

**St Benedict's College
Annual Action Plan 2018**

Theme #2: Enhancing Excellent Learning and Teaching

Objective: To grow engagement, progress, achievement and wellbeing for each student					
Goal	Indicators (Targets)	Strategies	Personnel and Resources	Timeline	Achievements
<p>2.1 A culture of Positive Psychology that permeates the approach to student wellbeing and Behaviour Management</p>	<p>Students have completed the VIA Character strengths profile Students have account that gives them access to regular positive psychology information The language of positive psychology and restorative practices is widely used by staff and students</p>	<p>Embedding of Positive Psychology across the Pastoral Care program- Review Program</p> <p>Students to engage with online Character Strengths identification and development</p> <p>Provide Positive Psychology Professional Development to staff (Marg Thorseberg Presenter)</p>	<p>APA Pastoral Leaders All Staff</p> <p>Pastoral Leaders All Students</p> <p>On Resources Budget \$1000</p> <p>Psychologist Presenter \$1000</p>	<p>Pastoral Leader Meetings each fortnight throughout the year</p> <p>Pastoral Teacher Meetings – once per term</p> <p>2 x Twilight Seminars (Term 1 and Term 2)</p>	
<p>2.2 Re-energisation of the School-wide Positive Behaviour Support Program (SWPBSP) and the Big 5</p>	<p>Endorsement by the College Board of the New SWPBSP</p> <p>Big 5 posters designed, produced and on display in classrooms throughout the College Big 5 expectations used as the basis of talk associated with classroom management</p>	<p>Survey of students to see if the SWPBSP expectations are understood and followed Looking for evidence of the posters displayed and language used when completing Walks and Talks</p>	<p>APA LE Leader Pastoral Leaders</p>	<p>By the end of the year This is an ongoing goal that will require constant checking.</p>	

	<p>All staff using on line Student Behaviour Support System (SBSS) effectively</p> <p>SBSS Data Monitored for trends</p>	<p>Ongoing training and support for staff as they learn to use the new program.</p> <p>Analysis of SBSS data to inform decision making associated with Student Wellbeing and Behaviour Management</p>	<p>BCE Support Personnel for Staff Meeting professional Development Workshop</p>	<p>Term 1 Staff Meeting</p>	
<p>2.3 Resourcing and providing professional support for effective and expected Pastoral Care practises.</p>	<p>Restorative practices professional development Twilight is conducted. All teachers attend.</p>	<p>Provide professional development that develops staff capacity in areas of Pastoral Care.</p> <p>Discussion in PC teams and with PC Leaders reinforcing the expected and effective practices for pastoral care in the college.</p>	<p>All staff</p>	<p>Twilight Seminar - End of Term Two.</p>	
<p>2.4 Create Professional Learning Communities for specific curriculum and pastoral goals</p>	<p>Staff actively engaging in peer teaching and sharing of resources</p> <p>Staff participate in parent nights to promote learning and improved achievement and behaviour goals for students</p>	<p>Use of TEAMS to share resources associated with Curriculum and Pastoral Care</p> <p>Conduct a variety of parent nights about curriculum and pastoral care for successful learning, subject and pathway choice, year 12 QCS and QTAC and the promotion of long-term wellbeing.</p>	<p>All staff</p> <p>“In House’ Workshops at Friday Tech Café run by Michael Addicott</p> <p>Deputy/APA Middle Leaders and selected year level and curriculum teachers</p>	<p>By the end of Term Two all staff to be active using teams for sharing Behaviour Management strategies that work.</p> <p>By the end of term 2 all teaches are using Teams and One Note in curriculum delivery; and to share resources</p> <p>Term 1: Year 7 Parent Night Term 2: Year 10 Parent Night Term 3: Year 8,9 Parent Night Term 3: Year 11, 12 Parent Nights</p>	

<p>2.5 Advance student progress and achievement in Literacy across Years 7 to 10</p>	<p>SMART goal: 60% of Year 10 students achieve 20 – 24 in the BCE Writing Monitoring Analysis</p> <p>Year 10 students are tracked using a Data Wall</p> <p>Learning Walk Throughs are conducted and data analysed to check for evidence of effective and expected teaching strategies; and improved student engagement and achievement.</p>	<p>Year 10 Data Wall 7-10 BCE Monitoring Results analysis Use the BI tool to be data informed and review and response analysis 7-10 teacher Review and Response meetings</p> <p>LWT are conducted; evidence is collated as to the “5 Q’s”; evidence of the ‘third teacher’; feedback strategies; literacy strategies being used in classes</p>	<p>Teachers SMART Goal: Year 10 core teachers Literacy Leader Literacy and Data Team Deputy Principal Budget: release time for marking 8 x TRS Days</p> <p>Leadership Team Curriculum Leaders</p>	<p>Writing Tool – each term Data Wall – throughout 2018; update after each writing analysis per term</p> <p>LWT’s are conducted weekly</p>	
<p>2.6 Build teacher capacity in pedagogy through engagement with the Educator Impact Program and through the use of effective feedback strategies in formative and summative contexts</p>	<p>Teachers can share feedback strategies in Faculty and Staff meetings, demonstrating cognition of the types, uses and impact of feedback.</p>	<p>Staff attend professional development to enhance understanding of a Variety of effective Feedback strategies. Curriculum Leaders discuss progress in their departments with other CL’s; staff share ideas, resources with each other on the Portal. CL’s share successes with staff at whole staff meeting.</p>	<p>Teachers Middle Leaders Deputy Principal Leadership Team</p>	<p>Term 2 Staff Twilight – run by principal and DP Curriculum Leader Meetings once per term Faculty Meetings once per term Feedback to Staff at Staff Meeting Term 3</p>	

	<p>Using Educator Impact, teachers receive personalised data on their teaching impact, from students, a colleague and personal reflection and set goals for improvement and use suggested resources to improve practice.</p> <p>Investigate Educator Impact Program for Middle Leaders' or Support Personnel</p>	<p>Teachers use the Educator Impact program to discern data about their teaching to set personal pedagogical goals These goals form part of an individual Professional Learning Plan for Teachers</p>	<p>Educator Impact Resources and Support Personnel; Deputy Principal to Manage the project. Budget \$10,000 per year for three years</p>	<p>Introductory Professional Learning session – Term 1 Staff meeting Term 2: Initial Surveys of Teachers Term 3 Set Goals and complete the on line PD resources Term 4 complete second round of surveys Term 4 Staff receive feedback for development of 2019 PLP and goals.</p>	
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<p>2.7 Align and consolidate eLearning resources to improve student outcomes</p>	<p>Students and teachers understand and use Office 365 applications to creatively package and share learning in a collaborative and engaging manner</p>	<p>Publication of SBC eLearning Communication document Use of College Digital Strategy Staff PD on Office 365 capabilities Student survey on use of Office 365 applications</p>	<p>eLearning Leader Deputy Principal Teachers Students</p>	<p>Term 1 and 2</p>	
<p>2.8 Implement structures and processes to ensure the effective transition to the new Senior Secondary system</p>	<p>Programs, assessment instruments and teaching sequences are designed and validated using college and QCAA systems and procedures, ready for teaching in 2019.</p> <p>Cognitive verbs are understood and aligned across subjects</p>	<p>Attendance at QCAA, BCE and Staff Meetings on Senior Secondary.</p> <p>Senior teachers have engaged in the QCAA Accreditation modules</p> <p>Assessment instruments are endorsed for use</p> <p>Staff are upskilled on the intent and use of the verbs</p>	<p>Senior teachers Senior School Program Leader Curriculum Leaders</p>	<p>Throughout 2018</p>	

