

Strategic Resourcing

Goals

- To implement a 1:1 digital learning and teaching environment from Years 4 to 6.
- To explore, design and experiment with flexible, open and engaging contemporary learning environments.

Achievements

- One-to-One laptop program commenced in Year 4. Students set up with individual accounts for their allocated laptop.
- Teachers involved with laptop program attended professional development and participated in network opportunities.
- All teaching staff participated in professional opportunities. Teachers mentored others to assist with development of digital technology skills.
- Parent information evening provided during the year.
- Staff in upper school attended session on use of My Sites to develop competency in using this software.
- Existing laptops were reimaged for use by Year 5 and 6 students. iPads were moved to lower school.
- All classrooms audited for developing needs and requirements for effective laptop use throughout school.
- Cyber Safety inservice with both Q'ld Police constable and The Arts Council.
- Classroom screens upgrade commenced and appropriate classroom furniture sourced.



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St Bernard's School

2015

Annual Progress Report



Achievements Against Goals

Mission and Religious Education

Goals

- Using the Prayer and Worship sub-strand of the Religion Curriculum staff and students will demonstrate a deep understanding of the purpose and meaning of significant Catholic prayers at the relevant year level.
- Prayer and worship within the school community displays leadership of staff in providing well-planned celebrations of prayer, worship and sacred scripture.

Achievements

- Children were taught to write prayer, link scripture to context and create formal and informal prayers. Children were taught formal prayers beginning with the sign of the cross in Prep. The given assembly prayer structure was used to plan and implement prayer assemblies.
- Charism element, People of Prayer teaching ideas, identified the prayers for explicit teaching in each year level. This developed document was displayed on staffroom notice board. Explicit teaching of Prayer was planned during curriculum planning time.
- Prayers for each year level were explicitly identified and taught at each year level. People of Prayer Charism element was distributed to relevant year level. The structure for Assembly Prayer was revised and given to teachers.

Learning & Teaching

Goals

- To have a consistent and effective approach to the teaching of numeracy. To demonstrate 'big ideas' in number through curriculum planning, language, teaching and assessment.
- To develop a Language of Learning that will be shared throughout the whole school community. To use this language of learning to provide valuable feedback, and encourage teachers to reflect on the growth of individual students, evaluate the impact of their teaching on student learning.

Achievements

- Staff members presented a workshop on the Big Ideas in Number. Staff implement Trust the Count and Place Value ideas in classroom teaching. Specific concrete materials were made for classroom teaching.
- Ongoing support for classroom teachers was provided through the sharing of resources, information and planning documents.
- Some staff members participated in the Action Learning Conference with other BCE schools in September.
- Concrete material developed, shared language used, a consistent approach to the teaching of Number is used across the school.
- Maths resources for Big Ideas uploaded on to the school portal, classroom numeracy resources audited, and new numeracy resources purchased.

Professional Practice & Collaborative Relationships

Goals

- During 2015 professional learning for teachers will concentrate on developing school and individual goals.
- DELT goal for 2015 is to develop collective capacity building by establishing team development practices which build social and professional capacity.

Achievements

- Staff meeting time was allocated for teachers to practise coaching skills with coaching partner. Teachers practised coaching skills with teacher coach. Throughout the year teachers reviewed and refined their goals.
- Teachers wrote iSmart goals in term one, discussed them with Principal in term 2, practised them throughout the year, and reviewed them in term 4.
- Coaching triads were selected and formed with those who had a common goal. Times were set to meet and timelines were set for all groups using the Growth Coach Model. Each team met in their own time for professional practise.
- All staff wrote iSmart goals linked to Visible Learning to be used in context of coaching, and provided feedback to each other and regular on-going support.
- Two staff members travelled to New Zealand to observe the implementation of Visible Learning.