

St Benedict's College, MANGO HILL

Strategic Plan (2019 – 2023)

School 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 enable students to flourish
- Engaging in technology rich, 21st century learning
- Designing flexible, engaging and innovative learning experiences where all student can develop a love of learning, a sense of curiosity, and an ability to be creative, adaptable and resilient.

School 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.

School 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

Strong Catholic Identity

Objective 1

The school's Catholic identity is reflected in the school-wide approach with the formation of staff and students that is holistic, inclusive, personally meaningful and supports the individual's spiritual journey.

Indicators:

- Data from the Catholic Dialogue Schools Project is used to inform schools strategies
- Staff have a common language and shared understanding on how Catholic Identity is expressed through the College's Mission and practices with particular reference to the Benediction Charism
- Induction processes have enhanced staff knowledge and understanding of Benedictine Charism
- Service, Balance and Community underpin all planning decisions and annual improvement plan strategies
- Staff participation in spiritual formation programs has enhanced the spiritual life of the College community

Strategies:

- Clearly explain and communicate the reasons, purpose, symbolism of the names and share the intended plan for naming with whole community including the parish and St Benedict's Primary School
- College provides an induction and orientation to the staff Formation Framework Model and the Catholic Identity Position Statement for new staff
- College reviews induction processes to ensure that Benedictine values and ethos are understood and lived in College life
- Engage staff, parents and student's input and engagement in the 'naming' of buildings in preparation for mapping the intended naming and iconography of the College's buildings for example: foundation stones, flag poles, buildings, garden spaces/facilities, words on walls.
- Engaging in the Catholic Dialogue Schools Project
- Plan for some staff representatives to: participate in international conference for Benedictine schools; complete a version of the Comino in Australia (e.g. Immersion experience through Subiaco, New Norcia; monastery in Tasmania; settlement in WA) work with similar schools; bring a staff member back from another Benedictine school
- Provide professional learning opportunities to strengthen staff understanding of the re-contextualised Catholic Perspective across curriculum
- Review induction processes and consider enhancements around the Benedictine Charism and school-wide pedagogical framework
- Staff and Students participate in spiritual formation programs

Objective 2

A recontextualised Catholic perspective is integrated and embedded in identified learning areas.

Indicators:

- Religious ethos, values and story of the College have been explicitly taught and highlighted
- Staff are knowledgeable and confident embedding a Catholic perspective across identified learning areas
- The Relationship and Sexuality Education professional learning program for staff has been conducted

Strategies:

- Implement the school-wide Relationships and Sexuality Education Conceptual Framework
- Assistant Principal Religious Education monitors and reviews existing programs within the College to ensure that a recontextualised approach to the teaching of Religious Education is evident
- Assistant Principal Religious Education works collaboratively with the Religious Education staff and all staff
- Develop a plan for students, staff and families to articulate a shared understanding of contemporary Catholic perspective across the curriculum and Catholic perspectives across curriculum areas are embedded in planning documents
- Professional Development aligned to Catholic Perspectives across identified learning areas
- Professional Development aligned to Relationships and Sexuality Education

Excellent Learning and Teaching

Objective 1

To grow the improvement in student wellbeing through engagement in excellent learning and teaching including co-curricular and pastoral activities.

Indicators:

- Lines of Inquiry (wellbeing data; SBSS data; pastoral) are used and analysed to inform classroom practices that respond explicitly to students' learning needs
- School has an established and systematic plan for the collection, collation and analysis of data
- School has highly established and embedded Restorative Practices
- Student wellbeing is discerned through analysis of data such as: attendance data, SBSS entries, student protection reports etc
- Student/Parent/Carer engagement is high

Strategies:

- Access pastoral well-being/social media sites
- Consistency of language use through the "Big 5" behaviour expectations and Restorative Practices
- Develop strategic plan to select specific partnerships to deliberately enhance the learning of students
- Focus on wellbeing issues that are current and Wellbeing Week activities and education for students
- Pastoral Care, Reflection and Spirituality Days for students
- Prioritise pivotal key messages about the College values (e.g. Service, Balance and Community) so staff, students and parents are fully cognisant of these and share these
- Recognising community enhancing wellbeing of everyone in the community by acknowledging difference
- Time and structures support opportunities for continued Pastoral Care of students
- School has a focus on wellbeing of the community including a Wellbeing committee for staff

Objective 2

To grow the improvement in student achievement through engagement in excellent learning and teaching.

Indicators:

- Data indicates student progress and improvement across subject areas, NAPLAN results, SRS data etc
- School has an established and systematic plan for the collection, collation and analysis of data
- Staff are data informed and data is used and analysed to inform classroom practices that respond explicitly to students' learning needs
- Staff consistently embed the BCE Model of Pedagogy (Focus, Establish, Activate, Respond, Evaluate)
- Staff generated differentiation is embedded in curriculum documents and pedagogical practices
- Staff use the three integrated High Yield Strategies effectively
- Students understand their own learning journey and the next steps required to become self-directed and independent learners

Strategies:

- Create a Benedictine Learning and Teaching Framework which is known and understood by all so that it provides the lens through which we educate ourselves and others
- Engaging in the creative use, manipulation and transformation of learning through ICT in the development of students 21st century skills
- Forming a curriculum that is responsive to the needs and aspirations of students and the community and provides viable pathways and transitions for all students
- Providing a curriculum that is negotiated, relevant and promotes higher order thinking
- Providing an environment with resources that support, enhance and enliven the learning and progression of all students
- Staff engage in reflective practice through the Educator Impact Program to improve classroom practice
- To articulate a St Benedict's approach to pedagogy, clarifying expected and effective practices

Building a Sustainable Future

Objective 1

The school ensures stewardship of resources with transparency, accountability and compliance.

Indicators:

- A building Master Plan exists and is communicated to the community
- Building and facilities, and future direction in these areas, match the educational direction of the College
- Develop a Sustainable Futures Strategy that is reflective of Church teachings and informed by broader evidence
- Facilities match the needs of the learners at the College
- Integrated approach to leadership development including a focus on Catholic community, coherence, collective responsibility and capacity building

Strategies:

- Consistently communicate and explicit improvement agenda
- Create and review Annual Improvement Plans for the College ensuring alignment to the current Strategic Plan
- Ensure budgets and resourcing is aligned to College goals and priorities through consultation with key members of the community
- Ensure health and safety of College members is a priority
- Establish process for review and monitoring of budgets
- Improve the health and safety environment, and promote a consistent approach to the continuous improvement in health and safety culture
- Open consultation processes
- Optimise the use and allocation of technology to support teaching and learning, collaboration and decision making
- To make easily accessible all policies and practices to members of the College Community

Objective 2

The school builds sustainability through people and capability.

Indicators:

- Consistency and clarity of positive messaging around school's commitment to student wellbeing and growth is apparent from student and community voice
- Explicit processes are in place to ensure ongoing and effective communication of the strategic plan is deliberate across the school in multiple platforms
- Parent education has occurred and enhanced partnerships apparent

- Reciprocal partnership opportunities with St Benedict's primary School and Parish are evident
- School's strategic plan is known by staff and parents and worked on collaboratively
- The impact of the partnerships has resulted in greater access for students to broader learning opportunities
- The school has arrangements in place for mentoring and coaching to improve teacher practice and knowledge of system
- The school has discerned, developed and produced a documented Partnerships Plan
- There is a documented Professional Learning plan

Strategies:

- Access affiliated networks of help forge the creation of the school's tradition
- Annual goal setting and professional learning plans are completed and reviewed by all staff
- Consider ways staff professional learning plan/goals could factor in more deliberate/strategic partnerships to enhance curriculum delivery
- Consult widely with all stakeholders about possible partnership opportunities – parish, non-government, industries, entrepreneurs, businesses, etc (written, verbal, group input, College Board, etc)
- Continue to explore and build upon a strategic partnership with St Benedict's Primary School that enhances possibilities for staff formation, shared resource usage, curriculum development and strategic support.
- Continue to resource and prioritise students' access to Vocational Learning from Year 7 - 12 and connections to the school's values – Service, Balance and Community
- Discern explicit improvement agenda collaboratively with key stakeholders across the College community and plan strategic priorities accordingly
- Document and evaluate existing partnerships across the school community, review the effectiveness of these strategic partnerships and reinforce the school's culture of high expectations
- Educate parents about how they can showcase the school community when opportunities arise
- Inform the College Board and Parents and Friends about College objectives and goals and how they can aid and promote these within the broader community
- Partnership with various universities are developed and enhance the learning and culture of the College
- Support continuous development and growth at individual, team and organisational levels through the performance and development process