### Our Lady’s College
#### Annual Action Plan 2013

**Priority #2: Learning and Teaching**

**Broad Strategic Goal:**

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<tr>
<th>Strategic Intents</th>
<th>Strategies</th>
<th>Possible support requested</th>
<th>Indicators of Success</th>
<th>Outcomes</th>
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| **2.1 Enhanced pedagogical practice that is data-informed and evidence-based.** | Continuation of identified best practice processes for timetabling<br>Refresh knowledge of appropriate pedagogy for use in a girls-only, Catholic, 8-12 (7-12) college employing a 1-1 laptop program.<br>Review available data - NAPLAN, QCS, OP, Sem reports and destination data<br>Review of departmental pedagogy “from data to the classroom”.
| • QUT professional development team. (QCS and NAPLAN)<br>BCEO – <br>Curric Forum | • Amendments to timetable to ensure each Pastoral Care teacher of Year 8 teaches more than one subject to the class where possible.<br>• Teachers meet twice a term to coordinate teaching strategies in department meetings.<br>• School year begins with review of previous year’s results in NAPLAN, QCE and OP results.<br>• Use of BI Tool to investigate data and trends.<br>• Engagement of external providers to analyse strengths and weaknesses and opportunities for improvement.<br>• Curriculum Forum discussion about review results and opportunities (and ramifications) for change within and across KLAs.<br>• Review of Literacy and Numeracy plans to incorporate recommendations from data review. | • English, Mathematics, Science and History KLAs continue to refine all units for the Australian | • |
| **2.2 Implementation of the Australian Curriculum**                            | Enhanced knowledge and implementation of Australian Curriculum                                                                       | • BCEO                     | •                                                                                     | •        |
within the context of the BCE Learning Framework as a means of realising equity and excellence.

| Operational knowledge of the BCE Learning Framework reviewed and enhanced  
Notional understanding of Excellence and Equity challenged and re-evaluated by staff. | Curriculum – focussing on identification of Cross curricula priorities  
• Annual review of Learning Framework to be conducted within the Curriculum Forum and throughout departments across the College.  
• Audit current curriculum – are learning tasks connected and relevant to adolescent students’ personal and social issues and their out of school experience? (Learner – Centred Curric)  
• Implement and report in the Australian Curriculum in available subjects.  
• Staff review understanding of Excellence through discussion of outcomes and attendance at Gifted conference.  
• Staff notions of equity further developed through the student services department (presentations in staff meetings) | 2.3 Improved literacy and numeracy standards.  
Continue development and implementation of Literacy Plan  
Literacy committee to review survey data gathered to make plans for curriculum directions in this area.  
Update Numeracy Plan in light of current data  
Enhance preparation for NAPLAN test using cross curricula approach.  
Target students requiring support for QCS preparation and provide assistance. |  
• Year 9 students pre-tested to ascertain improvement benchmarks for literacy and numeracy. Yearly adaptation to literacy plan.  
• Ensure Literacy and numeracy skills inserted into all units of work and articulated for every department.  
• Highlight Literacy and Numeracy in Australian Curriculum units.  
• Analysis of NAPLAN Data; recommendations for future curriculum initiatives made.  
• Numeracy plan developed further and implemented  
• Naplan preparation development strategies for Literacy and Numeracy outlined and published to staff.  
• Levels of improvement monitored through Naplan
### 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.

- Respond to new policies as directed by BCEC.
- Resource requirements for the Australian curriculum are researched and managed.
- Curriculum coordinators prepare for the introduction of Year 7 in 2015.
- Staff make allowances for the increase in Science allocation for Australian Curriculum.

- Policies and procedures, as directed by BCEO and QSA, are implemented throughout the year.
- Revision and further development of BCE standardised reporting system and use of available data.
- All KLA Coords have review current offerings to begin preparations for development and resourcing for Year 7 curriculum.
- Staff make allowance for teaching Science in non-specialist rooms and using limited access to equipment.

### 2.5 Comprehensive whole-school approaches provide pastoral care, protection of students, student behaviour support and foster social and emotional wellbeing.

- Compulsory Student Protection inservice occurs for all new staff to the College.
- College Counsellor and Deputy Principal engage in regular meetings to ensure student protection issues are addressed within the College.
- College counsellor provides information – within bounds of confidentiality – to PC coordinators on a regular basis on student protection issues (including time at weekly meetings).
- 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.
- All volunteers at the College to complete a volunteer induction package — register of volunteers to be maintained.
- Celebration of major cultural events to be held in the College.
- Integration of Activities such as the Vulcana Women’s circus into the co-curricular life of the College.
- Week of Excellence promotes activities which display attributes of different cultural groups.

- Staff engage in and understand amendments to Student Protection policy.
- Staff are informed of the procedures of student protection and reactions to these are improved within the guidelines.
- Student issues are managed more effectively with a wider base of information gathering enabled by weekly pastoral care meetings.
- 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.
- Volunteer Induction Packages are completed by all visitors to the site who will come into contact with students.
- Celebration of major cultural events included in the College Calendar eg Harmony Day, JJAMM etc.
- Enthusiastic support for the cultural activities — participation in community festivals by this
Dance groups with a cultural bias continue to be celebrated within the life of the College.

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<th>2.6 Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.</th>
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<td>Dance groups participate in many of the major College events.</td>
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<td>Week of excellence draws on the wider community where available to ensure a range of activities with a cultural bias.</td>
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<td>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 is integrated by each department under the guidance of the LSTIE.</td>
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<td>LSTIE to present regularly at Curriculum Forums.</td>
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<td>Staff verbalise a more practical understanding of inclusive education.</td>
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<td>Presentations at staff meetings and PD days by individual staff members and external professionals / BCE Staff.</td>
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<td>Each KLA provides a recommended set of strategies for assisting learning needs with their Curric Area.</td>
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<td>Teaching practices / assessment and reporting modified by teaching staff to cater for diverse learning needs of a variety of students with particular needs (e.g. ESL, learning support) as evidenced in planning and delivery and assessment processes.</td>
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<td>School Officers procedures reviewed and monitored for optimal student assistance.</td>
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<td>Regular meetings scheduled by LSTIE.</td>
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<td>Staff aware of where to find information about LS on College drives.</td>
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<th>2.7 Career education and creative curriculum</th>
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<td>Ensure all students given the opportunity to achieve a QCE</td>
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<td>Students enrolled in most suitable course to enable</td>
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| Planning that improves student access to pathways and maximises school and post school options. | Increase the success rate of all students with regards to QCS and OP achievements  
Provide advice to Yr 12 students with QTAC applications  
Offer new and alternative pathways to Non-OP students  
Provide consistency in VET offerings  
Market the opportunities for school-based traineeships within the College network as a result of close partnership with LCP  
Track achievements within VET, TAFE and SATS | completion and achievement of QCE by end of year 12.  
• Students enrolled in the correct course of study for their post school pathways—interviews by Counsellor, Pathways Co-ordinator and APA and SET Plan TEAM  
• SET Plans are in place, monitored and amended as necessary  
• QCS practices are fluent in response to needs of individual cohort – QUT project.  
• Increased % of OP eligible students achieving in 1 – 15 OP range  
• All year 12 OP or tertiary bound students undertake interview/group session with Guidance Counsellor  
• College noticeboards updated with SATs and Apprenticeships; advertise in student notices.  
• Students make ‘best’ choices post Year 12 with continued investigation of other ways of increasing student subject choices eg enrolment at TAFE Colleges |

| 2.8 School leadership teams and classroom teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching | Advertise BCE curriculum inservices via K web or Curriculum and RE PD Booklet  
Encourage staff to complete CTC,attend PD and professional learning in areas of expertise and other areas as needed (e.g. as offered by QSA)  
Encourage PD attendance in areas of ICLT eg Portals, use of smartboards and data projectors in classrooms  
Staff align PD to College Goals and QCT Professional Standards  
ICLT committee to meet regularly; update ICLT 5yr Plan. | BCEO  
FAWMATT IT systems  
• All staff review their competency levels and (depending on readiness) engage in PD either in general curriculum, pedagogy or individual areas of expertise.  
• Opportunities investigated to increase access to ICLT professional development linking to whole school requirements  
• All teaching staff complete PD Planning Form  
• All staff encouraged to engage, share and improved their ICLT pedagogy skills |