

# Strategic Resourcing

## Goals

- To strategically plan for the improvement of student learning outcomes through nominating areas for development and dedication of resourcing to those areas.
- Student First Support - To support and improve the planning, teaching and learning of reading for students with identified learning needs

## Strategies

- Nominate areas for development to improve student learning outcomes
- Resource priority areas
- To identify students with literacy learning needs

## Achievements

Visible Learning, Action Research in the context of the Big Ideas in Number identified and resourced as priority learning areas for development

Student literacy need identified through the use of data collected (YARC)

Literacy intervention planned and delivered to improve student outcomes in early years

## Professional Practice & Collaborative Relationships

### Achievements (cont.)

Problem solving in Maths, Robotics, extension for identified students in early years provided

Two staff attended professional development in Coaching (Coaching deemed a whole school priority in 2015)

Teachers wrote, actioned and reviewed with Principal their professional goals

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St Bernard's School

# 2014

## Priorities, Goals and Achievements



## Mission and Religious Education

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### Goals

- 1.5 To implement a documented program for the learning and teaching of Religion which takes into account ecumenical and multi-faith contexts
- 1.1 To reflect Catholic Christian life, culture and Catholic Education in policies, practices, curriculum, planning, pedagogy, pastoral care, and student well-being To use the St Bernard's Charism to inspire the daily life of the school and its engagement in parish life

### Strategies

- Teachers work with the CST to write further units of work appropriate to the school setting. Visible Learning aspects are implemented in the teaching and learning of the R.E. syllabus.
- Teachers engage in professional development opportunities. All teachers participate in in-service opportunities to ensure that they meet re-accreditation requirements.

### Achievements

Units of work for the Religion Curriculum collaboratively written by staff

Students engaged in their learning through the use of learning objectives and success criteria (Visible Learning)

Resources for Religion audited and Study Bibles and Catholic Youth Bibles purchased

Teacher engaged in professional development to teach scripture from the perspectives of three (3) worlds of the text

Teachers renewed accreditation requirements to teach in a Catholic School and to teach Religion.

## Learning & Teaching

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### Goals

- To collaboratively develop a culture for improvement in learning and teaching across the school.
- 2.3 To develop inclusive structures and processes which monitor and track learners. To adjust the curriculum to respond to diverse learning needs
- To review and refine school processes of reporting student progress
- To use data and evidence-based processes to inform learning and teaching

### Strategies

- Visible Learning teams to attend professional development on Visible Learning
- Visible Learning team to share Visible Learning approach with staff
- Staff to employ a variety of tools to collect data on student progress
- Data collected to inform teaching at point of need and also to provide feedback to students

### Achievements

Teachers began to use the Visible Learning within their pedagogy to improve student engagement in their learning

Learning objectives and success criteria were written and displayed visibly for a variety of lessons across year levels

Parents advised of Visible Learning approach through newsletter, P & F meetings, and School Board

Data collected on students using a variety of tools:

PAT(R), PAT(M), First Steps Map of Development (individual students), NAPLAN, SRS, success criteria  
Data used to make judgements and provide feedback to students (monitoring and reporting)

## Professional Practice & Collaborative Relationships

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### Goals

- To involve all staff in the process of internal review to develop professional practice and collaboration.
- To develop and implement processes that support improved learning outcomes for disadvantaged, marginalised and disengaged students
- To explore the development of co-operative networks to more effectively address the needs of students, particularly those with academic capability
- To develop a strategic approach to cultivate the effectiveness of staff

### Strategies

- Staff to assign themselves to internal review committees according to priorities
- Assign dedicated staff meetings to internal review process
- Identify disadvantaged, marginalised and disengaged students
- Identify and address the needs of students with academic capability
- Investigate coaching opportunities and development for staff
- Goal setting including career development.
- Provide opportunities for goal review

### Achievements

Staff chose and worked with internal review priorities  
Staff meetings were used for the process of internal review

Programs and support provided for identified students  
students with academic capability