



St Benedict's College School Renewal Plan 2013 - 2017

Priority #1 : Mission and Religious Education					
Strategic Intent	Strategies	Personnel	Timeline	Indicators	Outcomes
<p>1.1 Policies, programs and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church.</p>	<ul style="list-style-type: none"> ▪ Develop College vision and mission statement. ▪ Complete Cyclical Review 1.1 (<i>Religious Identity and Culture</i>) ▪ Include Vision and Mission statement in Official College Documents as they are created 	<ul style="list-style-type: none"> ▪ Leadership Team ▪ All Staff ▪ BCE Religious Education Officer ▪ College Community ▪ All staff ▪ Leadership Team and Middle Leaders responsible for the compilation and creation of official college documents and publications 	<p>2013</p> <p>2013</p> <p>2013 - 2017</p>	<ul style="list-style-type: none"> ▪ Discussions held with College community to explore values and beliefs; ▪ Members invited to join a writing team to explore BCEO Learning Framework, Vision Statement for Cath Education; Church documents on Catholic Education; Literature on Benedictine Charism; Scripture. ▪ Conducted workshops to write draft vision and mission statement ▪ Component 1.1 is completed and endorsed by Area Supervisor. ▪ Documents and Publications have the College Vision and Mission statement inserted into them 	
<p>1.2 A religious education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition.</p>	<ul style="list-style-type: none"> ▪ The development of years 7 to 12 Religious Education programs based on the Religious Education curriculum P-12 integrating the four strands: <i>Sacred Texts, Beliefs, Church and Christian Life.</i> 	<ul style="list-style-type: none"> ▪ APRE ▪ College RE Implementation Team ▪ RE Teachers 	<p>2013 - 2017</p>	<ul style="list-style-type: none"> ▪ Conducted planning meeting with Religious Education Officers to write RE yearly overviews for year eight and nine in 2013; and each year thereafter for the following year's programs ▪ RE programs are written based on the Religious Education Curriculum 	

	<ul style="list-style-type: none"> ▪ Form RE College Implementation Team. ▪ Develop a vision for Religious Education ▪ RE Implementation team and RE teachers write draft vision. ▪ Complete Cyclical Review 1.2 (<i>Evangelisation and Faith Formation</i>) 	<ul style="list-style-type: none"> ▪ BCE Religious Education Officers; SBC Staff; APRE ▪ BCE Religious Education Officers; SBC Staff; APRE <p>All Staff</p>	<p>2013</p> <p>2013-2014</p> <p>2014</p>	<p>P-12; year 11 and 12 RAE and SOR SOR course has been developed</p> <ul style="list-style-type: none"> ▪ RE College implementation team is formed and attended in-service conducted by BCE RE team; ▪ BCE Education Officer is consulted in the writing a vision for Religious Education ▪ RE Vision Statement is completed ▪ Component 1.2 is completed and endorsed by Area Supervisor 	
<p>1.3 A cohesive and integrated approach to nurturing and promoting the religious life of the school, the faith formation of students and participation in the worshipping community.</p>	<ul style="list-style-type: none"> ▪ Develop the Benedictine Ethos and Catholic Identity through liturgies; ▪ development of liturgy/mission committee; ▪ embrace St Benedict and his rule. ▪ Benedictine Spirituality Day workshop for students. Activities focus on St Benedict and his rule; Benedictine values. ▪ Actively participate in Church Ministry – sacramental programs; choir at mass ▪ College Patrons’ Feast Day celebrations and other significant events (ANZAC Day; Catholic Education Week, Catholic youth festivals and conferences). 	<ul style="list-style-type: none"> ▪ Leadership Team ▪ Campus Minister ▪ Staff <p>Good Samaritan Education facilitators.</p> <p>APRE Campus Minister Music Teacher</p> <p>APRE Campus Minister All Staff</p>	<p>2013 - 2017</p> <p>Term 1 each year 2013 - 2017</p> <p>Terms 1 and 2 2013 - 2017</p> <p>Each Year</p>	<ul style="list-style-type: none"> ▪ College liturgies reflect a strong Benedictine focus drawing on the teachings, beliefs and prayers of St Benedict and his rule; ▪ Benedictine Spirituality Day workshop for students. Is held annually. Students engaged in activities with a focus on St Benedict and his rule and Benedictine values. ▪ Celebrations are creatively and meaningfully aligned to the Church’s liturgical cycle, the religious life of the school and parish; ▪ Students attended ANZAC day liturgy and participated in local march and ceremony; 	

	<ul style="list-style-type: none"> ▪ Investigate and purchase religious and Benedictine icons for all buildings and sacred spaces. ▪ Complete Cyclical Review component 1.3 	<p>Leadership Team Campus Minister</p> <p>All Staff</p>	<p>2015 (coincide with completion of Stage 2 building)</p> <p>2015</p>	<ul style="list-style-type: none"> ▪ Discussions held to investigate possible College Benedictine icons for new buildings; ▪ Sacred spaces contain Religious and Benedictine icons; ▪ Purchased St Benedict Books for staff and Benedictine crosses and prayer resources for PC prayer; ▪ Component 1.3 is completed and endorsed by Area Supervisor 	
<p>1.4 A cohesive and integrated approach for the spiritual formation of Staff.</p>	<ul style="list-style-type: none"> ▪ Continue Spirituality and Mission Immersion experiences for the staff and the possibility of a Benedictine Pilgrimage. 	<p>Leadership Team</p> <p>All Staff</p>	<p>Each year and as new staff join the college 2013 - 2017</p>	<ul style="list-style-type: none"> ▪ Spirituality and Mission Immersion experiences for the staff have been organised 	
<p>1.5 A cohesive and integrated approach for the professional learning of staff in religious education and theology.</p>	<ul style="list-style-type: none"> ▪ Engage in Professional Learning sessions offered by BCE. ▪ Complete Cyclical Review component 1.5 (<i>Learning and Teaching of Religious Education</i>) 	<p>All Staff</p> <p>All Staff</p>	<p>Each Year</p> <p>2017</p>	<ul style="list-style-type: none"> ▪ Staff enrolled in iLearn for various professional development in Religious Education. ▪ Component 1.4 is completed and endorsed by Area Supervisor 	
<p>1.6 A shared understanding of and practical responses to Catholic Social Teaching.</p>	<ul style="list-style-type: none"> ▪ Invite the college community to join in the Project Compassion fundraising project 	<p>APRE Campus Minister All Staff</p> <p>PC Teachers</p>	<p>Term One of 2013 - 2017</p>	<ul style="list-style-type: none"> ▪ Students and staff participated in Project Compassion activities and raised money for the Project. 	

	<ul style="list-style-type: none"> ▪ PC classes conduct an activities afternoon or lunch time session to raise money for Caritas. ▪ Engage in ‘Acts of Kindness’ activities during Catholic Education Week. ▪ Highlight Reconciliation Week; NAIDOC week; Harmony Day ▪ Investigate Mini Vinnies and possible involvement of students in various activities. ▪ Complete Cyclical Review component 1.4 (<i>Social Action and Justice</i>) 	<p>APRE Campus Minister PC Teachers</p> <p>All Staff</p> <p>Campus Minister; APRE; Students</p> <p>All Staff</p>	<p>2013 - 2017</p> <p>Term Three 2013 - 2017</p> <p>As advertised 2013 - 2017</p> <p>Term Four each year 2013 - 2017</p> <p>2016</p>	<ul style="list-style-type: none"> ▪ PC classes and Campus Minister conducted a fund raising activities afternoon for Project Compassion; ▪ PC classes conducts a variety of ‘Acts of Kindness’ activities during Catholic Education Week; ▪ Campus Minister investigates the students’ involvement in the Mini Vinnies project. ▪ Component 1.4 is completed and endorsed by Area Supervisor 	
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St Benedict's College School Renewal Plan 2013 - 2017

Broad Strategic Goal #2: Enhance Learning and Teaching					
Strategic Intent	Strategies	Personnel	Timeline	Indicators	Outcomes
<p>2.1 Enhanced pedagogical practice that is data-informed and evidence-based.</p>	<p>Develop engaging programs of work: active and interactive for each of the year levels</p>	<p>ITC guests presenters and all teaching staff</p>	<p>Initial workshops in 2013</p>	<p>ITC professional development sessions timetabled and attended. Sharing of best practice thinking strategies by teachers in staff meetings to show how thinking is enhanced through purposeful thinking tools being implemented in both the process and end product.</p>	
	<p>Be digitally connected – LMS; global</p>	<p>All staff ; all students</p>	<p>2013 - 2017</p>	<p>Students have work on LMS in a variety of subjects</p>	
	<p>Be data informed – not just data driven – SRS data; moderation data and samples; assessment matrix, Business Intelligence (BI tool)</p>	<p>Teachers</p>	<p>2013 - 2017 Throughout year in meeting times and BCE in-services attendance</p>	<p>SRS subject reports are investigated and interrogated; moderation marking is completed and reflects amendments to learning plans and results. An assessment matrix is completed. i) SRS reports in Term One and Semester One are given to teachers and investigated to see spread of results. ii) Moderation and cross marking data is discerned and amendments actioned that may change the learning pace, schedule, format and assessments. iii) Assessment matrix for each subject is completed that shows type, format and conditions for tasks. iv) Use the BI tool to input and analyse data to improve learning</p>	
	<p>Maintain Reporting processes and structures</p>	<p>Deputy Principal</p>	<p>End of each semester; each year</p>	<p>SRS reports; rationale; processes and standards established and communicated to staff. SRS reports completed</p>	

	Shared teaching of concepts	DP; Middle Leaders; Teachers	2013 - 2017	Co-teaching and sharing of concepts occurs in identified classes. Teachers identify areas where co-teaching and sharing of concepts can occur.	
	Class Room Walk Throughs	Teachers	Semester Two each year 2013 - 2017	Teachers buddy up with a colleague, as set up with Deputy Principal and undertake a structured classroom walk through to seek out ways to improve their practice – pedagogy; management; structure and organisation. Classroom walk throughs occur and sharing of observation and ideas occurs between colleagues to enhance practice for both parties.	
	Continue to investigate laptop pedagogy	Teachers, BCE personnel.	2014	Review of laptop pedagogy. Laptop pedagogy proposal formulated for discussion and use in 2014. Review what is occurring with laptop pedagogy – SWOT and engage BCE assistance re: best practice models for discernment.	
	Review available data - PATR; PATM, AGAT, SAust- Spelling/ ACER Spelling	Teachers	Each year 2013 – 2017 Terms 1 & 2	Testing data collated and results uploaded onto BI tool for analysis and discussion with staff. Suggested amendments to teaching programs and impact on whole school literacy and numeracy plans.	
	Annual review of departmental pedagogy and work programs	Teachers	Each Year Term 4	Teachers undertake reviews and make amendments for future and load onto Staff Portal/Curriculum. Taken to Staff Meeting Curriculum Review meeting.	
	Completion of Cyclical Review component 2.3 (Pedagogical Practice)	Identified staff	2013	Component 2.3 is completed and endorsed by Area Supervisor.	

<p>2.2 Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.</p>	<p>Develop engaging programs of work: that are active and interactive for year 7 - 12</p>	All staff	2013 - 2017	<p>Teachers utilise the portfolios of work for the Australian Curriculum for Phase One learning areas (and phases 2 and 3 thereafter) to glean best practice assessments for students. This combined with the ITC thinking tool pedagogy (from 2013), enables active and interactive learning that promotes equity and excellence.</p>
	<p>Implement Australian Curriculum, including Phase One learning areas and General Capabilities and Cross Curriculum Priorities</p>	All staff	2013	<p>English, Mathematics, Science, History and Geography units are developed and refined using the Australian Curriculum – focussing on identification of Cross curricula and general capabilities priorities . Work programs reflect the Australian Curriculum intent and entitlements.</p>
	<p>Implement Australian Curriculum, Phase Two and Three learning areas and General Capabilities and Cross Curriculum Priorities</p>	Selected Staff	2015 - 2017	<p>Staff attends Australian Curriculum workshops to be involved in draft conversations and to depth understanding. Teachers who attend workshops to bring back knowledge an insights to share with curriculum teams.</p>
		All staff	2013 - 2014	<p>Staff are introduced to the new BCE Learning and Teaching Framework by BCE Education Consultant (Secondary)</p>

<p>2.3 Improved literacy and numeracy standards.</p>	<p>Development of a College Literacy and Numeracy Plan</p> <p>Review Literacy and Numeracy Plan</p> <p>Learning Support Team review benchmark data gathered to make plans for curriculum directions in this area.</p> <p>Engage in planning and preparation for NAPLAN test using cross curricula approach.</p> <p>Complete Cyclical Component 2.1 (<i>Curriculum Design and Implementation</i>)</p>	<p>Deputy Principal; STIE; all teaching staff</p> <p>Deputy Principal; STIE;</p> <p>Allocated teachers</p>	<p>2013 - 2014</p> <p>2015</p> <p>Semester Two each year</p> <p>Each year as needed for years 7 and 9</p> <p>2016</p>	<p>Develop a literacy and numeracy plan for Years 8 and 9 using the Literacy and Numeracy general capabilities in the Australian Curriculum as a starting point. Ensure Literacy and numeracy skills inserted into units of work and articulated in every KLA. Literacy and Numeracy Plan formulated and out for discussion to staff. Implementation in 2014; review in 2015</p> <p>Use ACER on-line tests – PAT R, PAT MathsPlus , AGAT and Spelling tests to create literacy, numeracy and wellbeing benchmarks for students. Data is uploaded onto the BI tool and analysis is undertaken. Consultation with teachers occurs and adjustments to learning plans are made to accommodate findings. Work programs articulate literacy and numeracy knowledge, skills and understandings</p> <p>Analysis of NAPLAN requirements, skills and understandings; recommendations for future curriculum initiatives made. NAPLAN preparation development strategies for Literacy and Numeracy outlined and published to staff.</p> <p>Component is completed and endorsed by /area supervisor.</p>	
<p>2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling e.g. school based kindergarten and Year 7 to secondary.</p>	<p>Develop Learning and Teaching Vision Statement</p> <p>Investigate continuity of curriculum between primary feeder schools and SBC</p>	<p>All staff</p> <p>DP; STIE; teaching staff</p>	<p>2013</p> <p>Each year – Semester 2</p> <p>2013 - 2014</p>	<p>The College Learning and Teaching Framework is developed, discussed and ratified by staff, parents and board; in line with the BCE Learning and Teaching Framework.</p> <p>Feeder school visits and data collection about curriculum and opportunities for discussion with Year 6 and 7 teachers from feeder schools. CTJ Day.</p>	

	<p>Resource requirements for the Australian curriculum and new Religion curriculum are researched and managed.</p> <p>Prepare for the introduction of Year 7 in 2015</p>	<p>DP, APRE, Teacher-Librarian and teaching staff</p> <p>Principal, DP, leadership team and teaching staff</p>	<p>Ongoing 2013 - 2015</p>	<p>Resources for Phase One and new Australian curriculum courses; and the new Religion curriculum are investigated and purchased. Work programs reflect the use of new resources for the Australian Curriculum and Religion curriculum.</p>	
<p>2.5 Comprehensive whole-school approaches provide pastoral care, protection of students, student behaviour support and foster social and emotional wellbeing.</p>	<p>Compulsory Student Protection in-service occurs for all new staff to the College.</p> <p>College Counsellor and Principal engage in regular meetings to ensure student protection issues are addressed within the College.</p> <p>College counsellor provides information – within bounds of confidentiality- to PC coordinators on a regular basis on student protection issues (including time at weekly meetings)</p> <p>College counsellor provides information to staff on warning signs for student protection issues and reminds of reporting requirements. Reinforce and supplement mandatory child protection procedures at staff meetings.</p> <p>Develop the role of Pastoral Care Teachers as student advocates and supporters of academic, extra-curricular and social wellbeing</p>	<p>Principal, DP, Counsellor, Pastoral Coordinators, Staff</p> <p>Principal, Counsellor</p> <p>Counsellor, PCTs, APA Counsellor</p> <p>Counsellor, staff</p> <p>APA PCTs</p>	<p>Ongoing – each year 2013 - 2017</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>2014 - 2017</p> <p>Ongoing</p>	<p>Staff engage in and understand amendments to Student Protection policy.</p> <p>Meetings are regularly held</p> <p>Student issues are managed more effectively with a wider base of information gathering enabled by weekly pastoral care meetings.</p> <p>Staff are informed of the procedures of student protection and reactions to these are improved within the guidelines.</p> <p>The relationship within the Pastoral team is strengthened to better manage student issues within the College—understanding of issues for the entire College by all of the team as students will pass from one year level to the next in the following year.</p> <p>Clear communication between all staff to facilitate student wellbeing</p>	

	<p>All volunteers at the College to complete a volunteer induction package—register of volunteers to be maintained.</p> <p>Establishment of whole-school Student Behaviour Support Plan to facilitate a positive learning environment</p> <p>Implementation of a formal timetabled Pastoral Care Education program.</p> <p>Cyclical Review Component 2.2 (<i>Responding to the Diverse Needs of Students</i>) Cyclical Review Component 2.4 (<i>Student Well-being and Pastoral Care</i>)</p>	<p>College Secretary</p> <p>APA (all staff)</p> <p>APA and PCTs</p> <p>(All staff)</p> <p>Allocated Staff</p>	<p>2013 - 2014</p> <p>Semester 1 2013</p> <p>2015</p> <p>2014</p>	<p>All visitors to the site who will come into contact with students complete volunteer Induction Packages.</p> <p>Whole school Student Behaviour Support Plan completed and implemented</p> <p>A targeted PC program is implemented incorporating weekly lessons that effectively address social emotional issues relevant to the student needs.</p> <p>Component is completed and endorsed by Area Supervisor</p>	
	<p>A variety of extra-curricular activities implemented. Examples include:</p> <ul style="list-style-type: none"> • Music Showcase, • Arts Night, • Drama Club • Homework Club • Religious celebrations • Swimming, Athletics and Cross-country Carnivals 	<p>DP, APA, Learning Support team, Curriculum Co-ordinators, Cultural Co-ordinator, teaching staff</p>	<p>Starting in 2013 and increasing in number each year to 2017</p>	<p>Celebration of major cultural events included in the College Calendar eg Harmony Day</p> <p>Increasing participation rates and support of afore-mentioned extra-curricular examples</p>	
<p>2.6 Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.</p>	<p>Cater for variety of learners in learning teaching and assessment cycles</p> <p>Provide strategic special needs support</p> <p>Develop consistent reporting plans and processes for verified students.</p>	<p>STIE; Guidance Counsellor; all teaching staff; BCE personnel</p> <p>Deputy Principal; STIE</p>	<p>Ongoing 2013 - 2017</p> <p>Ongoing 2013 - 2017</p>	<p>Learning Support team works with teachers to adapt learning and assessment strategies to better meet the needs of individual students. A variety of learning and assessment strategies implemented in classrooms which better meet the individual learning needs of students with disabilities and from diverse cultural backgrounds</p> <p>Staff use the SRS comment stems to articulate engagement with varied learning needs as explained in ILP's.</p>	

	<p>Inclusive Education issues and practices addressed in Professional development days and staff meetings</p> <p>Individual teaching staff share experiences of inclusive practices and of methodology used to report results (e.g. staff meetings; Department meetings)</p> <p>Provide PD for Support Staff</p> <p>Ensure regular meetings of School Officers and STIE</p> <p>Increase staff knowledge of all students' individual needs.</p> <p>Cyclical Review Component 2.5 (<i>Learning and Teaching Improvement</i>)</p>	<p>STIE; Guidance Counsellor</p> <p>STIE; Guidance Counsellor and BCE personnel</p> <p>STIE, Guidance Counsellor, School Officers, BCE representatives</p> <p>Allocated Staff</p>	<p>As needed throughout the year and annually at the commencement of the year.</p> <p>2013 - 2014</p> <p>Scheduled meeting times 2013 - 2017</p> <p>As identified</p> <p>Ongoing</p> <p>2017</p>	<p>Staff verbalise a more practical understanding of inclusive education Presentations at staff meetings and PD days by individual staff members and external professionals / BCE Staff</p> <p>Inclusive Guidelines developed and ratified</p> <p>School Officers procedures reviewed and monitored for optimal student assistance</p> <p>Staff and departmental meetings</p> <p>Opportunities for PD given to support staff</p> <p>Regular meetings scheduled by STIE</p> <p>Staff aware of where to find information about students with learning needs</p> <p>Component is completed and endorsed by Area Supervisor</p>	
<p>2.7 Career education and creative curriculum planning that improves student access to pathways and maximises school and post school options.</p>	<ul style="list-style-type: none"> • Career, interests and skills exploration in Pastoral Care sessions • Sampler/taster day for Year 8 into Year 9 students for elective subject choices • Provide opportunities for outside of school Competitions and experiences to enhance learning in different contexts to promote alternate pathways. 	<p>Deputy Principal and Pastoral Care team</p> <p>Teaching staff</p> <p>Deputy Principal; Teacher-</p>	<p>AS per PC Program 2013 - 2017</p> <p>2013</p> <p>Ongoing</p>	<p>Pastoral Care session developed to investigate and explore career interests, skills and talents.</p> <p>Sampler day timetable distributed, actioned and reviewed by teachers and students.</p> <p>Competitions and extension experiences explored and communicated.</p>	

		Librarian and teaching staff			
2.8 School leadership teams and classroom teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching	Be digitally connected – LMS; global citizenship	Teaching staff	Ongoing	Professional development on LMS and global citizenship for staff.	
	Use of Web 3.0 tools to enhance learning, teaching and student outcomes	Teaching staff	Ongoing	Sharing of Web 3.0 tool experiences in ‘expert groups’ at staff meetings. All staff encouraged to engage, share and improved their ICLT pedagogy skills	
	Promote accessible IT courses to staff	Teaching staff, BCE PD and external PD	2013 - 2017	Attendance at PD that can be shared with colleagues	
	Establish an ICLT committee to set goals for future development	Interested staff	Semester Two 2013	ICLT Goals proposed and discussed	



St Benedict's College School Renewal Plan 2013 - 2017

Priority #3: Professional Practice and Collaborative Relationships					
Strategic Intent	Strategies	Personnel	Timeline	Indicators	Outcomes
3.1 Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school	Enhance partnerships with St Benedict's Primary School and the Holy Cross Parish and the St Benedict's community.	Principal, Deputy, APRE, APA (all staff involved)	On going 2013 – 2017	College involvement in the local parish celebrations.	
	Establishing effective processes and communication with St Benedict's Primary School to facilitate effective use of resources, facilities and personnel.	Principal, Deputy, APRE, APA	Ongoing 2013 – 2017	Effective utilisation of primary/secondary school resources; shared resources with the Parish eg Hall for Masses Regular communication between the two schools and the parish	
	Annual review of processes and communication with St Benedict's Primary School	Principal / APA	Each Year Term 4	Meeting with SBPS to refine processes	
3.2 Partnerships that provide for consultation and engagement with parents as the primary educators of their children in the mission of the Catholic school.	Maintain parent participation and consultation in college events and structures.	Principal, Deputy, APRE, APA	2013	Parental attendance and involvement in school events (sports carnivals, religious celebrations, open days, information evenings) Communication through eDiary, LMS and Parent Portal	
	Invite parents to attend College religious celebrations.	APRE	2013 – 2017 (Ongoing)	Timely and appropriate invitation to College celebrations. Increasing parental attendance to College celebrations.	
	Facilitate and enable parents to take an active role in their son / daughter's learning and faith development.	APRE, P & F Association College Pastoral Board	2013 - 2017 (Ongoing)	Formation and existence of a Parents and Friends association. Formation and ongoing existence of College Board	
	Complete Cyclical Review component 3.4 'Professional Learning and Development'	Staff	2015	Completion of component and endorsement by Area Supervisor	

<p>3.3 A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care.</p>	<p>Staff engage in professional learning that incorporates their own personal interests and College priorities.</p> <p>Performance management processes: setting goals; reviewing</p> <p>Establishing a shared understanding of pastoral care processes and relationships</p> <p>Complete Cyclical Review component 3.1 'Professional Learning and Development'</p>	<p>Principal, Deputy, APRE, APA, BCE personnel (all staff involved)</p> <p>All Staff Principal</p> <p>APA (all staff involved)</p> <p>Allocated Staff</p>	<p>2013 - 2017</p> <p>Term 4 and Term 1 each year for writing and review</p> <p>2013</p> <p>2013</p>	<p>Staff attendance to PD Sessions. (Eg ITC, Behaviour Support) Regular college representation at / within relevant professional / community groups</p> <p>Consistent completion of goal setting and review processes on an annual basis Individual staff meeting with Principal to discuss Professional Learning Plan</p> <p>Establishment of a Student Behaviour Support Plan</p> <p>Component 3.1 is completed and endorsed by Area Supervisor</p>	
<p>3.4 Leadership development and succession planning informed by the mission and purpose of Catholic Education.</p>	<p>Staff engage in leadership development through studies and promotional activities</p> <p>Formal and informal opportunities for staff to up skill.</p> <p>Conduct the School Consultative Committee each Triennium for the endorsement of Middle Leader structure within the college</p>	<p>Principal, Deputy, APRE, APA</p> <p>(all staff involved)</p> <p>Principal; Staff Representatives</p>	<p>Ongoing</p> <p>Ongoing</p> <p>2014; 2017</p>	<p>Staff awareness of BCE leadership opportunities</p> <p>Posters advertising (study) scholarships Staff actively encouraged to pursue opportunities; apply for acting middle leader and senior leader positions</p> <p>Staff Consultative committee formed each three years; Middle leader Structure is published</p>	
<p>3.5 Development of professional learning communities both within schools and across the wider BCEO community.</p>	<p>Maintain involvement with professional and community groups</p> <p>Develop a community of learners where staff are engaged in professional learning</p>	<p>Principal, Deputy, APRE, APA (all staff involved)</p> <p>Deputy (all staff involved)</p>	<p>On going</p> <p>Ongoing</p>	<p>Regularly scheduled, productive faculty meetings.</p> <p>Effective and formal curriculum planning documents</p>	

	and collaborative/reflective practice. Complete Cyclical Review component 3.3 'Professional Learning and Development'	Allocated Staff	2016	Component completed and endorsed by Area Supervisor	
3.6 Productive links are forged with professional bodies and institutions, the broader community and government agencies.	Highlight the college as a pastoral and learning community through utilisation of support and services of external agencies.	Principal, Deputy, APRE, APA, STIE, Guidance Councillor (all staff involved)	2013 - 2017	Staff link with external agencies for support when required eh Regional council; Main Roads and Transport; Centacare etc	
3.7 A safe healthy and productive school environment for students, staff and community.	Maintain a safe, healthy and productive school environment for students, staff and the community. Adhere to WHS codes Adhere to Code of Conduct for students and staff Develop a Whole School Safe and Supportive Schools Policy Prepare for the introduction of Year 7 in 2015 Complete Cyclical Review component 3.2 'Professional Learning and Development'	WHSO, Principal, Deputy, APRE, APA All Staff APA; Pastoral coordinators and staff APA; Pastoral coordinators and staff Allocated Staff	2013 – 2017 2013 – 2014 2014 2014	Shared understanding of safety practice and procedures. Minimal incidence of WHS issues Safe and Supportive Schools Policy is developed and published on the website Plan for Year 7to secondary transition ensuring that school structures and practice effectively facilitate pastoral care. Component is complete and endorse by Area Supervisor.	
3.8 Consultation and collaborative partnerships are evident among schools and between schools and BCEO.	Collaborative experiences are promoted to enhance the achievement of strategic goals Complete Cyclical Review component 3.5 'Professional Learning and	Principal, Deputy, APRE, APA All Staff Assigned Staff	On going 2017	Regular attendance to relevant BCE Cluster / Network days and consultation forums. College representation at sporting meetings Visits to other schools to share practice Inviting in BCEO staff to inform assist in evaluating and informing College practices. Attendance to CTJ day Component is complete and endorse by Area Supervisor	

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St Benedict's College Strategic Renewal Plan 2013 - 2017

Priority #4 : Strategic Resourcing					
Strategic Intent	Strategies	Personnel	Timeline	Indicators	Outcomes
<p>4.1 The strategic Renewal Plan, informed by the principle of Stewardship directs the allocation of school resources.</p>	<ul style="list-style-type: none"> • Collaboratively develop a Strategic Renewal Plan for 2013 – 2016 as per BCE SRF Guidelines (Purple Book) • Develop a strategic allocation of resources in the college • Develop Annual Action Plans consistent with the College Major Priorities which demonstrate the principle of stewardship. 	<p>All staff and various members of the community as managed and coordinated by the principal.</p> <p>Financial and budget considerations as managed by BM.</p> <p>Annual Action Plans as developed by Senior Leadership</p>	<p>2013</p> <p>Term 3 each year</p> <p>Term 4 each year</p>	<ul style="list-style-type: none"> ▪ All staff and various community members have been consulted in the process of SBC SRP development. ▪ SBC SRP 2013 – 2016 is produced ▪ Plan is published to community ▪ Allocation of resources are clearly consistent with priorities as outlined in SRP and College Major Priorities annually ▪ Annual Action Plans are aligned and consistent with College Priorities and clearly demonstrate principle of stewardship. 	
<p>4.2 Collaborative processes are in place to develop the budget and to allocate resources</p>	<ul style="list-style-type: none"> • Develop Collaborative processes for budget development • Prepare College Budget and Department Budgets allocating funds to purchase of resources as necessary for the delivery of curricular and co-curricular programs; and functions of the college • Align College expenditure to SRP and college priorities • Discuss and report on financial matters with College Board and Finance Sub Committee 	<p>Staff Leadership Team Teacher/Librarian Business Manager Finance Sub committee</p> <p>Principal in consultation with Admin Team</p> <p>Principal Pastoral Board</p>	<p>Each year Term 3 (planning for following year)</p> <p>Term 2- 3 Each Year</p> <p>Annual Term 1 – budget approvals</p> <p>Monthly Board Meetings</p>	<ul style="list-style-type: none"> ▪ Budgets clearly identify proposed expenditure for the following year; budget requests have been discussed by member of Senior Leadership and BM ▪ resourcing reflects college priorities for the year and curriculum offerings ▪ all departments have a budget ▪ Budgets show allocations for resource purchases for curriculum implementation; staff and student welfare; parent participation in the college (P&F); major functions 	

	<ul style="list-style-type: none"> Enlist support of P&F for additional financial assistance with college projects and resourcing. 	Finance Sub Committee Leadership Team; P&F	Monthly P&F meetings	<p>and events associated with college operations or mission/vision initiatives (eg Official College Opening)</p> <ul style="list-style-type: none"> Financial matters raised, discussed and resolved at Board level as indicated in agenda and minutes. P&F provide funds to assist college with projects 	
4.3 The formation and professional learning of staff is clearly evident in budget priorities	<ul style="list-style-type: none"> Staff Formation and Induction is continuing as new staff join the college Senior leadership and staff identify professional learning needs across the college Individual staff identify their own professional learning needs and seek assistance to achieve these goals Staff PD plans used to budget for college, departmental and individual professional learning 	All staff	<p>2013 - 2017</p> <p>Terms 3 – 4 in planning for the following year</p> <p>Term 1 each year</p> <p>2013 - 2017</p>	<ul style="list-style-type: none"> All staff complete an annual review and a professional learning plan clearly identifying professional learning needs. APA/APRE/DP identify departmental professional learning needs in annual reviews and action plans for the following year. Senior Leadership identify and cater for whole school professional learning priorities covering expenses through whole school professional development budget. 	
4.4 Resourcing decisions and priorities support financial accessibility for families	<ul style="list-style-type: none"> Closely monitor financial operations of the college (loans, debt levels, concessions etc) Monitor family payments of accounts and bad debtors Provide variety of payment methods for families Review fees and levies on an annual basis Provide concessions for families who meet concession criteria Costs of excursions and camps are included in the general levy; minimise additional fees and charges to parents throughout the year 	<p>Principal , Business Manager, Financial Secretary, Fee Administrator</p> <p>Finance Sub Committee College Board</p>	Monthly 2013 - 2017	<ul style="list-style-type: none"> Concessions to families have been granted on a needs basis Fees and levies are reviewed and published annually; discussed with Finance Sub Committee Financial operations and debt levels are monitored on a monthly basis 	

<p>4.7 Contemporary learning approaches inform the planning, design and use of facilities</p>	<ul style="list-style-type: none"> • Inform staff on contemporary learning approaches; eg ITC Program • Staff plan and implement curriculum taking into consideration contemporary learning and learning for the 21st century • Educational brief and master plan take into consideration learning needs of the students in a contemporary world • Make amendments to Education Brief to reflect contemporary practices and organisation • Develop learning environments that are inclusive, safe, flexible and contemporary; purposefully resourced; equitably accessed; and digitally enhanced. • Develop and submit Stage 2 BGA submission • Develop and Submit Stage 3 BGA application • Complete Cyclical Review Component 4.2 (strategic resourcing for enhanced learning environments) • Complete Cyclical Review Component 4.5 (School Improvement) • Complete Cyclical Review Component 4.3 (Finance and Facilities) 	<p>All Staff</p> <p>Teaching staff</p> <p>Senior Leadership</p> <p>Leadership Team</p> <p>All Staff</p> <p>Leadership Team; BCE consultants</p> <p>Allocated Staff</p> <p>Allocated Staff</p> <p>Allocated Staff</p>	<p>PD days and ITC workshop activities; twilight seminar Erica McWilliam (2013); other organised PD 2013 - 2017</p> <p>Prior to the commencement of each learning unit of work</p> <p>Throughout each year</p> <p>Term , 2013</p> <p>2013 - 2017</p> <p>Term 1 , 2013</p> <p>Term 1, 2015</p> <p>2013</p> <p>2017</p> <p>2016</p>	<ul style="list-style-type: none"> ▪ PD of staff has covered contemporary learning approaches ▪ Staff’s planning reflect an understanding and use of contemporary pedagogy within contemporary learning spaces ▪ Building spaces reflect the nature of contemporary and 21st century learning eg fully networked; wireless access; open plan for flexible group work and co-teaching arrangements etc. ▪ Education Brief Amendments completed and submitted to Planning Advisory Committee by end term 1 ▪ Staff demonstrate effective use of classroom and break out spaces ▪ BGA 2013 (for 2015/16) is submitted and approved ▪ Component 4.2 is completed and endorsed by Area Supervisor ▪ Component 4.5 is completed and endorsed by Area Supervisor ▪ Component 4.3 is completed and endorsed by the Area Supervisor. 	
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