

## St Benedict's College Annual Action Plan 2016

<b>Broad Strategic Goal #2: Learning and Teaching</b>					
Strategic Intent	Strategies	Personnel	Timeline	Indicators	Achievements
2.1 Enhanced pedagogical practice that is data-informed and evidence-based.	BI tool use <ul style="list-style-type: none"> <li>strategic link to enhancing NAPLAN through data analysis</li> <li>set target NAPLAN benchmarks for each student in Year 7 and 9 based on data sets in BI tool. Conduct then compare pre and post sample tests results. In depth teaching to deficits.</li> <li>Assess internal test results against actual NAPLAN test results.</li> <li>Analyse longitudinal data</li> </ul>	CL: English, Maths, STIE and Learning Support teacher, DP.	Up to Week 2 Term 2	Past NAPLAN tests conducted, marked and data collated on portal for analysis and use. Teaching programs adjusted in Years 7 and 9 in English and Mathematics to cater for deficit teaching areas.	Practice tests completed, and results data collated, reviewed and intervention in areas of need undertaken in English and Mathematics classes.
	Use BI Tool for last years results and literacy/numeracy abilities for all classes/ Teachers access by looking at: <ul style="list-style-type: none"> <li>Class summary Academic Profile</li> <li>Teacher Name</li> <li>3 subjects – any three</li> <li>comparative SRS/NAPLAN data</li> </ul>	All teaching staff	September/October	Report completed on NAPLAN results and comparative data of internal tests. Teaching programs impact and recommendations highlighted for 2017 action and implementation	Data Team analysed NAPLAN results in Years 7 and 9 and Curriculum Leaders in English, Maths and Humanities revised programs to 'backfill learning' and to revise work programs for 2017.
	BI Tool: ACER vs SRS – scales score and SRS comparison. CL to discuss students historically who underachieve or are above year level using data so that teachers in their areas are aware of needs from 2015 data.	DP and CL's	By Week 5 Term 1	Teachers have accessed BI tool for data analysis and can identify which students have literacy and numeracy highlighted needs for achievement potential and intervention.	Achieved across all classes and all teachers.
	Improve Literacy skills through the use of targeted strategies, using the SBC 6+6 toolkit . All staff taught how to use the toolkit and to collect Twilight showcase across Faculty areas on methodology and data collected and impact of using the 6+6 toolkit on literacy efficacy.	CL and teaching staff	Term 1	CL can identify students and classes where data is misaligned or students who can be extended. Teachers in their faculty areas are cognisant of needs and show strategies for catering to extending these students.	Extension opportunities highlighted for some highlighted students. Further work required in 2017.
	DELT Strategy: Visible Learning Plus – the final VL strands of Effective Feedback and Visible Learning Mind frames will be investigated. We will specifically be researching, understanding and enacting upon data from teachers, students and support staff to investigate teacher capacity, tools, strategies and peer walkthroughs and collaborations focusing on feedback. Mindsets and teacher personal reflections and capacity will be the last feature of our 2016 DELT initiative.	Principal, Deputy Principal, Chris Carlill, Tracy Mortimer, Jody Prouse.	All year	Teachers are using the 6+6 toolkit and can show data of pre and post test changes aligned with effect size. Extent of use and how much is determined by CL and team.	Literacy Toolkit utilised and some data used to promote further review and response actions. More work to be done.
		All teaching staff,	Throughout year in meeting times	Teachers will use feedback from peers and students to identify capacity, skills, improvements and success. Mindframes analysis will be undertaken to identify teacher mindsets and will link in with the 2016 religious theme of 'Gratitude – A habit of the heart.'	Work to be done in 2017.
		Term 2 to Term 4	Year 11 teachers can identify student class and subject rankings and show where student achievement is at, at any point in the year.	Completed.	

	<p>Utilise tracking systems to make achievement visible to Year 11 students – BONSAI and results analysis.</p> <p>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 Semester One.</p>	<p>All Year 11 teachers, DP, CL's, Pathways leader.</p> <p>BCE EO, DP, IT CL and selected teachers in 2 Faculties</p>	<p>Term 2 and Term 4</p> <p>Term 2</p>	<p>Students know where they are at in their classes, at any point in time.</p> <p>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.</p>	<p>Office 365 being looked at for 2017. Some trial teachers using tools in Office 365. LIFE no longer being pursued.</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 interactive and challenging.</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 e 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>Achieved in 7-10 areas.</p> <p>Achieved.</p> <p>Not applicable as QCAA Stage 1 and 2 syllabi focus intensified</p>
<p>2.3 Improved literacy and numeracy standards.</p>	<p>Set up and establish a whole school Literacy and Numeracy Plan</p> <p>Learning Support Team organise and review benchmark data gathered track students at risk and to support teachers in new Semester of learning.</p>	<p>DP, English CL, Maths CL, 2 other staff members</p> <p>Deputy Principal; STIE; SO's.</p>	<p>By Week 1 Term 4</p> <p>All year</p>	<p>Draft plan for Literacy and Numeracy across Years 7 to 12 available for staff consultation in Term 3.</p> <p>Consultation with CL, then teachers occurs and adjustments to learning are recommended to accommodate findings.</p>	<p>Not achieved. Further work in 2017 aligned with BCE School Critical challenge</p> <p>Writing Monitoring Tool benchmarks used across Years 7 to 10.</p>

2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling	Investigate continuity of curriculum between primary feeder schools and SBC	DP; CL; STIE; teaching staff	Terms 1 and 2	Curriculum areas identified for linking for SBC site visits for feeder schools. Purpose of link made part of curriculum.	Achieved. Science link established with SBPS.
	Laptop use and pedagogy for maximising outcomes and engagement investigated.	Deputy Principal, Teacher-Librarian, IT CL	Term 2 to 3	Audit of laptop use and needs in different classes according to students, teachers and parents. Prepare summary of findings and recommendations for best use and strategies by Week 3 Term 4.	Not achieved. Further development in 2017.
	Investigate courses, structures, partnerships and requirements for Senior Schooling introduction 2016	Principal, DP, leadership team, Careers leader, teaching staff	Semester One	Courses, subjects and learning partnership links are investigated, along with demographic data and research as to careers and opportunities from providers in region.	Achieved. Pathways Leader has been proactive in linking with community businesses and employment industry representatives.
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 staff to the College. On-line course completed.	All staff	By Week 5 Term One	Staff engage in and understand Student Protection policy.	Achieved through
	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	Achieved weekly.
	College counsellor provides information – within bounds of confidentiality- to Pastoral Leaders on a regular basis on student protection issues (including time at scheduled meetings)	Counsellor, PCTs, APA	Ongoing	Student issues are managed effectively with a wider base of information gathering enabled by regular pastoral care meetings and information included at weekly morning briefing	Achieved, evidenced by regular meetings.
	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.	Achieved, evidenced by the timely and appropriate reporting of issues.
	Strengthen the role of Pastoral Care Teachers as student advocates and supporters of academic, extra-curricular and social wellbeing	APA, Pastoral Leaders, Pastoral Care teachers	Ongoing	The relationship within the Pastoral team is strengthened to 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	Achieved through year level meetings and individual student meetings

	<p>The Big 5 is embedded in staff and students through continual reference and use of the SBC SWPBP. Signage around College; in classrooms; in newsletters; prospectus; website; parent portal; portal landing page; LIFE; eDiary.</p> <p>Continuation and review of formal timetabled Pastoral Care Education program and Year 11 SEEK lessons. DP oversees Year 7 to 12 curriculum overview; APA and PL's plan out lessons, resources and ensure outcomes are achieved in lessons through review and walk throughs.</p>	<p>APA (all staff)</p> <p>DP, APA, Pastoral Middle Leaders, Pathways leader, and PCTs</p> <p>(All staff)</p>	<p>Ongoing</p> <p>Term 1 and then ongoing</p>	<p>Staff, students and parents know of the Big 5 and can recall it when needed.</p> <p>The PC program is reviewed and documented covering Years 7 to 12, incorporating weekly lessons that effectively address social emotional, careers and wellbeing issues.</p>	<p>Some aspects achieved, others for further development in 2017, such as Signage, prospectus, Portal landing page.</p> <p>Achieved with new and revised programs and guest speakers.</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>• Card and Anime Club</li> <li>• Coding and IT Club</li> <li>• Homework Club</li> <li>• Musical - Annie</li> <li>• Drama and Dance 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>Achieved. New clubs initiated and run.</p>
<p>2.6 Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.</p>	<p>Cater for variety of learners in learning teaching and assessment cycles Provide strategic special needs support</p> <p>Review the consistent reporting plans and processes for verified students.</p> <p>Inclusive Education issues and practices addressed in Professional development days and staff meetings</p> <p>School Officers procedures reviewed and monitored for optimal student assistance</p>	<p>STIE; Guidance Counsellor; all teaching staff; BCE personnel</p> <p>Deputy Principal; STIE</p> <p>STIE; Guidance Counsellor</p> <p>STIE; Deputy Principal,</p>	<p>All year</p> <p>Term 1, then ongoing.</p> <p>All year</p> <p>Term 1</p>	<p>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 STIE co-teaches with teachers to enhance literacy and numeracy outcomes.</p> <p>Beginning of year, then before school meetings for year level verified students for staff who would like a catch up.</p> <p>Different needs of students to be explained in staff meetings on a needs basis.</p> <p>Staff verbalise a more practical understanding of inclusive education</p>	<p>Achieved. High quality communication regarding student needs, assessment support etc provided.</p> <p>Achieved in Year 7 classes.</p> <p>Beginning of year achieved and year level meetings achieved with some success.</p> <p>Achieved across the year.</p> <p>Achieved through anecdotal staff feedback.</p>

	<p>Trial of College Inclusive Education Guidelines</p> <p>Focus on Gifted and Talented students - identified and catered for across year levels.</p>	<p>School Officers</p> <p>STIE; Guidance Counsellor , DP.</p> <p>Deputy Principal; GC ST:IE; all staff</p>	<p>All year</p> <p>As identified</p>	<p>Presentations at staff meetings and PD days by individual staff members and external professionals / BCE Staff</p> <p>Term 1 staff consultation to be done. Aim for ratification by Term 3.</p> <p>Opportunities for PD given to support staff and teaching staff on giftedness and how to cater for it. Expansion of opportunities for competitions and extension PD for selected students.</p>	<p>For development in 2017.</p> <p>Ongoing.</p>
<p>2.7 Career education and creative curriculum planning that improves student access to pathways and maximises school and post school options.</p>	<p>Career, interests and skills exploration in Pastoral Care sessions</p> <p>Sampler/taster day for Year 8 into Year 9 students for electives</p> <p>Enhance student career prospects by networking and external speakers and excursions,</p> <p>Work Experience program continuation for Year 10 and selected Year 11 students</p> <p>SET Plan Week process undertaken</p>	<p>Deputy Principal , APA, Careers Leader, Pastoral Leaders</p> <p>DP. Curriculum Leaders, Teaching staff</p> <p>DP, Pathways Leader, Guidance Counsellor, Leadership and staff</p> <p>P, DP, Pathways Leader, 9/10 PL, Guidance Counsellor, Leadership and staff</p> <p>DP, Careers Leader, 9/10 Pastoral Leader, Guidance Counsellor, Leadership and staff</p>	<p>Ongoing</p> <p>Term Two/Three</p> <p>All year</p> <p>Term 2</p> <p>Week before WEX</p> <p>Week 1, Term 3.</p> <p>Ongoing</p>	<p>Pastoral Care sessions developed to investigate and explore career interests, skills and talents in each of the 5 year levels.</p> <p>Sampler day timetable distributed, actioned and reviewed by teachers and students.</p> <p>Opportunities for uni and other site visits for Year 9 students extended in 2016. Career and post school pathway opportunities explored and guest speakers/presenters relationships established. Careers Week explored for Year 9.</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 Review of week – students, staff, parents.</p> <p>SET plan interviews completed and on-line.</p>	<p>Achieved with internal programs and external speakers.</p> <p>Achieved</p> <p>Achieved, with Year 9, 10 and 11 students included.</p> <p>Achieved. Year 11 program instigated for select students.</p> <p>Achieved.</p>

	Establish and grow career networks and providers	Pathways Leader		BCE VET Network Days, University Careers Days, RTO careers days	Achieved with an extensive network of providers, guest speakers and new initiatives.
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>Be digitally connected – LIFE; BI tool, My Sites</p> <p>Promote accessible IT courses to staff</p> <p>Turn It In program used by staff and students as an assessment submission tool as well as a teacher feedback tool for comments.</p>	<p>DP, IT ML, teaching staff</p> <p>IT ML and staff with expertise</p> <p>DP, CL and teaching staff</p>	<p>All year</p> <p>All year</p> <p>All year</p>	<p>Professional development on LIFE, BI Tool, My Sites</p> <p>Attendance at PD that can be shared with colleagues</p> <p>Staff are given PD on its use, then students use it for assessment submission.</p>	<p>For 2017 progression.</p> <p>For 2017 progression.</p> <p>For 2017 progression.</p>
Cyclical Review Component 2.1 – Curriculum Design and Implementation					