

# Strategic Plan 2019-2020



## Strong Catholic Identity

### Aspiration

Our Franciscan charism is enacted, articulated and evident by all who are part of or encounter our community.

## Learning and Teaching

### Aspiration

Our Curriculum Delivery Plan is at the heart of all learning and teaching at St Bernardine such that it is owned and lived by staff, parents and students.

## Building a Sustainable Future

### Aspiration

A self-reflective, flourishing, professional learning community committed to growing student learning and well-being.

## Annual Plan 2020

### Goal

By the end of 2020, the Catholic perspective in student learning and teaching is embedded in school planning processes and classroom practice.

### Goal

By the end of 2020, staff, students and parents will have opportunities to strengthen their spiritual formation to contribute to the Religious Life of the School.

### Goal

By the end of 2020, staff are refining and enhancing consistent, evidence-based pedagogical practices in literacy and numeracy.

### Goal

By the end of 2020, staff are explicitly teaching the characteristics of deep learning (6Cs).

### Goal

By the end of 2020, updated technological infrastructure will strengthen pedagogical approaches in the daily integration of ICT.

### Goal

By the end of 2020, digital solutions to improve communication with parents regarding learning progress will be investigated.

### Achievements

Teachers collaboratively planned learning experiences that incorporate the Catholic perspective.

### Achievements

Staff engaged in professional learning focusing on their own spiritual formation.

### Achievements

Teachers systematically collected Trusting the Count and Place Value data (relevant to student needs) and developed evidence-based teaching responses that progressed learning.

### Achievements

Teachers began to collaboratively plan and implement learning experiences based on 'Deep Learning Progressions' within classroom inquiry units. More work will be done on this.

### Achievements

Purchased 1:1 iPads for Year 4.  
A school-wide bank of apps that enhance learning progress was created.

### Achievements

Teachers investigated ways to communicate student learning progress with parents using a digital platform and are using Seesaw.

## Focusing Direction

## Cultivating Collaborative Cultures

## Securing Accountability

Information and conversation was offered to parents through the newsletter regarding ways in which Catholic perspectives are embedded into classroom practice.

Students participated in spiritual formation experiences in partnership with the Parish.

Spiritual formation opportunities are provided for parents through school events, rituals and ongoing communication. *This was not actioned due to Covid.*

Staff will undertake professional learning with a specialist consultant to enhance best practice of Mathematics in the classroom. *This was started but had to be put on hold due to Covid restrictions.*

In all teaching and learning environments, students have opportunities to develop the characteristics of deep learning. Further development of this will occur.

Student engagement in deep learning experiences, such as loose parts play, has been communicated with parents.

Promote student attendance with parents in order to enhance literacy and numeracy progress. *We were restricted in promoting attendance due to Covid.*

Through the school PLC process, teachers will have regular, planned opportunities to observe and model best classroom practice in the teaching of literacy and numeracy. *This was started but had to be put on hold due to Covid restrictions.*

Teachers reviewed and responded to student learning progress through regular professional dialogue.

Teachers demonstrated effective ICT use, through varied pedagogical approaches.

All teachers are using Seesaw as an online tool for communication of student progress to parents.

A document has been created clarifying the purpose and format of digital work samples and minimum expectations for communication to parents.

## Deepening Learning

Professional development was provided for staff focusing on an understanding of Catholic perspectives in Health and English.

Staff engaged in prayer experiences with a focus on the school values.

Teachers used prayer experiences to help shape the spiritual formation of students.

Teachers undertook professional learning regarding the effective teaching and assessment of spelling and this was embedded in the English Short Cycle Planning).