



Bardon State School Annual Implementation Plan 2022

School Improvement Priorities: 2021-2024 Strategic Plan

Empowering lifelong learning with curiosity and wonder to make our world a better place.



Improvement Priority 1: Curriculum

Strategy 1: Systematic Curriculum Delivery

Goal: By the end of 2022, to increase and deepen staff (teachers and teacher aides) knowledge and understanding of the Australian Curriculum as evidenced by:

- Unit and lesson plans which align rigorously to the AC
- AC enacted with fidelity and rigour in all classrooms
- Pedagogical practices, informed by student data, which support the effective implementation of the intended curriculum

| Actions | Timeline | Responsible Officer(s) |
|--|---|-----------------------------|
| Review and relaunch the CPR Model as CAMP Time (Curriculum Assessment Moderation Pedagogy) including regular: Moderation (small group, whole staff and cluster), Data informed planning and pedagogy and Case Management processes | Term 1 | Jill, Rebecca, Jo |
| Implement A/B curriculum cycle for 2/1 and 6/5 cohorts utilising P-6 Curriculum Model | Term 1 → | Jill, Rebecca, Jo, Kerry |
| Prep Early Start Data Collection, analysis and informed planning - Literacy (and Numeracy) | Week 3 → | Kerry and Prep Team |
| PD for Prep - 6 teachers to introduce the use of Marker Collections to track student progress against the Literacy Continuum (and Numeracy Continuum) | <ul style="list-style-type: none"> • Margaret M-S PD: Term 1 • Marker Collections set up and in use by the end of Term 1 • Tracking against Literacy Continuum as part of Case Management and CAMP Time • Literacy Continuum Teaching resources utilised and in evidence by end of Term 2 | Jill, Rebecca, Jo and Kerry |

Improvement Priority 2: Pedagogy

Strategy 1: Curiosity and Wonder

Goal: By the end of 2022, to increase teacher and community knowledge and understanding of Inquiry Learning and establish Inquiry as a signature pedagogical practice, as evidenced by:

- Walker Learning Approach Investigations in P-2 (observations and work samples)
- Unit and lesson planning and enactment in P-6 (observations and work samples)



| Actions | Timeline | Responsible Officer(s) |
|--|---|------------------------|
| <p>Establish a School Improvement Team to lead the review, refinement & establishment of Inquiry as a signature pedagogical practice in P-6.</p> <ul style="list-style-type: none"> Review & refine Walker Learning Approach (Investigations) in P-2 to ensure alignment with AC. Audit Inquiry Learning pedagogy in Y3 - 6 Create Action Plan (Cycle of Inquiry) | <ul style="list-style-type: none"> Establish Team in Term 1 Inquiry Focus from T2 → Action Plan to inform on-going work. | Jill, Rebecca and SIT |
| <p>Strategy 2: Co-teaching</p> <p>Goal: By the end of 2022, to establish an effective co-teaching model so that we maximise outcomes for all students, as evidenced by:</p> <ul style="list-style-type: none"> A shared, clearly articulated understanding of what co-teaching looks like at Bardonia State School A range of co-teaching strategies observed; changing as appropriate to meet specific needs Clear understanding of role & responsibility of each teacher with accountabilities in evidence | | |
| Actions | Timeline | Responsible Officer(s) |
| <ul style="list-style-type: none"> Staff workshop to establish clear, joint understanding of co-teaching | January SPDDs | Rebecca |
| <ul style="list-style-type: none"> Regular communication and joint planning (ALT teachers and class teachers) in order to systematically meet the needs of all students. | Term 1→ | Jo and Kerry |
| <p>Strategy 3: (Literacy and Numeracy)</p> <p>Goal: By the end of 2022, to improve student outcomes in Literacy, as evidenced by:</p> <ul style="list-style-type: none"> NAPLAN Data - Yr 3 and 5 (Reading, Writing, Spelling and Grammar and Punctuation) A-E Data - increase % of students achieving A and B Literacy Continuum Tracking of individual students and cohorts End of Prep, Yr 1 and Yr 2 Early Start Data | | |
| Actions | Timeline | Responsible Officer(s) |
| <p>Introduction of new Decodable Readers</p> <ul style="list-style-type: none"> PD for Teachers Processing and organisation of new books Communication with families via Newsletter and Information evenings | Term 1 | Jo, Kerry and Irene |
| <p>Establish consistent approach of the teaching of phonics, spelling and decoding through the introduction of Sounds Write (P-2)</p> <ul style="list-style-type: none"> ALT to provide introductory PD to ensure consistent approach from Day 1 4-day Sounds Write PD for Key Staff | Term 1 | Jo and Kerry |
| <p>Establish a School Improvement Team to review the teaching of Reading and Writing (particularly Spelling).</p> <ol style="list-style-type: none"> PD for ALT Teachers and 3-6 Teachers in "Inclusive Reading in the Australian Curriculum" Establishment of "swarming" model to support differentiated, explicit teaching of reading P-6 ALT Teachers to complete on-line Read3 training to support ongoing targeted intervention in Yr 3 and consider potential for wider use. Review and refine Home Reading processes and expectations P-6 to ensure that home reading complements and supports reading in school. | <p>Establish Team in Term 1,</p> <ol style="list-style-type: none"> Semester 1 Semester 1 Semester 1 Semester 1 | Jill, Rebecca and SIT |



Strategy 4: Culture for Learning

Goal: By the end of 2022, to improve student engagement & enactment of school values, as evidenced by:

- Behaviour data
- Classroom and playground observation
- School Opinion Survey data

| Actions | Timeline | Responsible Officer(s) |
|---|-----------------|----------------------------------|
| Continue implementation of Play is the Way behaviour education program through weekly focus and lessons | Term 1→ | Teacher Leader - to be confirmed |
| Embed school values through increased focus e.g. Principal's address during assembly, newsletter, student videos... | Term 2 → | Jill, Rebecca, |
| Continue to share Berry Street and Teach Like a Champion strategies during staff meetings with clear expectations about optional or whole school implementation | Term 1→ | Jill, Rebecca, Teachers |
| Create action plan based on People at Work survey to increase staff well-being | January SPDDs → | Jill and Wellbeing Committee |
| Review and improve playground options and processes | Term 1→ | Jill, Rebecca, Jo and Kerry |

Improvement Priority 3: Partnerships

Strategy 1: Strong Transitions

Goal: By the end of 2022, to strengthen and improve student transitions both into Prep and onto high school so that students (and families) settle confidently into Prep, and Yr 6 students move confidently into high school settings, as evidenced by:

- parent feedback
- observation of Prep students in class
- increased engagement with local high schools

| Actions | Timeline | Responsible Officer(s) |
|--|--|-------------------------------|
| Recommence Bardon Buddies playgroup | From Term 2 | Jill, Kerry |
| Survey 2022 Prep parents regarding transition program. | Created, shared & analysed by T1, Wk 8 | Jill, Kerry |
| Review and refine Prep transition program informed by feedback survey and observation of 2022 Prep students. | Program enacted from Term 2 | Jill, Kerry, Chantelle |
| Complete Literacy and Numeracy Early Start on-entry to Prep to inform planning and differentiation | <ul style="list-style-type: none">• Early Start Data collected (Lit and Num) by T1 Wk 7.• Early Start data analysed & used to inform planning by Wk 8• Cluster Markers used to inform planning from Wk 8 | Prep Teachers, Kerry and Jill |
| Create action plan to strengthen relationships between school and local pre-schools | Action Plan: <ul style="list-style-type: none">• created by end of T1• enacted from T2 To include - regular contact between school and local kindergartens e.g. curriculum moderation, visits (both ways), communication with pre-school families | Jill and Kerry |



Strategy 2: Intentional Collaboration with other local schools

Goal: By the end of 2022, to explore, build and / or strengthen partnerships with other local schools to increase student opportunities for enrichment / extension and intentional collaboration of staff, as evidenced by:

- staff and student engagement in cluster initiatives.

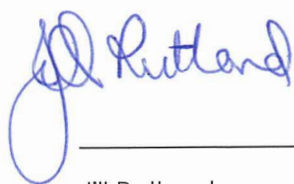
| Actions | Timeline | Responsible Officer(s) |
|---|---|------------------------|
| Principal and Deputy to continue to attend Mt Coot-tha Cluster meetings and engage in cluster initiatives | All year | Jill and Rebecca |
| Explore establishment of Inclusion Cluster Group | Term 1 | Jo and Kerry |
| To engage in Cluster moderation with Payne Road SS | Twice per year | Jill & Rebecca |
| Explore potential / extend existing partnerships with local high schools | Explore by the end of T1 in order to inform a plan and action for T2 → | Jill and Rebecca |
| Marketing Bardon SS as a school of choice in the area: <ul style="list-style-type: none"> • Good news stories in local press • Connect with local real estate agents • Update website • Celebrate connections with local high schools- emphasise benefits of maintaining enrolment through to Yr 6. | <ul style="list-style-type: none"> - One per term from Term 1 - T1 and then on-going - Term 1 - From T1 as appropriate e.g. school newsletters, website updates | Jill, Helen |

Strategy 3: First Nations Connections and Cultural Inclusion

Goal: By the end of 2022, to increase First Nations perspectives within our school, in order to create a culturally safe and inclusive environment (for students of all cultural backgrounds), as evidenced by:

- curriculum planning and implementation
- cultural events e.g. NAIDOC, Harmony Day
- culturally sensitive communications

| Actions | Timeline | Responsible Officer(s) |
|---|---------------------------------------|--|
| Maintain on-going relationship with Regional team to support growth of staff knowledge, understanding (and application) to curriculum planning and whole school events e.g. NAIDOC, Sorry Day | Term 1 → Plan for focus in CPR cycles | Jill and Rebecca |
| Recommence Cultural Inclusion Committee to involve wider community in action for increase of culturally inclusive practices and events. | Term 1 → | Jill |
| Strengthen relationship with Balaangala Community Group - explore involvement and support for Reconciliation Action Plan, teacher PD, community events | Term 1 → | Jill - with a teacher leader (to be confirmed) |

Endorsement:


Jill Rutland
Principal



Margot Shearer-Smith
P&C President



Hugh Goodfellow
Assistant Regional Director

