consolidation and deeper understanding.</p> <p>Timetable designed for co-teaching across some subject areas in Years 7 and 8 and all Maths in Years 9 and 10.</p> <p>Co-teaching and sharing of concepts occurs in identified classes. Teachers identify areas where co-teaching and sharing of concepts can occur. Endorsed by Curriculum Leader.</p>	<p>2016</p> <p>Started, continue in 2016.</p> <p>Cross Curricular learning in Year 7 and 8 Geography, Science as a starter.</p> <p>Done</p> <p>Done</p>
<p>2.2 Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.</p>	<p>Develop engaging programs of work: that are active and interactive.</p> <p>Implement Australian Curriculum, including Phase One learning areas and General Capabilities and Cross Curriculum Priorities</p> <p>Be involved in forums to discuss draft Australian curriculum courses – HPE and Languages, Senior Courses</p>	<p>All staff</p> <p>All staff</p> <p>Selected staff</p>	<p>All year</p> <p>All year</p> <p>As scheduled</p>	<p>Teachers utilise the portfolios of work for the Australian Curriculum for Phase One learning areas to glean best practice assessments for students.</p> <p>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.</p> <p>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.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>2.3 Improved literacy and numeracy standards.</p>	<p>Development of a College Literacy and Numeracy Plan</p>	<p>Deputy Principal; ALLC team; all teaching staff</p>	<p>Term 3 and 4</p>	<p>Develop a literacy and numeracy plan for Years 7 and 8, 9 and 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.</p>	<p>Further development in 2016</p> <p>Done and ongoing.</p>

	<p>Learning Support Team organise and 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; SO's.</p> <p>Deputy Principal; Curriculum Leaders and teachers</p>	<p>All year</p> <p>Semester One</p>	<p>Use ACER on-line tests – PAT- Vocab, PAT – Comprehension and PAT MathsPlus to create literacy, numeracy 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. Learning Overviews are compiled using this data and SRS data is discerned to track students at risk and to support teachers in new Semester of learning.</p> <p>Analysis of NAPLAN requirements, skills and understandings; recommendations for future curriculum initiatives made.</p> <p>NAPLAN preparation development strategies for Literacy and Numeracy outlined and published to staff.</p>	<p>Completed November 2015. BI upload cumbersome therefore data not complete.</p> <p>Done. Targeted plan for 2016 in Years 7 and 9.</p> <p>Being written Term 4 2015.</p>
<p>2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling</p>	<p>Investigate continuity of curriculum between primary feeder schools and SBC</p> <p>Textbooks to be used audited and researched for 2016 usage.</p> <p>Investigate courses, structures, partnerships and requirements for Senior Schooling introduction 2016</p> <p>Middle Years; Lower Senior Years and Senior Years phases of learning statements investigated and developed</p>	<p>APA; STIE; teaching staff</p> <p>Deputy Principal, Teacher-Librarian, Curriculum Leaders</p> <p>Principal, DP, leadership team, Careers leader, teaching staff</p> <p>DP, Curriculum Leaders, ET5 or 6, staff</p>	<p>Terms 3 to 4.</p> <p>Term 2 to 3</p> <p>Semester One</p> <p>Terms 2 to 3.</p>	<p>Feeder school visits and data collection about curriculum and opportunities for discussion with Year 6 teachers from feeder schools.</p> <p>JacPlus resources and usability audited and other learning platforms researched and suggested, especially for Senior courses.</p> <p>Courses, subjects and learning partnership links are investigated, along with demographic data and research as to careers and opportunities from providers in region.</p> <p>Pedagogical, social, emotional and structural differences and similarities between learners and learning in Middle; Lower Senior and Senior Years investigated through research, action learning and staff involvement.</p>	<p>Ongoing. Visits achieved – SBPS Science immersion to SBC; HSS Bray Park Technology visit – Apps; St Kieran's school visit;</p> <p>Done. Keep with Jac Plus in 2016 and access other senior resources as required.</p> <p>Done. Providers for Work Experience and SAT's developing with Pathways Leader.</p> <p>CTJ workshops with Guidance Counsellor, Staff conducted.</p>
<p>2.5 Comprehensive</p>	<p>Compulsory Student Protection in-service occurs for all staff to the College. On-line course completed.</p>	<p>All staff</p>	<p>By Week 5 Term One</p>	<p>Staff engage in and understand amendments to Student Protection policy.</p>	<p>Done</p>

<p>whole-school approaches provide pastoral care, protection of students, student behaviour support and foster social and emotional wellbeing.</p>	<p>College Counsellor and Principal engage in regular meetings to ensure student protection issues are addressed within the College.</p>	<p>Principal, Counsellor</p>	<p>Ongoing</p>	<p>Regular meetings are held between GC and Principal</p>	<p>Weekly meetings.</p>
	<p>College counsellor provides information – within bounds of confidentiality- to PC coordinators on a regular basis on student protection issues (including time at scheduled meetings)</p>	<p>Counsellor, PCTs, APA</p>	<p>Ongoing</p>	<p>Student issues are managed more effectively with a wider base of information gathering enabled by regular pastoral care meetings and information included at weekly morning briefing</p>	<p>Ongoing.</p>
	<p>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.</p>	<p>Counsellor, staff</p>	<p>Ongoing</p>	<p>Staff are informed of the procedures of student protection and reactions to these are improved within the guidelines.</p>	<p>Done.</p>
	<p>Develop the role of Pastoral Care Teachers as student advocates and supporters of academic, extra-curricular and social wellbeing</p>	<p>APA, Curriculum Leader-Pastoral, PCTs</p>	<p>Ongoing</p>	<p>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</p>	<p>Ongoing.</p>
	<p>All volunteers at the College to complete a volunteer induction package—register of volunteers to be maintained.</p>	<p>College Secretary</p>	<p>Ongoing</p>	<p>All visitors to the site who will come into contact with students complete volunteer Induction Packages.</p>	<p>Done.</p>
	<p>Strengthening of understanding of whole-school Student Behaviour Support Plan to facilitate a positive learning environment</p>	<p>APA (all staff)</p>	<p>Ongoing</p>	<p>Whole school Student Behaviour Support Plan implemented, with student, staff, parent consultation.</p>	<p>Done.</p>
<p>Continuation and review of formal timetabled Pastoral Care Education program.</p>	<p>APA, Pastoral Middle Leaders, Careers Leader and PCTs  (All staff)</p>	<p>Term 1 and then ongoing</p>	<p>A targeted PC program is implemented incorporating weekly lessons that effectively address social emotional, careers and wellbeing issues relevant to the student needs of students in Years 7 to 10.</p>	<p>Ongoing. Scope and sequence planned.</p>	
<p>A variety of co-curricular activities implemented. Examples include:</p> <ul style="list-style-type: none"> <li>• Robotics Club Years 7/8 and 9/10,</li> <li>• Reading Club</li> <li>• Chess Club</li> <li>• Study Club</li> <li>• Knitting, Arts and Craft Club</li> <li>• Homework Club</li> <li>• Music Showcase,</li> <li>• Arts Night</li> <li>• Drama Club</li> <li>• Religious celebrations</li> <li>• Swimming, Athletics and Cross-country Carnivals</li> </ul>	<p>LT, Staff</p>	<p>Terms 1-4</p>	<p>Clubs are organised and run to accommodate different interests and skills.</p>	<p>Done. Expanded to include: Card, Manga, Anime</p>	

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.
	Develop consistent reporting plans and processes for verified students.	Deputy Principal; STIE	Term Two	Use of Mac capabilities – staff and student PD – text edit etc	Staff PD and ongoing needs. Done.
	Inclusive Education issues and practices addressed in Professional development days and staff meetings	STIE; Guidance Counsellor	All year	Staff use the SRS comment stems to articulate engagement with varied learning needs as explained in Learning Overviews.  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	Done.
	School Officers procedures reviewed and monitored for optimal student assistance	STIE; Deputy Principal, School Officers	Term 1	School Officer procedures discussed and reviewed. Use of BCE guidelines and QCAA guidelines to assist.	Done.
	Development of College Inclusive Education Guidelines	STIE; Guidance Counsellor and BCE personnel	All year	Inclusive Guidelines developed and ratified for trial use in 2016.	Done
	Provide PD for Support Staff	STIE, external providers	As identified	Opportunities for PD given to support staff	Yes – as needed.
	Gifted and Talented students identified and catered for	Deputy Principal; GC ST:IE; all staff	As identified	Opportunities for competitions and extension PD for selected students.	Done. Opportunities in Maths, Science, English, Film, Art, Chinese.
	<b>Review Component 2.2 – Responding to the Diverse Needs of Learners</b>	Leadership Team; GC ST:IE; all staff			
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 , APA, Careers Leader, Pastoral Leaders	Ongoing	Pastoral Care sessions developed to investigate and explore career interests, skills and talents in each of the 4 year levels.	Done.
	Sampler/taster day for Year 8 into Year 9 students for electives	DP. Curriculum Leaders, Teaching staff	Term Two/Three	Sampler day timetable distributed, actioned and reviewed by teachers and students.	Done.

	<p>Enhance student career prospects by networking and external speakers and excursions,</p> <p>Work Experience program developed and used for Year 10</p> <p>SET plan process undertaken</p> <p>Establish and grow career networks and providers</p>	<p>DP, Careers Leaders, Guidance Counsellor, Leadership and staff</p> <p>P, DP, Careers Leader, 9/10 Pastoral Leader, Guidance Counsellor, Leadership and staff</p> <p>DP, Careers Leader, 9/10 Pastoral Leader, Guidance Counsellor, Leadership and staff</p> <p>Careers Leader</p>	<p>All year</p> <p>Terms 2 and 3 lead in, then</p> <p>Tues 16 to Fri 18 September = WORK EXPERIENCE BLOCK</p> <p>Terms 1 to 3 planning and setting up</p> <p>Ongoing</p>	<p>Career and post school pathway opportunities explored and guest speakers/presenters relationships established. Careers Week explored for Year 9 on the 10,11,13,14 September. Careers session in Pastoral Care used and reviewed Work Sampling for Years 8 and 9 explored if required.</p> <p>Work Experience inductions conducted and WHS issues addressed with all students and parents Work Experience Handbook published for use Legislative requirements met Schedule of placements and students set up and published for staff Work Place visits schedule set up and published for staff</p> <p>SET plan interviews on 5/6 August</p> <p>BCE VET Network Days, University Careers Days, RTO careers days</p>	<p>Done and reviewed for 2016.</p> <p>Done and reviewed for 2016.</p> <p>Done and reviewed for 2016.</p> <p>Pathways Leader attended as needed.</p>
<p>2.8 School leadership teams and classroom teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching</p>	<p>Be digitally connected – LIFE; BI tool, My Sites</p> <p>Use of Web 3.0 tools to enhance learning, teaching and student outcomes</p> <p>Promote accessible IT courses to staff</p>	<p>Teaching staff</p> <p>Teaching staff</p> <p>Teaching staff, BCE PD and external PD</p>	<p>All year</p> <p>All year</p> <p>All year</p>	<p>Professional development on LIFE, BI Tool, My Sites</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>Attendance at PD that can be shared with colleagues</p>	<p>Bi tool developing. 2016 – LIFE, My Sites limited Pd – for 2016.</p> <p>2016</p> <p>2016</p>