

**St Benedict's College  
Annual Action Plan 2017**

**Theme #2 : Excellent Learning and Teaching**

Aspirations: Grow engagement, progress, achievement and wellbeing for each student.					
Broad Strategic Goals	Strategies	Personnel	Timeline	Indicators	Achievements
<p><b>1.1</b> Advance student progress and achievement by:</p> <ul style="list-style-type: none"> <li>• Improving literacy and numeracy teaching practice in every classroom</li> <li>• Resourcing and providing professional support for effective and expected teaching practices.</li> </ul>	<p><b>NAPLAN</b> BI tool use</p> <ul style="list-style-type: none"> <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> <p>Use BI Tool for last year's results and literacy/numeracy abilities for all classes/ Teachers access by looking at:</p> <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>	<p>Literacy and Data Team (LADT), CL – English, CL-Mathematics, DP.</p> <p>CL</p> <p>All teaching staff/led by Data Team and tracked by CL</p>	<p>Term 1</p> <p>September</p> <p>By Week 5, Term 1</p> <p>Ongoing</p>	<p>NAPLAN pre and post tests conducted Results tabulated and teaching interventions completed. Changes annotated in Year 7 and 9 English and Maths work programs</p> <p>Teachers discern data for their classes and have had discussions about students at risk and who require challenge with CL. \Teachers have implemented interventions with pre and post information to gauge impact.</p> <p>Staff attend PD, evidenced by iLearn enrolment and QCT PD hours. Staff better equipped to lead writing methodology in classes.</p>	<p>Interventions in English and Maths classes in Year 7 and 9 occurred and explicit teaching undertaken in areas of deficiency.</p> <p>Teachers engaged in conversations and actions with Curriculum Leaders and LEC Leader to advance learning for identified students at risk or who needed challenge. Particularly investigated students who showed high ability in Maths.</p> <p>PD attended with BCE staff and external providers.</p>

	<p>Staff access PD through BCE and external sources on literacy, numeracy, wellbeing and data analysis.</p> <p>Use of high yield strategies to achieve alignment is a focus.</p>	<p>EO Literacy to led Writing Analysis Twilight. Teachers source literacy PD. Pastoral Leaders attend Wellbeing PD and Network Days. Twilight Staff PD on Wellbeing and Resilience for staff and students.</p> <p>EO- Curriculum, DP, CL, LT and teachers</p>	<p>Ongoing</p> <p>Weekly commencing Term 2 2017</p>	<p>Teachers can articulate the high yield strategies, where they use them, observations of use across the College and actions stemming from use. LT undertake regular review and response meetings.</p>	<p>Teachers able to successfully use and manipulate effective Learning Intentions and Success Criteria with students across classes. Learning Walks and Talks revealed progress in teacher capacity building of intent and feedback to students.</p> <p>Pastoral Leaders attended Network Days and Wellbeing PD and whole staff PD on Restorative Practices undertaken.</p>
<p><b>1.2</b> Accelerate literacy learning through:</p> <ul style="list-style-type: none"> <li>Intensive targeted support to identified students</li> <li>Identified effective and expected teaching practices.</li> </ul>	<p><b>Literacy and Numeracy Longitudinal – CL focus</b> BI Tool: ACER vs SRS – scales score and SRS comparison. CL to discuss students historically who underachieve or are above year level so that teachers in their areas are aware of needs from 2016 data.</p> <p><b>Literacy/Numeracy – teacher focus</b> In every class: teacher uses BI data to select a writing criteria for intervention Target: What deficiencies, higher learning required, what intervention needed (6+6 toolkit used), how to track, what communication to Curriculum Leader LADT support selected</p> <p>Staff led through the Model of Pedagogy and what it means to enact effective and expected teaching practices.</p>	<p>Data Team, DP and CL's</p> <p>CL and teaching staff</p> <p>LADT, teachers, CL</p> <p>EO – Curriculum, DP, CL, LADT</p> <p>LADT, CL – Science, Year 8 Science team leader.</p>	<p>By Week 7, Term 1</p> <p>By Week 8 Term 1, then ongoing.</p> <p>Ongoing and in Twilights Terms 1 and 2.</p> <p>Ongoing, but testing in Term 1 and Term 3.</p>	<p>CL have documented evidence of discerned data and have make an impact with discussions with teachers.</p> <p>Teachers can identify students and the strategies they have used, or support they have accessed to provide interventions to improve student progress in lagging area/s.</p> <p>Teachers can articulate the effective and expected teaching practices and what actions they have taken themselves and have seen throughout the College.</p> <p>Smart Goal Writing data is known, analysed and used to set further learning goals.</p>	<p>BI tool consistently used to isolate learning data for students across year levels and KLA's.</p> <p>Literacy and data team supported teachers and middle leaders to strategically propose strategies for intervention, on writing as well as co-planned, co-taught and co-reviewed results.</p> <p>SMART goal data was regularly reviewed by the SMARY goal team, and teaching staff to set new goals for explicit teaching and intervention strategies.</p>

	<p>Enact and review the College's <b>SMART GOAL</b> – By the end of 2017, 50% of Year 8 students will achieve a score of 20 or higher in the writing analysis achieved through targeted instruction and intervention focusing on the 8 writing criteria. Staff will be exposed to teacher professional learning around the 8 writing criteria and data analysis.</p>				
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<p><b>1.3</b> Innovate for excellence by:</p> <ul style="list-style-type: none"> <li>• Building on innovative learning and teaching practice</li> <li>• Scaling-up innovative practices in emerging priorities.</li> </ul>	<p>Focus on Design Thinking and creativity across learning areas such as Design Technology, Science, IT and Business.</p> <p>Integrated use of 3D printing and emerging technologies in the Design Technology area and Science.</p> <p>Honoratus Gifted and Talented program to enhance critical and creative thinking for selected students in Years 7 to 10</p> <p>Promote, encourage and mentor students to enter a variety of competitions to extend their thinking beyond school boundaries.</p> <p>Teaching 'Innovation' as a Year 7 subject across the curriculum and embed creative experiences across a variety of learning areas to provide design solutions to a variety of real world issues.</p>	<p>CL- Design Technology, Science, IT, Humanities and associated teachers</p> <p>CL- Design Technology, Science, IT, and associated teachers</p> <p>DP, teacher mentors, industry professionals</p> <p>LEC Leader, DP, CL, teaching staff</p> <p>Humanities CL, teacher, DP, industry professionals</p>	<p>Ongoing</p> <p>Ongoing</p> <p>From Week 4 Term 1</p> <p>Ongoing</p> <p>From day one 2017.</p>	<p>The teaching of critical thinking is evident in work programs and teaching sequences, and student work displays evidence of creativity, and design thinking.</p> <p>3D printing technology is used by students in classes.</p> <p>Community Showcase event of design findings. September/October</p> <p>Student enrolment in competitions.</p> <p>Work Program and Learning Outcomes.</p>	<p>Developing teacher capacity and understanding across KLA's – with particular success in Design Technologies and Science.</p> <p>3D printing technology is used by students in the completion of their projects in Design &amp; Technology classes Honoratus Showcase conducted and successfully received.</p> <p>Success in a variety of competitions in 2018.</p> <p>Business Innovation subject successfully taught and innovation and creativity in entrepreneurial thinking achieved.</p>
<p><b>1.4</b> Achieve maximum learning potential by assisting schools to work with parents and the broader community to support each child.</p>	<p>Conduct a variety of parent nights about curriculum and pastoral care for successful learning and the promotion of long term wellbeing.</p> <p>Work with the College Board &amp; P&amp;F to foster learning and wellbeing improvement through endorsement of policies and fundraising initiatives, respectively.</p>	<p>LT, PL, Pathways Leader, External presenters.</p> <p>LT, BM, Board, P&amp;F</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Parent Nights conducted</p> <p>Board and P&amp;F minutes show evidence of outcomes.</p>	<p>Parent nights conducted covering pastoral, academic, pathways, administrative and social areas for successful learning and the promotion of long term wellbeing.</p> <p>Policies endorsed – including enrolment, finance and fundraising goals achieved.</p>

	<p>Grants to further resource student learning are found and pursued.</p> <p>Productive links are forged with professional bodies, institutions and government agencies to ensure the pathway success of students as well as ongoing wellbeing.</p> <p>Guest speakers, Pastoral Leaders and GC to lead sessions with student, staff and parents on wellbeing, resilience and personal safety.</p>	<p>LT, P&amp;F, BM, relevant teachers.</p> <p>LT, Pathways Leader, external agencies i.e. QCAA, QTAC, Universities, TAFE, RTO's, Brainstorm, Headspace etc.</p> <p>GC, PL and External guest speaker</p>	<p>Ongoing</p> <p>Various times throughout the year.</p> <p>Ongoing</p>	<p>Grants are sourced and actioned.</p> <p>Presentations are conducted.</p> <p>Sessions are held throughout the year.</p>	<p>Grants to further resource student learning investigated and pursued but none secured.</p> <p>External presentations and excursions to institutions and organisations occurred to enhance learning, wellbeing initiatives and pastoral processes.</p> <p>Student presentations, parent evenings and staff twilights and meetings contained relevant, pertinent and timely information on wellbeing resilience and personal safety. Guest speakers, Pastoral Leaders and GC lead sessions with student, staff and parents on wellbeing, resilience and personal safety.</p> <p>Brett Lee – Cyber safety Brainstorm productions on bullying, cyber safety and personal safety.</p> <p>Kim Rienecker and Catherine Kirby organised a whole week of wellbeing activities for both staff and students.</p> <p>Tim Campbell presented on Restorative Practices.</p>
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