

# 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.

## Strategies

- Set up laptops with individual accounts (students). Establish systems for storage and sharing of files (students) Establish a professional learning community/network within the school to maximise the learning potential of digital technologies (teachers).
- Visit other schools and engage in professional development of contemporary learning environments. Make a list of priorities for our contemporary learning environment Experiment with current furniture Purchase furniture.
- Audit current school laptop resources particularly in light of pedagogical needs and practices.
- Upskill students in relation to cyber-safety by investigating avenues for input for students and parents.
- Provide professional development opportunities for staff.
- Develop mentoring networks for staff with other school members.



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St Bernard's School

2015

Annual Plan



*Strategies for the Year*

## Mission and Religious Education

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### 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.

### Strategies

- Teachers to identify prayers for each year level in the Religion Curriculum. Provide an Assembly prayer structure which includes: introduction, scripture relating to context, prayers of intercession, beginning and ending with the Sign of the Cross.
- Students and teacher construct Prayers of Intercession employing the format for Eucharistic Prayers of Intercession for the class weekly Mass
- Weekly class led mass- Student and teacher construction of prayers using format of Eucharist Prayers of Intercessions.
- Celebration of prayer, worship and sacred scripture to be reviewed in light of structure, leadership of staff and resources for planning prayer.

## Learning & Teaching

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### 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.

### Strategies

- Staff members who took part in Big Ideas professional development (2014) to share their knowledge with others.
- To use strategies gathered with the Big Ideas in Numbers and to share resources from the Big Ideas team.
- Staff on the Visible Learning team to attend further VL professional development opportunities. For staff meeting to be allocated to Visible Learning for whole school further support with a focus on mind-frames and mindsets. Finalise the Language of Learning, and develop the Language of Learning into a graphic.
- Staff to share and promote the language of learning throughout the school community. To utilise Twitter to communicate the language of learning. Staff to take part in professional

## Professional Practice & Collaborative Relationships

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### 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.

### Strategies

- All teaching staff to be involved in Leadership Coaching for School Leaders guided by Michelle Young. Each teacher has a coaching triad with whom they practise the Growth Coaching Model. The coaching model was then applied to visible learning goals.
- Teachers participated in professional development to develop skills in goal setting during term 1. This was followed by collegial opportunities to discuss and implement goals. Teachers self monitor progress with achieving goals, and all teachers were given time to interview with the principal individually in term 2 to discuss their goals.
- All teaching staff will be involved in leadership coaching. Each teacher has a coaching partner with whom they practise the growth coaching model. Practice sessions based on a triad so observer can feedback to coach and coachee.
- We established team development practices such as coaching and collegial goal setting. Set