## Contents

1. The Education Brief ................................................................................................................. 5
   - Introduction .......................................................................................................................... 5
   - Background .......................................................................................................................... 5

2. Community Profile ................................................................................................................ 8
   - History ................................................................................................................................. 8
   - Parish Pastoral Plan ............................................................................................................ 8
   - Governance ......................................................................................................................... 8
   - College Ethos and Spirituality ............................................................................................. 8
   - Prayer of St Benedict ........................................................................................................... 9
   - School Name ....................................................................................................................... 9

   Vision and Mission ................................................................................................................ 11
   - St Benedict’s College Values ............................................................................................... 12
   - Core Values ......................................................................................................................... 12
      - Service – Key Sayings and Phrases .................................................................................. 12
      - Balance – Key Sayings and Phrases ............................................................................... 12
      - Community – Key Sayings and Phrases ......................................................................... 12

   - Implications for Facilities Master Plan ............................................................................... 13
   - Motto ................................................................................................................................. 13
   - Crest ................................................................................................................................. 14

   - College Houses ................................................................................................................ 14
      - Hildegard House – Yellow .............................................................................................. 14
      - Maurus House – Green .................................................................................................... 14
      - Petronax House – Blue .................................................................................................... 15
      - Scholastica House – Red ................................................................................................. 15

   - Implications for Facilities Master Plan ............................................................................... 15

   - Demographic Information ................................................................................................. 15
      - Enrolment Levels ............................................................................................................ 15
      - Catchment Areas ............................................................................................................ 16
      - Socio-economic demographics ....................................................................................... 19

   - Implications for Facilities Master Plan ............................................................................... 19

   - Environmental Information ............................................................................................... 19
      - Water .............................................................................................................................. 19
      - Energy ............................................................................................................................ 19
1. The Education Brief

Introduction

The Education Brief for St Benedict’s College, Mango Hill is designed to inform the Facilities Master Plan of our secondary college within the existing and expanding educational precinct.

St Benedict’s College, which opened in January 2013, is being developed to:

- Accommodate growth in student numbers within the School Service Centre North Directorate, and specifically Mango Hill, Griffin and North Lakes.
- Provide a connection to secondary education primarily for the students at St Benedict’s Catholic Primary School, Mango Hill; Holy Spirit Primary School, Bray Park; and Our Lady of the Way School, Petrie.

The establishment of St Benedict’s College has taken into consideration a number of aspects in relation to St Benedict’s Catholic Primary School with which it is co-located, specifically:

- That strong connections are being established between the Primary and Secondary schools and the future planned primary school to the north of Mango Hill/North Lakes
- The enrolment policy across all schools is consistent and agreed upon
- The Secondary College has kept the same name as the Primary i.e. St Benedict’s
- That the Benedictine charism is maintained in the secondary college and shared with the primary school
- That the curriculum across the primary and secondary sectors is being aligned and coordinated for both schools.

Additional purposes of this Education Brief include:

- Discernment of a curriculum framework best suited to the College and its students
- Discernment of organisational structures best suited to supporting the proposed curriculum structures
- Making recommendations to the Executive Director for leadership structures consistent with Brisbane Catholic Education policy
- Informing the induction and ongoing professional learning priorities for the school leadership, staff and the wider community.

Background

St Benedict’s College opened in 2013 after the establishment of a primary school on the site in 2008. It was primarily developed to service the growing secondary student population of Pine Rivers, Griffin, Mango Hill and North Lakes communities. The secondary college is co-located with St Benedict’s Primary School. The St Benedict’s community has adopted the slogan ‘two schools, one community’ to highlight the close connection between the two schools.

In addition to St Benedict’s Primary School; Our Lady of the Way, Petrie; Holy Spirit, Bray Park and the future primary school planned for Griffin – these schools will provide substantial enrolments for St Benedict’s College. St Benedict’s College is expected to draw from these primary schools significant numbers of enrolments because no dedicated Diocesan, catholic co-educational secondary colleges exist in the area for students seeking a full range of secondary pathways.
As such, the development of St Benedict’s College will establish itself initially as a three stream secondary college (whilst respecting the enrolment policies and patterns associated with surrounding Diocesan secondary colleges) as it grows to a five stream college within the first six-seven years.

The lifting of this capacity to six streams (as master planned) would be subject to further consultation and negotiation with key stakeholders including School Service Centre North Director and the Planning Advisory Committee.

A site Master Plan (next page) illustrates both primary and secondary facilities which are co-located.
2. Community Profile

History

The significant residential development in Mango Hill, North Lakes and Griffin, adjacent to the Mango Hill school site has created a need for the local provision of Catholic Education. The advent of this secondary college is a natural step in the development of full provision of primary and secondary Catholic Education in the area and also forms part of the Northern Region Plan.

The College gained accreditation in 2012 to commence its operations in 2013.

Parish Pastoral Plan

The Parish of Our Lady of the Way, Petrie provided initial pastoral services to St Benedict’s Catholic Primary School in its initial stages; however, over the last few years Holy Cross Parish, Redcliffe has assumed pastoral oversight for the North Lakes and Mango Hill area thus has close connections to both the primary and secondary college at Mango Hill.

Initially, there was one hectare portion of land within the site, which was reserved by the Archdiocese for uses other than education i.e. with the possibility of developing a Church on the site. This land has now been designated as the site for a Kindergarten to be managed by Centacare, planned to open in 2014.

It is foreshadowed that there will be a number of significant considerations which will need to be discussed and catered for with three educational facilities co-located on the same site with the same entry access point.

Governance

The site for St Benedict’s College and St Benedict’s Catholic Primary School is administered by Brisbane Catholic Education on behalf of the Archdiocese of Brisbane. The Archdiocese is both the canonical and civil owner of the school site. The site was purchased with funds allocated for educational purposes.

College Ethos and Spirituality

The College is being formed under the spirituality of St Benedict, the father of western monasticism. St Benedict is credited with the renewal of monastic life through his ‘Rule’. The Benedictine tradition will provide St Benedict’s College with a story to share, a common language to communicate and a way to pray.

The Rule of Saint Benedict has for centuries been the guide for religious communities. Saint Benedict’s rules of obedience, humility, and contemplation are not only prerequisites for formal religious societies, they also provide an invaluable model for anyone desiring to live more simply. They provide guidance and inspiration for anyone seeking peace and fulfillment in their home and work communities and present a contemporary model for living with issues facing us now – stewardship, relationships, authority, community, balance, work, simplicity and prayer.

Benedict taught moderation in all things; the dignity of work; drawing closer to God through the renewal of the mind, placing a strong emphasis on learning and scholastic disciplines.
Information about St Benedict and his Rule - Saint Benedict of Nursia and Spirituality for the 21st century will be expressed for the secondary college in terms of:

- Stewardship
- Relationships
- Authority
- Simplicity
- Community
- Peace
- Humility
- Prayer
- Balance
- Work
- Hospitality
- Service

Prayer of St Benedict

Gracious and Holy Father
Give us wisdom to perceive you
Intelligence to understand you
Diligence to see you
Patience to wait for you
Eyes to behold you
A heart to meditate on you
And a life to proclaim you
Through the power of the
Spirit of Jesus Christ Our Lord
Amen

School Name

St Benedict’s College has been designated as the school name to ensure continuity on the Mango Hill educational precinct.

‘Benedict’ is an English name derived from the Latin ‘benedictus’ meaning ‘blessed’.

In our contemporary world, there is a need to rediscover our power to bless each other. Each of us can bless. When we show compassion or kindness to another, we are setting blessing in train.
A blessing is a gift that brings healing and affirmation; meaning and belonging.
A blessing is a form of grace; a sign that each person is loved by God;
A blessing touches the original goodness of each person.

“The word blessing evokes a sense of warmth and protection; it suggests that no life is alone or unreachable. Each life is clothed in raiment of spirit that secretly links it to everything else.” (John O’Donohue, Benedictus A Book of Blessings, p14)

A blessing is a sign that grace is everywhere – ‘In all things God’.
St Benedict’s College

Vision and Mission

St Benedict’s College is committed to the holistic education of young people in the Benedictine tradition based on the values of service, hard work, humility, stewardship, balance and community.

We use Christ’s model of inclusivity, perseverance and of nurturing each other’s gifts and talents to underpin all that we do.

Vision

To enable each student to use their God given gifts to become successful lifelong learners who are self-directed, creative, confident and reflective; fully able to engage with and contribute to the community and the world in which they live.

Mission

St Benedict’s College is committed to providing high quality, contemporary education in a Catholic Christian context. We do this by:

- Acknowledging the individual qualities and attributes of each student
- Providing a safe and supportive environment that enhances wellbeing and enables students to flourish
- Engaging in technology rich, 21st century learning
- Designing flexible, engaging and innovative learning experiences where all students can develop a love of learning, a sense of curiosity, and an ability to be creative, adaptable and resilient.

Values

The Rule of St Benedict focuses on many values; in particular we seek to promote the values of Service, Balance and Community for our students, staff and parents. Through prayerful reflection we invite all members to:

- Work in Service of others and our world
- Seek Balance in all that we do
- Live in Community with justice, compassion and respect

*In Omnibus Deus*

*God in All Things*
St Benedict’s College Values

The St Benedict’s College values are inspired by the ancient wisdom of Benedictine values. The values are built upon a few cornerstones which reflect a commitment to think seriously about the culture in which we live, to attend with respect to the ideas and world views of others, ‘to listen with the ear of the heart’ (RB Prologue1), and to use ideas old and new to understand the Gospel and communicate it in changing times and places.

Core Values

At St Benedict’s College we seek to promote the values of Service, Balance and Community for our students, staff and parents. These core values invite all members to work in Service, to seek Balance and live in Community. St Benedict was a man of deep trust in ‘God in all things’ and we draw inspiration from his rule and teachings.

Service – Key Sayings and Phrases

‘Listening with my heart’ means that I hear and respond with love and compassion. ‘As we progress in this way of life, we shall run on the path of God’s commandments, our hearts overflowing with the inexpressible delight of love.’ (RB Prologue 49)

- To serve one only needs a heart full of grace, a soul generated by love
- Let peace be your quest and aim
- Love of Christ and neighbour
- Leadership is about service
- Seek peace and build a relationship with God
- We are called to be ministers of God’s mercy and messengers of God’s compassion
- When you find peace within yourself, you become the kind of person who can live at peace with others

Balance – Key Sayings and Phrases

‘Be content with living simple and finding balance in work, prayer and leisure’ (Chittister, 1990).

- In all things may God be glorified
- Prayer is part of how we live – it is the starting point
- Be strong on prayer, work and leisure
- Listen with the ear of your heart
- Prayer gives us time to reflect and let the Spirit work in our lives
- It is the awareness of ‘God in all things’
- Physical silence helps to foster inner silence. It enables the inner life of the spirit to flourish.

Community – Key Sayings and Phrases

Whoever comes to our door is welcomed as if they were Christ. To have a world that is tolerant and inclusive, we must welcome difference, welcome the stranger, and be non-judgemental. ‘No one should pursue what they judge better for themselves, but instead, what they judge is better for someone else.’ (RB 72:7)

- Finding God in every single person who comes through the door
- Gratitude for what we have and an overflowing heart to share it hospitably
- Nurture habits of heart and mind that are life-giving and contribute to the good of all
- Welcome and adore Christ in one another
- Take the Gospel as your guide
- Put the interests of others before our own
- Knowing our real selves before God
- Knowing the presence of God in my life
- Humility comes from understanding my place in the universe
- Appreciate what is good in society and creation and address what needs to be challenged by the Gospel
- Humility is remembrance of God in all things that we do - ‘God in all Things’
- Share the common vision
- Stewardship and reverence for, and care of, self, each other and our Earth.

**Implications for Facilities Master Plan**

The College Master Plan should provide a ‘spiritual focus’ within the campus where a sacred space creates a location at which prayer flows easily for many and, with each prayer the space itself become a place hallowed by the students and wider community. A dedicated space is required for at least 150-180 students to celebrate liturgies including Eucharist. Part of the space must accommodate the reservation of the Blessed Sacrament. Advice on the design of this space must be sought from archdiocesan authorities.

Some examples of other significant sacred spaces that may be accommodated on campus are:

- Hildegard’s Labyrinth
- Stations of the Cross
- Lourdes Grotto
- Rosary Steps
- Our Lady of Guadalupe Shrine
- Ladder of Humility
- Cosmatesque

In creating a sacred space for St Benedict’s College the space should:

- Provide a prayerful atmosphere in which people can pray undisturbed
- Be furnished with a comfortable seat that will help people remain alert and focused
- Have spiritual tools e.g. the Bible or other sacred reading, images of God, candles, plants, water fountains, quiet music
- Be a space free of distractions

**Motto**

*In Omnibus Deus* and *God in All Things*

‘God in All Things’ expresses the essence of St Benedict’s spirituality and is relevant to the context of the secondary college. It is expressed in both Latin and English.
Crest

The Crest is derived from The Medal or Cross of Saint Benedict. The letters CSPB stand for Crux Sancti Patris Benedicti (the cross of our holy father Benedict). The College Motto, God in All Things, is included in its Latin form.

College Houses

The College Houses are named after significant saints who played an important role in the life and teachings of St Benedict. The College Houses, Hildegard, Maurus, Petronax, and Scholastica are used for the structure of pastoral, cultural and sporting purposes. The colours of yellow, green, blue and red are assigned to the Houses.

Hildegard House – Yellow

Saint Hildegard of Bingen was a most remarkable woman, and one of the greatest figures of the 12th century. Hildegard lived by Saint Benedict’s Rule as she was a Benedictine abbess. She was one of the first great German mystics called ‘the Sybil of the Rhine’, and was also a prophetess, poet, philosopher and musician. (Feast Day – 27 September)

Maurus House – Green

Saint Maurus was the first disciple of St Benedict and as such developed a strong prayful and working relationship with him. Maurus transformed from the youthful disciple of Benedict into a powerful, miracle-working holy man in his own right. St Maurus founded Glanfeuil Abbey as the first Benedictine monastery in Gaul. (Feast Day – 22 November)
Petronax House – Blue

Saint Petronax was known as the second Founder of Monte Cassino. He was an Italian, Benedictine monk and abbot who rebuilt and repopulated the monastery of Monte Cassino (originally built by St Benedict), which had been destroyed by the invading Lombards in the late sixth century. St Petronax transformed the destroyed monastery and reinvigorated the Benedictine charism and action. (Feast Day – 6 May)

Scholastica House – Red

Saint Scholastica was the abbess of Plumbariola, the first Benedictine convent. She was also the founder of the women’s branch of Benedictine Monasticism like her twin brother Benedict of Nursia. Scholastica is also the patron saint of Benedictine women’s religious communities. (Feast Day – 10 February)

Implications for Facilities Master Plan

New facilities will play a major part in creating a distinctive learning environment for the College. Images embracing aspects of Benedictine Spirituality could be embossed within building façade or embedded within vistas such as glass alcoves for storing icons, glass bricks with symbols which take the students on a journey of St Benedict or symbols embedded within the green space that highlights the College’s core values and themes.

Walkways could be marked with inspirational sayings and words of St Benedict and other House patron saints.

Future facilities provision could plan for sacred spaces within the landscaping with the addition of a Chapel on site for joint use between the primary school and the secondary college.

Demographic Information

Enrolment Levels

St Benedict's College commenced with a capacity for a three stream intake of Year 8, and is Master Planned as a six stream Year 7 to Year 12 College for the future. The Queensland government has introduced Year 7 to secondary by legislation for the start of the 2015 school year. The chart below illustrates a possible growth pattern based on two yearly cycles of capital applications with Year 7 commencing in 2015 in the college.

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Catchment Areas

Enrolment catchment areas according to demographic studies by Brisbane Catholic Education (2009) show core catchment areas below. Additional catchment expansion through Petrie and Bray Park, after consultation will increase the College’s capacity to grow enrolments.

Other colleges possibly at risk from growth of the College are the enrolment levels for St John Fisher College at Bracken Ridge, Southern Cross Catholic College, Scarborough, St Eugene College, Burpengary and Mt Maria College at Petrie. The ‘market share’ of enrolments will be carefully monitored as St Benedict’s College continues its expansion.
Map: Catchment areas for development of new secondary school at Mango Hill
Socio-economic demographics

Mango Hill is part of the Moreton Bay Regional Council. In all respects the Mango Hill/Griffin community profile is one of stronger economic position, higher employment (mainly out of the shire) and higher house prices than the rest of the Pine Rivers Shire. It is more likely to be an ICT connected community than older parts of the shire.

Implications for Facilities Master Plan

The Master Plan will need to provide for Year 7 on the secondary campus from 2015.

Due to the rapidly expanding housing developments in the area, facilities will need to be able to cater for the projected increased enrolments for the commencement of 2015 with a double intake of students.

Environmental Information

Stewardship is a key element of the spirituality of the Archdiocese of Brisbane and is embedded in the Brisbane Catholic Education Strategic Renewal Framework. Care for the environment in which the College is located is a critical strategy motivated by this ministry of stewardship.

The college site, as with the primary school site, has significant water management issues related to overland flow, water retention areas such as the ponds on site, and connection to a local creek system that feeds into Moreton Bay.

As the College is undergoing continuous construction at a time of heightened awareness for the need to conserve resources and lower ecological footprints as well as a rapidly emerging technology to assist with this process, the College Master Plan has positioned the college for this future through environmentally sensitive design principles and accommodating future developments with private funds and curriculum programs.

Listed below is an array of basic environmental developments being mainstreamed in schools. Collaborative planning between the primary and secondary school is being undertaken to maximise the environmental initiatives on site.

Water

Planning for rainwater harvesting in addition to current practices should enable potable water to be used for toilet facilities and storage for garden/permaculture programs. The use of the retention ponds for curriculum activities will retain a connection between the site and the school and provide a local symbol of the school’s active care for creation.

Energy

Maximise natural daylight and ventilation in all facilities including the alignment of new facilities for prevailing breezes as first principles of design.
In addition, the use of the most energy efficient lighting systems is expected to maintain a low ecological footprint and minimise long term maintenance costs for the college. Access grants to support installation of solar systems.

The management of thermal loading through effective design, building orientation and fittings such as shading, insulation and planting should minimise the pressure for air conditioning for the College.

**Waste**

Allocation of space within the Master Plan is required to allow the future possibility of a recycling station, school garden projects (permaculture), composting, worm farms and rainwater tanks for watering.

Such facilities should be Master Planned as shared facilities between the Primary and Secondary schools so priority is given to a holistic approach to waste management and provides options for integration with learning programs such as food productions within the home economics and science curriculum and the school cafeteria menu.

Planning for secure waste bins and a community health and well-being program which minimises wrappings, will in turn minimise scavenger wildlife and animals and encourage more native wildlife on the school site, i.e. ibis and crows replace honey eating native birds because of access to food scraps. These waste bins could be themed according to recycling materials as part of a whole of school approach to managing waste systems.

**Greening and Biodiversity**

Vegetation/landscaping plan should be developed in context with the Master Planning process to ensure native timbers and bushes are maximised and introduced species removed to ensure increased biodiversity of bird and insect life.

Planting should maximise the College’s architectural appearance while providing for discreet separation between campuses. It may be possible to identify a ‘natural’ barrier of separation for administrative and supervision purposes.

**Health and Well Being**

Accompanied by casual eating areas and ICT enabled comfortable learning spaces means that a student focused walk through cafeteria would become a hub of discussion and casual and informal gathering by students.

The self-selection of food, backed by sufficient preparation areas for local menu development and adequate frozen storage for bulk cooking are important for a process of integration of school grown produce; cooking and market garden initiatives.

For the College to maximise this opportunity within such a facility, the College would also need to undertake a wide ranging process of consultation and education with students, parents and staff regarding nutrition and diet so that the cafeteria menus are driven from best practice, particularly as articulated in *Queensland Government Tuckshop Guidelines*. Integration with a *School Garden*
Program would further enhance both curriculum and a whole of college approach to health and well-being that involves modelling habits and practices as well as being a service to students.

**Transport**

Master Planning for a lockable bike bay for student bikes is important to partner with local government plans for integrated bikeways across the community.

Bus drop off and set down areas should be Master Planned in consideration of the Development Application.

A local rail line is planned to run along the eastern/south-eastern border of the college site. Moreton Bay Regional Council has announced the name of the station as ‘Mango Hill East Station’ which is planned to open in 2016. The rail line will provide more accessible transport for students coming from the Petrie and Bray Park areas.

**Implications for a Facilities Master Plan**

Creating integrated systems of ecological sustainability will take time, effort and strategic direction from the College’s leadership, staff, students and wide community.

Provision of facilities or space through Master Planning will ensure future activities are physically supported i.e. shared recycling, gardening, etc., and allow for better integration across the P-12 campus and within Key Learning Areas.

Considered design for energy saving will lower ongoing recurrent energy costs and maintenance costs.

Proximity to Anzac Avenue and the proposed railway station will necessitate sound/noise barriers along these borders of the college.
3. Educational Context

The overarching goal for learning in Brisbane Catholic Education schools is to empower learners of all ages to shape and enrich our changing world, by living the Gospel of Jesus Christ. All phases of schooling are informed through Brisbane Catholic Education’s Learning Framework and Strategic Renewal Framework, Queensland Studies Authority publications, The Australian Curriculum and government regulatory compliance requirements.

The Religious Education curriculum comprises of three parts. The first is the P-10 Religion Curriculum. It includes strand and sub-strand based content descriptions and elaborations, achievement standards, units of work and resources for each year level. The second part is called Senior Secondary Courses in Religion. The courses mandated for use in the senior years in this Archdiocese are Religion and Ethics and Study of Religion. The third part is the Religious Life of the School (RLOS) source documentation, which includes a range of online resources incorporating four components of RLOS.

The Australian Curriculum will be the source of all curriculum planning, assessment and reporting for all Learning Areas covered by the Australian Curriculum. Key Learning Areas not covered by the Australian Curriculum will be sourced from the relevant state statutory body. Materials developed by these authorities are mandatory sources for all curriculum planning in Archdiocesan Catholic schools.

The Australian Curriculum developed by the Australian Curriculum and Reporting Authority will be adopted progressively over the coming years and will eventually become the key point of reference for curriculum planning in relevant learning areas.

The Melbourne Declaration of Education Goals for Young Australians identifies the important role education plays in building a democratic, equitable and just society. The document promotes two goals:

1. Promote equity and excellence for all
2. Provide opportunities for all young Australians to become successful learners, confident and creative individuals, active and informed citizens.

Approaches to Learning and Teaching adopted by Brisbane Catholic Education schools are learner centred, data informed, outcomes oriented an future focussed. Such approaches recognise and accommodate diversity and are responsive to student needs and the various modes of learning. These are developed throughout the major stages of student development in various phases of schooling.

Brisbane Catholic Education promotes a Middle Years of schooling which is a connected, trans disciplinary approach to curriculum development and delivery, and responsive to the needs of learners at this stage of development. The Senior Years provides a choice of learning pathways in preparation for post-school education and training. Therefore a more specialised approach to curriculum delivery is employed.

Learning in Brisbane Catholic Education schools is underpinned by the beliefs that all learners require:

- Multiple and varied opportunities to negotiate, observe, engage in, reflect on, demonstrate and enact their learning; such learning opportunities will occur in individual, small group and whole group contexts
- Encouragement to learn both independently and collaboratively
• Challenges to build upon current knowledge and understandings in order to create new knowledge – be co-creators of learning through supported, structured inquiry
• Opportunities for learning which encompass the diverse aspects of all life experience
• Classroom and school environments which are intellectually, socially and physically conducive to learning
• Ready access to and use of appropriate technologies and resources to support learning
• Personalised learning
• Essential skills in literacy, numeracy and ICT
• Ability to solve real world problems in ways which draw upon a range of learning areas and disciplines

The Australian Curriculum also pays attention to how the general capabilities and cross-curriculum dimensions (listed below) contribute to, and can be developed through, teaching in each learning area.

The General Capabilities:
• Literacy
• Numeracy
• Information and Communication Technology (ICT) competence
• Critical and creative thinking
• Ethical behaviour
• Personal and social competence
• Intercultural understanding

The three cross curriculum priorities in the Australian Curriculum:
• Aboriginal and Torres Strait Islander histories and cultures
• Asia and Australia’s engagement with Asia
• Sustainability

Approaches to contemporary learning and teaching

Students in the 21st century need:
• The ability to solve complex problems in real-time
• To be able to think divergently and creatively in both digital and non-digital environments to create novel and useful solutions
• The ability to think analytically by comparing, contrasting, evaluating, synthesizing, and applying without instruction or supervision – in other words, being able to use the higher end of Bloom’s Taxonomy
• The ability to collaborate seamlessly in both physical and virtual spaces, and with both real and virtual partners
• To be able to communicate not just with text or speech, but in multiple multimedia formats.

Learning and teaching at St Benedict’s College is designed to cater for this through a process-based approach, including collaboration and group activities, the use of technology, and a blend of teacher and peer assessment. The use of ‘inside and outside’ flexible learning environments is essential – so students have the space to delve deeper into concepts both individually and collaboratively without interrupting other learners in the process.
We are asking students to think creatively, critically and collaboratively using 21st century technology and through being engaged by 21st century pedagogy. Bringing a global perspective to the way learning occurs is important; and links through technology to students and resources around the world is an aim of our curriculum design. Students being entrepreneurs of learning is another contemporary approach to learning. This is where students convert their knowledge into action and this can then transform their thinking to spur on new learning. Again – flexible spaces enable this learning to occur.

It is this type of teaching and this crucial approach to process-based learning that will move students from literacy in learning to fluency.
4. Learning and Teaching Profile

Organisational structure that best support the delivery of curriculum within the school

The curriculum, the medium through which the teaching ministry occurs, is the totality of the school experience. As such, curriculum is dynamic and must be adaptable to the specific needs of different schools and communities. In particular, it must be responsive to social and technological change and meet student needs that arise from various Learning Areas, and is responsive to the needs of learners at the various stages of development, along with the needs of the wider community. Whole school approaches to curriculum development and delivery ensure alignment between the varying elements of the curriculum: pedagogy, assessment and reporting, and lead to the creation of supportive learning environments. Similarly, connections between the knowledge, skills, values, attitudes and understanding inherent in each discrete Learning Area are also to be forged.

Vision for Learning and Teaching

Learning and Teaching in the St Benedict’s College community embraces the spirit of St Benedict as expressed through the college vision and mission statement and engages the aspirations of the college community.

We believe:

- The Rule of St Benedict is a contemporary expression of the way learning and teaching is formulated, reviewed and lived out.
- Every student has the God given gifts for success and these flourish in a climate of trust and mutual respect.
- Learning for life and fostering a love of learning through an engaging, relevant and meaningful curriculum is inextricably linked with living life to the full.
- Learning and teaching is a dynamic, collaborative process where students and teachers aim to realise their potential to become fully human through challenging themselves and each other to seek creativity, innovation, challenge and meaning.
- Teaching is a ministry where top quality, collaborative and highly skilled teachers of integrity and action lay at the heart of educational success.

The College will follow the Brisbane Catholic Education Learning Framework, Queensland statutory authority documents and the ACARA Australian Curriculum (which is still in the development phase).

Within our secondary school setting, St Benedict’s College organises students into three groups – Middle, Lower Senior and Upper Senior Years

- Middle Years: Years 7-8
- Lower Senior Years: Years 9-10
- Upper Senior Years: Years 11-12

There is a distinction between middle years (Years 7-8), lower senior years (Years 9-10) and upper senior years (Years 11-12) with respect to curriculum offerings, approaches to learning and teaching, pastoral student groupings and facilities/resources.
Middle Years (Years 7-8)

Middle Years philosophy supports fewer teachers across learning areas to maximise the teacher student relationship for each student and consequently pastoral support. The philosophy seeks to minimise room changes and disruptions.

Organisational design and structures that best support the curriculum delivery in the middle years:

- Provide general learning areas for each middle year level where there may be several large spaces to facilitate collaborative teaching and structured learning activities where similar student groups can work across and within their year level or as individual groups
- Are based on the Learning Street Model and have transparently interconnected spaces to maximise opportunities for integration, project based work and inquiry model of learning
- Has a large space which is principally open allowing maximum flexibility with flexible space dividers including floor textures indicating spaces. It could include smaller meeting rooms (8-10 students each). The open feel should be maintained, perhaps with some glass internal walls. Acoustic treatment of the large space will be critical.
- Have an indoor/outdoor concept allowing for movement of individual and small groups to work inside and adjacent to the classroom for project development work and/or individual activities
- Maximises natural light and air while attenuating noise within the room
- Have adequate display space internal and external to classrooms
- Have storage space for students e.g. lockers
- Provides lockable storage space for teachers within learning areas and specialist facilities
- Have a variety of styles of furniture for adaptable layouts
- Maximises the availability of electrical recharge points for laptops both indoors and outdoors
- Is able to facilitate data projectors/smart boards, speakers and wireless connectivity
- Has the capacity to specialise in some way so that portions of the space can be used for such activities as:
  - Projection and performance
  - Teleconferencing with partner schools/classrooms through Skype etc
  - A quiet space
  - A reading hub
  - Various styles of group work – talking, planning, producing

Senior Years (Lower Senior Years 9-10 and Upper Senior Year 11-12)

The Senior Years general learning areas are designed as a work place of learning. They require flexibility, therefore learning spaces for the Senior Years should:

- Be clustered to ensure developmentally similar students groups can work across year levels or as small groups
- Provide general learning areas for both lower senior years and upper senior years phases where there may be several large spaces to facilitate collaborative teaching and structured learning activities where similar student groups can work across and within their year level or as individual groups
- Be adaptable in terms of creation of different size spaces (operable walls) to facilitate whole of year level educational activities (e.g. lectures) as well as large group seating for block exams and assemblies
- Have indoor/outdoor concept allowing for movement of individual and small groups to work inside and adjacent to the classroom for group consultations and assignments: talking, planning, producing and/or individual activities
- Maximise natural light and air while attenuating noise
- Have adequate display space internal and external to classrooms
- Storage space for students within a locker system
- Lockable storage space for teachers within learning areas
- Flexible furniture for adaptable layouts
- Maximisation of electrical recharge points for laptops both indoors and outdoors
- Facilitate use of high end computing for specialist programs
- Be able to facilitate data projectors/smart boards, speakers and wireless connectivity
- In the Upper Senior Phase, provide facilities that reflect a focus on Vocational Education and Training (VET) programs together with academic programs with flexible timetables, greater freedom and responsibility, part-time campus attendance
- Consider the flexible nature of onsite and offsite education thereby creating a need for a common gathering space to encourage learning and social interactions as a seniors group when students are onsite
- Create facility design that allows for supervision and transparency into buildings as students develop independent study and project work time across flexible school hours with early starts, working through break times and after school tutorials
- Recognise the need for and facilitation of dispersed technology and accessibility.

**Teaching and Learning of Religious Education**

Religious Education at St Benedict's College is designed to bring into close alignment the two dimensions of Religious Education: Teaching students religion (the classroom teaching and learning of religion) and teaching students to be religious (the religious life of the Catholic school). The College's Religious Education Program will meet the requirements of BCE's *New Religion Curriculum*. The Religion Curriculum will describe core content that is taught and what students should learn; and will be the starting point for planning for teaching, learning and assessing of Religion at St Benedict’s College.

Content for the classroom teaching and learning of Religion will be organised around four strands with three sub-strands for each:

- Sacred Texts (Old Testament; New Testament; Spiritual Writings and Wisdom)
- Beliefs (God, Jesus, Spirit; Human Existence; Religions of the World)
- Church (Liturgy and Sacraments; Communion and Community; Church History)
- Christian Life (Moral Formation; Mission and Service; Prayer and Spirituality)

The Religion Curriculum informs what teachers are expected to teach and students are entitled to learn. It provides direction for planning, teaching, learning and assessing. The planning, teaching, assessing and reporting of Religion aligns with the College’s teaching and learning vision. The pedagogical direction reflects an inquiry-based approach to learning that aligns closely with current developments in the Australian Curriculum. The structure and presentation of the teaching learning of religion resembles the BCE Learning and Teaching Framework and the Melbourne Declaration on Education Goals for Young Australians.

The connections between classroom learning and teaching and the religious life of the school will be reflected in the College programs, activities and experiences for teaching students religion and for teaching students to be religious.

‘The Guidelines for the Religious Life of the School’ document will inform the development of the religious life of the College and the teaching of students to be religious. The Religious Life of the School source document has four components and three elements for each:
Religious Identity and Culture (Ethos and Charism; Authentic Christian Community, Sense of the Sacred)

Prayer and Worship (Christian Prayer; Celebrating Liturgy and Sacraments; Ritualising Everyday Life)

Evangelisation and Faith Formation (Living the Gospel; Spiritual Formation; Witness to the Wider Community)

Social Action and Justice (Justice in the School Community; Action for Justice; Reflection of Action for Justice)

Prayer and Worship

Prayer and worship at St Benedict’s College intends to nourish the spiritual growth of all members of the college community. Prayer and worship experiences at the College will endeavour to create a sense of purpose and identity within the community. It is through prayer and worship that the College will provide the context and the resources for all members to celebrate their life and identity as members of the College and to nurture their relationship in faith with God and with one another.

The College contributes to the faith growth of all members of the community and the building of a Catholic Christian community. The College draws on the richness of the Catholic tradition, the wider Christian tradition and on the Benedictine charism to nurture the prayer life of the College. Liturgy and sacraments are part of the formal, public prayer and worship of the Church. The College will celebrate the Liturgy of the Church through celebration of the sacraments, Liturgy of the Word and Liturgy of the Hours. The College will require various environments and resources for prayer. Prayer may take place in many different contexts and settings. In celebrating a significant feast day or liturgical season in the life of the Church, it may be appropriate to gather for a prayerful whole college assembly. Meditation and contemplative prayer might be best experienced in a College Chapel. Reflective walks or journaling may be appropriate in outdoor settings or retreat spaces. Staff and students within the College should be provided with opportunities to engage in prayer on a daily basis and experience a variety of formal and informal expressions of prayer.

Brisbane Catholic Education beliefs about Pastoral Care

‘Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation’s ongoing economic prosperity and social cohesion. Schools share this responsibility with students, parents, carers, families, the community, business and other education and training providers’ (page 4 Melbourne Declaration on Educational Goals for Young Australians NCEECDYA 2008).

Educational settings are uniquely placed to positively influence wellbeing. They have a critical role to play in fostering positive and sustainable characteristics that enable students to achieve their best. Evidence supports the strong, mutual relationship between wellbeing and learning. Identifying and reducing barriers to learning, including those linked to student wellbeing, can help to maximise the educational and social outcomes for students.

The BCE approach to wellbeing is strongly grounded in Catholic Christian beliefs and values. Wellbeing is defined as an ongoing experience of wholeness and hope that is integral to learning and ultimately, to overall health and life success. It relates to the interconnectedness of emotional, physical, cognitive, social and spiritual dimensions within the person. Wellbeing encompasses nurturing the self, giving to others, and building and celebrating community.
The Melbourne Declaration lists seven interrelated dimensions to general student wellbeing, namely: Intellectual, physical, social, emotional, moral, spiritual and aesthetic. Of the seven general capabilities that are addressed in The Australian Curriculum, those that specifically relate to student wellbeing include personal and social competence, self-management, ethical behaviour, intercultural understanding, thinking skills and creativity.

The National Safe Schools Framework (2011) was developed to support schools to build safe school communities and to address student wellbeing priorities. The safety of students is essential for academic development and all students should be able to learn and develop in safe, supportive and respectful environments. The National Standards Professional Standards for Teachers also reflect an emphasis on student safety and wellbeing. This is specifically articulated in Standard 4: Create and Maintain Supportive and Safe Learning Environments.

At the heart of all our endeavours is the student. Brisbane Catholic Education is committed to building communities of learning that provide a safe, nurturing and academically challenging environment for all students. A range of role holders in schools and BCE offices support schools in creating optimal environments for student learning and wellbeing.

**Pastoral Care/Student Wellbeing at St Benedict’s College**

Pastoral Care (PC) brings together all aspects of college life – academic, social, physical and spiritual. At its centre are quality relationships. Programs are in place to assist each student to develop into the best person they can possibly be. An underlying principle of Pastoral Care is that each student is an individual with particular needs and it is the day-to-day care of each student and their needs, which is of paramount importance.

As well as the day-to-day care of students, PC Programs address aspects of personal and social development, career education, mental health, financial literacy and personal organisation and management.

Each student within St Benedict’s College is a member of a PC Group and will have a PC Teacher. PC Teachers will come to know students in their PC Group well so that they can be given the best care and support possible. The PC Teacher is the College’s first port of call for students and parents/caregivers, thus it is imperative that PC Teachers strive to develop meaningful relationships with students in their PC. All stages of schooling can present challenges and a PC Group can offer support and encouragement during the difficult times and as well as celebrate the good times of life.

**St Benedict’s College student wellbeing/pastoral care personnel**

All staff throughout the College play a role in the wellbeing of students. This premise underpins all interactions and scheduled activities throughout the College. There are however a number of staff roles which play an integral role in the pastoral care of certain groups within the student population. These include: the College Principal, Assistant Principal Administration, Guidance Counsellor, Campus Minister, Pastoral Care Coordinators and Pastoral Care Teachers.

**Co-curricular Activities**

**The philosophy and aims of Co-curricular activity**

In addition to a fulfilling and productive academic school life, students of St Benedict’s College enjoy access to a diverse array of co-curricular pursuits. This reflects the College aims of offering
a holistic and meaningful learning experience to all students. Curricular activities are designed to develop well-rounded individuals with an array of skills and talents that they will carry with them throughout their life.

**Types of Co-curricular activities offered**

There are a variety of broad groups of co-curricular activities which the school offers. These include:

- **Reflection Days, Religious Celebrations/Feast Days:** designed to highlight and truly live the St Benedict’s College Catholic beliefs and values. Events celebrate this vital aspect of college life and facilitate a shared understanding of what it means to be a part of a Catholic community.
- **Camps:** are utilised strategically throughout the year levels of the College. Each camp is designed to address specific priorities relevant to the context of the students involved.
- **Leadership Opportunities:** students will have the opportunity to develop both formal and informal leadership throughout their enrolment at the College.
- **Cultural Programs:** allowing opportunity for students to become involved in a variety of art, musical and dramatic endeavours.
- **Sports Programs:** the College Sporting Program includes inter-house carnivals for Swimming, Cross Country and Athletics. The focus of these carnivals is participation and developing/generating House spirit. On a weekly basis, students will also be involved in timetabled sport/activity time. The aim of this time is to facilitate ongoing habits of an active lifestyle. Students will have an opportunity to be involved in representative sport through the Pine River District, Metropolitan North Regional and Queensland School Sports competition.
- **Service/Community Groups:** Students will have the opportunity to be involved in a variety of groups that directly or indirectly benefit the wider community e.g. fundraising for Caritas, Mission Australia, St Vincent de Paul and other charities, ANZAC Day, Clean Up Australia Day, etc. Involvement in these activities fosters a sense of service which is espoused as one of the College’s core values.

**Professional Learning**

Professional learning needs will be identified and activities planned by the staff and administration of the school working in partnership. These will be aligned with the school Vision and Mission Statements, the Curriculum Vision outlined in this document and School Renewal processes established by Brisbane Catholic Education. Alignment of the curriculum with the policies and practices of Brisbane Catholic Education and those of the Queensland Studies Authority will be facilitated locally.

To ensure continuity of college culture in the Benedictine tradition, particular attention has been given to the induction of foundation staff and will continue with the induction of new staff. This induction process was also part of student and family induction to ensure the evangelisation and catechisation process to build a strong cultural base in the college.

The college is a lifelong learning community where continuous professional learning is an important element in the growing of personal, learning and organisational goals and outcomes.
Implications for Facilities Master Plan

The following table illustrates general requirements for middle, lower senior, and upper senior core facilities that house both essential and shared services:

<table>
<thead>
<tr>
<th>Middle Phase (Years 7 &amp; 8)</th>
<th>Lower Senior Phase (Years 9 &amp; 10)</th>
<th>Upper Senior Phase (Years 11 &amp; 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning and teaching room clusters for:</strong></td>
<td><strong>Learning and teaching room clusters for:</strong></td>
<td><strong>Learning and teaching room clusters for:</strong></td>
</tr>
<tr>
<td>Middle Years student amenities</td>
<td>Lower Senior Years student amenities</td>
<td>All other learning areas will use the shared facilities for specialist teaching areas</td>
</tr>
<tr>
<td>All other learning areas will use the shared facilities for specialist teaching areas</td>
<td>All other learning areas will use the shared facilities for specialist teaching areas</td>
<td>Senior resource/common study/relaxation area</td>
</tr>
<tr>
<td><strong>Central or Shared Services:</strong></td>
<td><strong>Central or Shared Services:</strong></td>
<td><strong>Central or Shared Services:</strong></td>
</tr>
<tr>
<td>- Administration, public or student entry</td>
<td>- Administration, public or student entry</td>
<td>- Administration, public or student entry</td>
</tr>
<tr>
<td>- Student service centre</td>
<td>- Student service centre</td>
<td>- Student service centre</td>
</tr>
<tr>
<td>- Whole of college staffroom, staff resource and preparation facilities</td>
<td>- Whole of college staffroom, staff resource and preparation facilities</td>
<td>- Whole of college staffroom, staff resource and preparation facilities</td>
</tr>
<tr>
<td>- Library/Resource centre – work room, information services, store and reading areas</td>
<td>- Library/Resource centre – work room, information services, store and reading areas</td>
<td>- Library/Resource centre – work room, information services, store and reading areas</td>
</tr>
<tr>
<td>- Benedictine prayer/reflection space (open and green with possibility for development with seating, icons, a quiet space)</td>
<td>- Benedictine prayer/reflection space (open and green with possibility for development with seating, icons, a quiet space)</td>
<td>- Benedictine prayer/reflection space (open and green with possibility for development with seating, icons, a quiet space)</td>
</tr>
<tr>
<td>- Cafeteria style tuckshop</td>
<td>- Cafeteria style tuckshop</td>
<td>- Cafeteria style tuckshop</td>
</tr>
<tr>
<td>- Undercover area/PE facilities/Gymnasium</td>
<td>- Undercover area/PE facilities/Gymnasium</td>
<td>- Undercover area/PE facilities/Gymnasium</td>
</tr>
<tr>
<td>- Science Laboratories</td>
<td>- Science Laboratories</td>
<td>- Science Laboratories</td>
</tr>
<tr>
<td>- ITD Workshops and Graphics Laboratory</td>
<td>- ITD Workshops and Graphics Laboratory</td>
<td>- ITD Workshops and Graphics Laboratory</td>
</tr>
<tr>
<td>- Home Economics kitchens and textiles rooms</td>
<td>- Home Economics kitchens and textiles rooms</td>
<td>- Home Economics kitchens and textiles rooms</td>
</tr>
<tr>
<td>- Hospitality facility and function area</td>
<td>- Hospitality facility and function area</td>
<td>- Hospitality facility and function area</td>
</tr>
<tr>
<td>- Performing Arts space</td>
<td>- Performing Arts space</td>
<td>- Performing Arts space</td>
</tr>
<tr>
<td>- Art Studios</td>
<td>- Art Studios</td>
<td>- Art Studios</td>
</tr>
</tbody>
</table>
The following table further elaborates requirements for shared specialist facilities:

<table>
<thead>
<tr>
<th>Performing Arts Facility</th>
<th>Business Management/IT/Graphics/LOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Studio (to industry standards)**</td>
<td>High End desktop computers in Graphics/IT Studio (to industry standards)**</td>
</tr>
<tr>
<td>Separate and visible to stage Sound Engineering Room (to industry standards)**</td>
<td>Break out areas for business simulation, LOTE Language Lab – learning work and collaborative learning</td>
</tr>
<tr>
<td>Drama/Dance</td>
<td></td>
</tr>
<tr>
<td>High End Lighting/Staging</td>
<td></td>
</tr>
<tr>
<td>Seating for Performances and Functions</td>
<td></td>
</tr>
<tr>
<td>Whole College Assembly area</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science Laboratories</th>
<th>ITD Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratories to accommodate Physics, Biological and Chemical Sciences (to industry standards)**</td>
<td>Workshops to accommodate middle years wood and metal work</td>
</tr>
<tr>
<td>Central Prep Room</td>
<td>Workshops to accommodate senior years wood and metal work (to industry standards)**</td>
</tr>
<tr>
<td>2 x General Science Laboratories</td>
<td>Separation of spaces due to noise</td>
</tr>
<tr>
<td>Courtyard</td>
<td>Project development and storage space; sound and dust proofed for use of laptops</td>
</tr>
<tr>
<td>Break out spaces from rooms</td>
<td>Delivery access</td>
</tr>
<tr>
<td></td>
<td>Break out areas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art Studios</th>
<th>HPE and Fitness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Art – Workshops to accommodate various mediums</td>
<td>Undercover sports area to accommodate middle years HPE to senior years HPE and Fitness courses (to industry standards)**</td>
</tr>
<tr>
<td>Provision for kiln</td>
<td>Gymnasium**</td>
</tr>
<tr>
<td>Storage of materials and projects area</td>
<td>Sprung floor</td>
</tr>
<tr>
<td>Delivery access</td>
<td>Chang facilities and amenities</td>
</tr>
<tr>
<td>Break out areas</td>
<td>Break out areas</td>
</tr>
<tr>
<td></td>
<td>Tennis, basketball courts etc</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food Technology/Textiles/Living Skills</th>
<th>Vocational Education and Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design space for textiles</td>
<td>Administration area</td>
</tr>
<tr>
<td>Hospitality Kitchen with appropriate exhaust units and cold store facilities**</td>
<td>Meeting Rooms</td>
</tr>
<tr>
<td>Serving space and function area (restaurant)</td>
<td>Break out areas</td>
</tr>
<tr>
<td>Area for laundry and cleaning down areas</td>
<td></td>
</tr>
<tr>
<td>Space for use of technology</td>
<td></td>
</tr>
<tr>
<td>Break out areas</td>
<td></td>
</tr>
<tr>
<td>External delivery areas</td>
<td></td>
</tr>
</tbody>
</table>

** to enable VET courses up to Certificate III to be offered

All facilities need to cater for projected enrolments as identified in the enrolments

**Shared Facilities for Curricular, Co-curricular and Pastoral activities**

**Library/Resource Centre**

Library and Information resources are organised in a centralised Library/Resource facility. This model promotes centralised services that allows easy, free flowing access to resources and information and has collaborative spaces that enhance both socially constructed and individualised learning. This facility is the place for students to access information and resources both electronically and in paper form. Learning spaces could facilitate whole class groups and individual students working in both electronic and non-electronic means; formal and informal modes of learning, and within an indoor and outdoor concept:
• Students should be able to be easily monitored through high degrees of transparency
• The learning space should facilitate the possibilities for inquiry based and student led learning

Therefore the following concept would provide one version of a vision for a Library/Resource Facility:

• Central distribution desk area
• High speed internet connection
• Spaces with data projection, capable for instant use of technology
• Smaller meeting rooms with glass and soundproofed for collaborative learning and group task work for presentations, recording of work etc.
• Large spaces for class work and collaboration within easy access to resources
• Space for collections of resources to be displayed and accessed
• Areas to showcase new resources, displays and student work
• Quiet areas for reading or work
• Large storage facility for book hire, resources, laptops, AV equipment and teacher reference collections
• Resource workroom with ample storage and space for equipment
• Office space for Teacher Librarian, Library Assistant and other Resource Technicians.

The function and form of a ‘library annex’ for the senior years will be determined when the discerning process for subject offerings is progressed. This will also be influenced by future development in the Australian Curriculum.

Student Services Centre

A Student Services Centre is a one-stop place to meet student needs and bring together all the disparate function that now cluster around student administration and services. Therefore its location should be central to student traffic flow for both middle and senior years.

The Student Services Centre should not be branded for one cohort of students over another, hence the capacity to facilitate both accelerated and learning support and guidance would mean a more holistic approach to learning should be supported.

Therefore the following concept would provide one version of a vision for a Student Services Centre:

• A training area (up to 15 students) – to be used for short courses. For example: blue, white cards training, RSA courses, group therapy, gifted and talented tutorial room. This area needs internet connection, projection capabilities and ability for skype and other social network links – therefore requires noise reduction and some sound proofing.
• 2 x meeting rooms (up to 7 people) to be used for parent meetings, IEP meetings, Traineeship and Apprenticeship sign ups, wrap around with outside agencies – needs to be sound proof.
• 1 x small meeting room (one on one training) for 2-3 students – needs internet connection
• 1 x resource room – connected to foyer with Learning Support, VET, Careers/Counselling resources
• Accessed through student administration with separate waiting area for students and parents etc. (sink, tea, coffee, toilet attached).
• Outside courtyard/space
• Professional Offices – require sound proofing for 6 x House/Year Coordinators (in a Year 7-12 model), 2 x Counsellors, 3 x Learning Support (Coordinator and 2 STIEs, 2 x VET and Traineeship/Apprenticeship and Careers, 1 x Campus Minister
• Offices for both the VET and Careers Counsellors with adjacent space for resources to be displayed and a separate area for meetings to occur

Cafeteria styled food and beverage service

As part of the development of a healthier eating focus within the College and with links to home economics, permaculture or school gardens and composting, it is seen that the cafeteria can model behaviours and food menu design and influence student choices for healthier options than pre-packaged and highly processed food. Therefore a cafeteria adjacent to casual eating areas with wireless connectivity, amongst shaded or green space would set the correct ambience. Capabilities for frozen storage and would support the cooking of healthy local menu designs which would support expanded functionality.

Oval and Courts

The development of an oval space adjacent to the Multi-purpose Undercover Area will be essential to support the co-curricular activities within the college.

The oval would function best with the inclusion of an eight lane athletic track and spectator seating.

In addition, it is recommended that provision be made for hard court tennis and basketball/netball courts to complement other sporting facilities.

Administration

The college administration has several functions. It is the administration and coordination centre for college activity. It is also the principal place where the wider community interacts with the college. It should provide:

• A welcoming, well signed frontage that is obvious to visitors to the College…a ‘notice me first’ facility
• Functionality requiring the handling of a variety of issues ranging from sick students (in sick bay) to student monies, teacher and leadership meetings to behavioural issues
• Sufficient office spaces for members of leadership – Principal, Deputy Principal, Assistant Principal Religious Education, Assistant Principal Administration, Business Manager, Finance Secretary, College Secretary, Personal Assistant to the Principal and Student Service Secretaries
• Space for a general meeting room and visiting consultants meeting room
• Confidentiality within offices of college administrators
• Seamless access and ability to move between the student and public receptions without affecting privacy or general work flow to staff
• Well signed pathways to and from the administration building that has a natural flow to the next facility without encouraging short cuts
• Logical and practical pathway layouts that enable the distinct movement of secondary college students through the College site rather than the primary site
• Staff workspaces that provide easy collaboration in a centralised manner, with breakout meeting areas and easy access to resources is essential. The physical and e-design of the staff workroom will directly aid the quality of learning and student outcomes that occur at the College.
5. College Organisation

Leadership Structure

Leadership structures are determined by the Brisbane Catholic Education Leadership Team and embedded within the College’s staffing formula.

Staff

Staffing will occur in line with Brisbane Catholic Education staffing policies. The challenge for St Benedict’s College is to strike a balance between the needs of the different phases of learning.

Staff will require the following general facilities:

- Pastoral coordinators rooms for Middle Years and Senior secondary staff
- A study for all staff (other than leadership and specialist positions)
- A common meals area
- Information communication and learning technology infrastructure networked to be accessible to all staff within staff workrooms, administrative area, Resource Centre and classrooms
- Opportunities to participate in professional development activities relevant to their needs as a whole staff group or smaller focus groups

Students

College leadership is investigating models of student management and organisation to maximize success in building a Benedictine spirit within the College that respects the differing needs of students across the phases of learning, such as:

- Subtle uniform changes through phases e.g. middle to senior phases
- Transition from one school phase to the next
- Positioning of facilities for each phase for learning
- Positioning of gathering points for assembly, eating spaces and open and casual play areas within developmental phases
- Strategies to recognise and induct students enrolling from primary schools outside Mango Hill

More detailed information in relation to pastoral structures and student services can be found in Section 4.

College Board

As college enrolments increase, it is anticipated that the College will transition from an Interim College Board to a fully operational College Board. In the first year of the College’s operations, the Interim Board was formed, comprising of Steering Committee members, staff, parents and other community members. The Finance Sub-committee of the College Board has also been formed to provide endorsement for planned college projects and expenditure.

The St Benedict’s community will form collaborative strategies in the domains of school board, school leadership and parent leaders together with parish leadership to enhance and coordinate
communication, policy direction and community engagement. This is planned to happen without affecting the integrity of each school’s various P&F and Board membership.

Examples of such strategies could include regular joint school board meetings, joint school leadership meetings and collaborative fundraising activities.

Parents and Friends Association

The Parents and Friends Association is representative of an involved and effective parent body within the school. The College welcomes parent involvement in both the various aspects of college development and in their children’s education.

Community

The College seeks to make connections with other community bodies (for example – sporting associations or cultural groups) so that strong links and networks can be developed which both support the college facilities development and use and the educational endeavours of the College.

Implications for Facilities Master Plan

- The Master Plan should facilitate through design, social and management aspects of schooling so eating, gathering, play and learning are part of each educational phase
- Facilities and services are ideally best divided along the three phases of learning to create a school within the school or communities within the school community
- Separate facilities for toilets for each phase is crucial to minimise bullying
- Additional anti-bullying design features should be considered such as decentralisation of student lockers, transparency to wash basins, external wash basins, and individualised cubicles.

Resourcing

The College, particularly in its early years of development, is financially supported by the total Brisbane Catholic Education community of schools. This is an important consideration to enhance financial viability. Support for the college covers may aspects and is sourced from a number of areas. Financial support can be split between capital and recurrent as follows:

Capital

The School site was purchased by the Archdiocese of Brisbane and was financed through the ‘Catholic Futures Fund’. This fund is contributed to by every Brisbane Catholic Education school community and some religious institute schools.

The majority of the capital facilities development costs will be covered through the Government Capital Grants Block Grant Authority (BGA) program. This program is administered through the Queensland Catholic Education Commission (QCEC). The BGA program supports funding for all school building together with basic additional allocations for landscaping, furniture and equipment (including ICT infrastructure). Capital funding through the BGA will provide between 70% and 80% of the facilities development cost requirements. The balance will have to be funded by the school by way of Archdiocesan Development Fund (ADF) long term loan arrangements.
Whilst additional financial capital funding is available through Brisbane Catholic Education for ICT related items, the College will have to find from fees and levy income and its Parent and Friends Association levy, additional developmental costs associated landscaping, sports equipment, ovals and general grounds and welfare facilities.

**Recruent Expenditure**

Significant recurrent financial support for the College has come from Brisbane Catholic Education. Firstly, Brisbane Catholic Education funded all recurrent establishment costs during the year of construction (year prior to opening). This included staffing costs, temporary office accommodation and initial marketing expenses.

From 2013 (year of opening) the College has received the follow allocations:

- School staffing in line with the Brisbane Catholic Education staffing formula including an additional above formula new school allocation
- Special establishment grant funding to cover fixed recurrent and one-off costs
- Special BGA loan repayment support

Whilst the above outlines significant funding support for the college, a tuition fee and levy structure has been developed which will ensure the long term financial viability of the College.

It will be necessary to identify non-funded projects (e.g. the development of an oval) with a view to establishing funding targets for the initial P&F Committee or other government or privately sponsored funding/grants.

The primary school and secondary college are forming a cooperative plan for major infrastructure items and a beneficial use agreement for equitable use by both schools.

All resource management will be managed by the Principal who will initially be assisted by the Senior Education Officer, Future School Planning and the Manager-Financial Services.
6. Facilities Brief

History of Site Master Planning

In 2005 the Archbishop of Brisbane approved the opening of a Catholic primary school in the North Lakes area for 2008. In 2006 a contract was entered into for the purchase of the current St Benedict’s site, Mango Hill. As the site was large, the Education Brief and subsequent master plan and development approval were based on a P-12 concept (three streams primary and five streams secondary).

Subsequently the Archdiocese requested that one hectare be reserved for other future uses. In 2009 the Archbishop further approved the staged development of a six stream secondary college on the site as a separate school to the primary. The two schools would therefore be ‘co-located’, no longer designed under a P-12 model. This Education Brief for St Benedict’s College involves a different educational philosophy and vision to that for St Benedict’s Catholic Primary School. This developmental focus required a revised master plan for the site and a revised development approval.

College Enrolment

The Master Plan allows for a six stream secondary college with an initial three stream intake in Stage One. Over time and through consultation with stakeholders, including surrounding Diocesan secondary colleges and the Director School Service Centre North, the enrolment levels will grow with demand from the housing expansion in the local area.

College Site Requirements

The educational facilities are broadly clustered into three groups – Middle Years students (Years 7-8), Lower Senior students (Years 9-10) and Upper Senior students (Years 11-12). Common areas such as Administration, Covered Area, Resource Centre and Specialist teaching facilities are accessed by all students. The travel distances for students and staff between buildings are to be minimised. Multi-storied buildings are an acceptable part of a solution to these issues.

The College is to have:

- An oval space that accommodates an eight lane athletics track, hard courts for tennis and basketball and a maximum of general outdoor recreation space
- A gathering space (shelter area) is located for access and use by the school community
- The College tuckshop/cafeteria is located so that it is easily accessible by all students
- Shared facilities such as administration, covered areas, library and specialist facilities are easy to access through pathway and door placement
- The casual eating areas are effectively placed and accommodate students’ needs
- Learning spaces are learning centres serving groups of classes of a similar developmental age. Toilet, bubbler, undercover and play spaces should be clustered within these student groups
- Building layout and design should allow for flexibility in grouping students by year levels, multiple streams, multi-age or developmental stages as the school may undergo a number of transitions as it grows in student population
- Space for recycling activities including worm farms and for permaculture food gardens
Administration

The college administration has several functions. It is the administration and coordination centre for college activity. It is also the principal place where the wider community interacts with the College. It should provide:

- Separate student and public entry to administration
- A design whereby the public reception should communicate the College’s ethos and spirituality and enable ready access to people and information
- A welcoming, well signed frontage that is obvious to visitors to the College…a ‘notice me first’ facility
- Functionality requiring the handling of a variety of issues ranging from sick students (in sick bay) to student monies, teacher and leadership meetings to behavioural issues
- Sufficient office spaces for members of leadership and the Administration Team – Principal, Deputy Principal, Assistant Principal Religious Education, Assistant Principal Administration, Business Manager, Finance Secretary, College Secretary, Personal Assistant to the Principal and Student Services Secretaries
- Space for a general meeting room and visiting consultants meeting room
- Confidentiality within offices of college administrators
- Seamless access and ability to move between the student and public receptions without affecting privacy or general work flow to staff
- Well signed pathways to and from the administration building that has a natural flow to the next facility without encouraging short cuts
- The ability for the distinct movement of secondary college student through the College site rather than the primary site through layout provisions of pathways for pedestrian flowthrough considerations
- Accommodate common staff meal area

Staff Study Facility

The design of a central staff study facility directly supports the college’s learning and teaching framework where collaboration and the sharing of pedagogy, experiences and resources between teachers show a direct correlation between teacher collaboration and the enhancement of student outcomes. The staff study is a centralised space with:

- Individual desk spaces and appropriate storage for resources
- At least one lockable filing cabinet
- Appropriate shelf space adjacent or directly above individual desk space
- Breakout meeting areas within easy access to resources with data projection capability
- High speed internet access

Student Services Centre

A Student Services Centre is a one-stop place to meet student needs and bring together all the disparate function that now cluster around student administration and services. Therefore its location should be central to student traffic flow for middle, lower senior and upper senior years.

- A training area (up to 15 students) – to be used or short courses. For example: blue, white cards training, RSA courses, group therapy, gifted and talented tutorial room. This area needs internet connection, projection capabilities and ability for Skype and other social network links – therefore requires noise reduction and some sound proofing.
• 2 x meeting rooms (up to 7 people) to be used for parent meetings, IEP meetings, Traineeship and Apprenticeship sign ups, wrap around with outside agencies – needs to be sound proof.
• 1 x small meeting room (one on one training) for 2-3 students – needs internet connection
• 1 x resource room – connected to foyer with Learning Support, VET, Careers/Counselling resources
• Accessed through student administration with separate waiting area for students and parents etc. (sink, tea, coffee, toilet attached).
• Outside courtyard/space
• Professional Offices – require sound proofing for 6 x House/Year Coordinators (in a Year 7-12 model), 2 x Counsellors, 3 x Learning Support (Coordinator and 2 STIEs, 2 x VET and Traineeship/Apprenticeship and Careers, 1 x Campus Minister
• Student Services receptionist for student flow issues – lateness etc, as separate to parent/fees etc queries at administration
• Offices for both the VET and Careers Counsellors with adjacent space for resources to be displayed and a separate area for meetings to occur
• The facility needs to be central and close to student administration.

Library/Resource Centre

Library and Information resources are organised in a centralised Library/Resource Facility. This model promotes centralised services that allow easy, free flowing access to resources and information and has collaborative spaces that enhance both socially constructed and individualised learning.

• Central distribution desk area
• High speed internet connection
• Spaces with data projection, capable for instant use of technology
• Smaller meeting rooms with glass and soundproofed for collaborative learning and group task work for presentations, recording of work, etc
• Large spaces for class work and collaboration within easy access to resources
• Space for collections of resources to be displayed and accessed
• Areas to showcase new resources, displays and student work
• Quiet areas for reading or work
• Large storage facility for resources, laptops, AV equipment and teacher reference collections
• Library workroom with ample storage and space for equipment.

Middle Years Facilities

Design of Middle Years Facilities (Years 7 and 8) should have design aspects that:

• Are based on the Learning Street Model and have transparently interconnected spaces to maximise opportunities for integration, project based work and inquiry model of learning
• Provide general learning areas for each middle year level where there may be several large spaces to facilitate collaborative teaching and structured learning activities where similar student groups can work across and within their year level or as individual groups
• Has a large space which is principally open allowing maximum flexibility with flexible space dividers including flooring textures indicating spaces. It should include two smaller meeting rooms (8-10 students each). The open feel should be maintained, perhaps with some glass internal walls. Acoustic treatment of the large space will be critical
- Have an indoor/outdoor concept allowing for movement of individual and small groups to work inside and adjacent to the classroom for project development work and/or individual activities
- Maximises natural light and air while attenuating noise within the room
- Have adequate display space internal and external to classrooms
- Have storage space for students e.g. lockers
- Provides lockable storage space for teachers within learning areas and specialist facilities
- Has a variety of styles of furniture for adaptable layouts
- Maximises the availability of electrical recharge points for laptops both indoors and outdoors
- Is able to facilitate data projectors/smarts boards, speakers and wireless connectivity
- Has the capacity to specialise in some way so that portions of the space can be used for such activities as:
  - Projection and performance
  - Teleconferencing with partner schools/classrooms through Skype etc
  - A quiet space
  - A reading hub

**Senior Years Facilities**

Senior Years General Learning Areas are designed as a work place of learning. They require flexibility, therefore learning areas for the Senior Years should:

- Be clustered to ensure developmentally similar student groups (e.g. Lower Senior Years 9 and 10 and Upper Senior Years 11 and 12) and can work across year levels or as small groups
- Provide general learning areas for both lower senior years and upper senior years phases where there may be several large spaces to facilitate collaborative teaching and structured learning activities where similar student groups can work across and within their year level or as individual groups
- Be adaptable in terms of creation of different size spaces (operable walls) to facilitate whole of year level education activities (e.g. lectures) as well as large group seating for block exams and assemblies
- Have an indoor/outdoor concept allowing for movement of individual and small groups to work inside and adjacent to the classroom for group consultations and assignment: talking, planning, producing and/or individual activities
- Maximise natural light and air while attenuating noise
- Have adequate display space internal and external to classrooms
- Storage space for student within a locker system
- Lockable storage space for teachers within learning areas
- Flexible furniture for adaptable layouts
- Maximisation of electrical recharge points for laptops both indoors and outdoors
- Facilitate use of high end computing for specialist programs
- Be able to facilitate data projectors/smarts boards, speakers and wireless connectivity
- In the Upper Senior Phase, provide facilities that reflect a focus on Vocational Education and Training (VET) programs together with academic programs with flexible timetables, greater freedom and responsibility, part time campus attendance
- Consider the flexible nature of onsite and offsite education thereby creating a need for a common gathering space to encourage learning and social interactions as a seniors group when students are onsite
- Create facility design that allows for supervision and transparency into building as students develop independent study and project work time across flexible school hours with early starts, working through break times and after school tutorials
- Recognise the need for and facilitation of dispersed technology and accessibility
Specialist Subject Facilities

Performing Arts Facility:
- Music Studio (to industry standards)
- Drama/Dance
- High End Lighting/Staging
- Seating for Performances and Functions
- Whole College Assembly area

Business Management/IT/Graphics/LOTE:
- High End desktop computers in Graphics/IT Studio (to industry standards)
- Break out areas for business simulation, LOTE Language Lab – learning work and collaborative learning

Science Laboratories:
- Laboratories to accommodate Physics, Biological and Chemical Sciences (to industry standards)
- Central Prep Room
- 2 x General Science Laboratories
- Courtyard
- Break out spaces from rooms

ITD Workshops:
- Workshops to accommodate middle years wood and metal work
- Workshops to accommodate senior years wood and metal work (to industry standards)
- Separation of spaces due to noise
- Project development and storage space; sound and dust proofed for use of laptops
- Delivery access
- Break out areas

Art Studios:
- Visual Art – Workshops to accommodate various mediums
- Provision for kiln
- Storage of materials and projects area
- Delivery access

HPE and Fitness:
- Undercover sports area to accommodate middle years HPE to senior years HPE and Fitness courses (to industry standards)
- Gymnasium (to industry standards)
- Sprung floor
- Chang facilities and amenities
- Break out areas
- Tennis, basketball courts etc
Food Technology/Textiles/Living Skills:
- Design space for textiles
- Hospitality Kitchen with appropriate exhaust units and cold store facilities
- Serving space and function area (restaurant)
- Area for laundry and cleaning down areas
- Space for use of technology
- Break out areas
- External delivery areas

Vocational Education and Training:
- Administration area
- Meeting Rooms
- Break out areas

Safety and Supervision Features within the Master Plan:
- The college’s design should provide for easily supervised play areas
- Student toilet facilities, embedded within learning pods should be easily supervised from classrooms or play areas and present as open and transparent to minimise opportunities for bullying while still allowing for discretion and privacy for each child
- Children on foot or bike be separated from car or bus traffic, fencing should separate students and vehicular traffic in strategic zones
- School boundaries need to be evident to the public and to school users for security reasons
- Evacuation areas in case of fire or other invasive issues should be obvious and accessible to teachers, students and parents
- Car parking will provide for staff, parents and visitors
- Nominated drop off and pick up points for children will need to be effective and safe positioning of major facilities of administration and library/resource centre close to car parking and access paths would assist in this matter
- The shared facilities of library/resource centre and multi-purpose space are key facilities shared by all and should be central to the College’s site
- Administration is a key welcoming facility from the front for parents access from the car park but must also act as a first aid area and student reception from other angles

Accessibility

In catering for parents and students with disabilities consideration should be given to:
- Building code provisions
- Wheelchair accessibility to all rooms
- Space for wheelchairs in all specialist teaching areas and areas to which parents have access
- Portable sound field amplification systems are appropriate in secondary facilities
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The Australian Curriculum, ACARA, Australian Government publication

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Online resource - Melbourne Declaration on Educational Goals for Young Australians
Appendix One - Archdiocesan Vision for Catholic Education

Vision & Priorities

"Jesus Communion Mission is a dynamic way of growing as faith-filled disciples of Jesus Christ and as effective agents of the Gospel in our modern world. This is the vision I hope will set our hearts on fire and be our inspiration." (Archbishop John Bathersby on the occasion of the Synod Promulgation on 27 July 2003)

We are Catholics who:

Embrace the person and vision of Jesus
Build Communion with God and others
Engage in Christ's Mission in our world

These three dimensions are integral to our life as Church and remind us that our faith is anchored in Jesus Christ, who draws us into communion with God and one another and sends us forth in mission to live, share and proclaim the good news of the Gospel in our everyday lives.

The Jesus Communion Mission vision was identified by Archbishop Bathersby during the Synod process in 2002-2003 and made the focal point of the Synod promulgation in July 2003 along with the nine archdiocesan priorities (PDF 1.34MB) adopted.

The Jesus Communion Mission vision and the nine priorities then became the foundation for Let Your Light Shine Vision, priorities and planning for a vibrant local Church which the Archbishop and the Archdiocesan Pastoral Council prepared as the vehicle to take the fruits of the Synod forward into the life of the Archdiocese.
Appendix Two - Strategic Renewal Framework
Appendix Three - Brisbane Catholic Education Learning Framework

Our Beliefs are:

- Every learner is created in the image and likeness of God and inspired by the spirit, responds with passion and creativity to life.
- Every learner seeks to find meaning in life and learning and in the Catholic Christian Tradition we find meaning in the person and teachings of Jesus to grow as pilgrim people.
- Every learner is, in some respects, like all others, like some others, like no other and we respond creatively, flexibly and with a future orientation to ensure dignity and justice for all.
- Every learner is a lifelong learner, with a desire to search for truth and do what is right; accountable for choices and responsible for actions.
- Every learner can achieve success in life and learning whose diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world.
- Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

Our Goal

As a Catholic Christian community, we educate all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners; empowered to shape and enrich our world.

Teaching is:

- a reflection and involves a commitment to live out the vision of Jesus
- relational with a shared responsibility to educate for the common good
- visible, explicit and responsive, creating equity and excellence for all learners

Learning is:

- intrinsically linked with living life to the full
- personal, relational and communal
- visible, active and interactive to create knowledge and meaning

We Believe

We Teach

We Learn