

Precision

Strategy: Implement a whole school consistent approach to literacy (Spelling - Phonological Awareness, Phonics, Handwriting)

Student Voice: I can recall the sound, action and spelling choices for our sounds learnt this year.

Actions	Outcomes	Timelines and Responsible Officers
Trial a whole school consistent literacy approach through the use of SoundWaves to create consistency in language, strategies and skill development.	<ul style="list-style-type: none"> P-6 classes implementing the SoundWaves resource to support the teaching and learning of phonics and spelling. 	Ebony Arneil Amy Honsa All Year
Utilise the expertise of our Guidance Officer, Speech Language Therapist and Active Learning Team to support the explicit teaching of phonological skills.	<ul style="list-style-type: none"> Students in Prep and Year 1 develop their Phonological Awareness skills. Teacher Aides deliver consolidation opportunities and intensive support programs for identified students within the classroom. eg. Book Club. 	Nikki Triggell, Anne Barton, Ebony Arneil and Classroom Teachers Teacher Aides All Year
Monitor and track student growth and the impact of a consistent approach through a contextually designed data suite.	<ul style="list-style-type: none"> All students show growth in Pre and Post Term 1 data. All students show a years worth of growth in Pre and Post end of year data. 	Classroom teachers Ebony Arneil Amy Honsa (Term 1 & Term 4)
Casey the Caterpillar resource is used to accompany letter sound development through accurate formations of letters in handwriting.	<ul style="list-style-type: none"> All Prep students form letters correctly using Casey the Caterpillar language. Year 1's explore some of the concepts for identified students. 	Prep and Year 1 Team Ebony Arneil Teacher Aides All Year

Strategy: Refine the school processes to monitor the improvement of student learning

Teacher Voice: I know my learners as a 'whole child'

Actions	Outcomes	Timelines and Responsible Officers
Establish deliberate checkpoint opportunities to collect and analyse data that is reflective in our school's annual Data Plan.	<ul style="list-style-type: none"> School documents reflect data analysis and action within: <ul style="list-style-type: none"> Student behaviour plans Behaviour meeting minutes Bardon SS Literacy program CPR Planning documentation includes pre and post data Staff Handbook 	All teaching staff, ALT and Leadership Team All year
Increase the effectiveness of Step 1 in our Supporting Diverse Learners process.	<ul style="list-style-type: none"> Classroom Teachers, with ALT teacher, collect data on Impact of differentiation and adjustments. 	Classroom Teachers ALT Ongoing

Strategy: Enhance our differentiation and classroom pedagogy to cater for the full range of learners, including high achieving students

Student Voice: I know my 'Next Steps'. I know how to be successful with my 'Next Steps'. I have shown growth this year.

Actions	Outcomes	Timelines and Responsible Officers
Staff engage in High Impact Teaching Strategies to support their pedagogy.	<ul style="list-style-type: none"> Teachers and Teacher Aides explore and develop a shared understanding and application of 4 of the 10 High Impact Teaching Strategies - Differentiated Teaching and Universal Design in teaching: <ul style="list-style-type: none"> Metacognition Strategies Feedback / Worked Examples (Link to Feedback for Learning Project) Setting Goals Collaborative Learning 	Rebecca Ramsden ALT Teachers All Year
Effective use of the ALT teacher, and Teacher Aides in a co-teacher role for all learners.	<ul style="list-style-type: none"> Staff create a shared understanding of the co-teacher and Teacher Aide model. ALT teachers and classroom teachers report that there is an increase in exploring the co-teacher model. ALT teachers, Teacher Aides and classroom teachers report that there is a balance between targeted student groups they work with – Red, Yellow & Green. ALT teacher timetables are responsive to cohort needs and CPR conversations. 	ALT Teachers Classroom teachers All year

Alignment

Strategy: Implement the Australian Curriculum with rigour and fidelity

Student Voice: I have am able to work on my individual projects that interest me (that have links to learning). I am challenged with my learning.

Actions	Outcomes	Timelines and Responsible Officers
Focus for Walker Learning pedagogies includes curriculum rigour, fidelity of practice, and tracking of student growth and impact.	<ul style="list-style-type: none"> Increased documentation of curriculum and data tracking in Learning Play P-2. Formal classroom observations and feedback are scheduled to ensure alignment and fidelity of the delivery of Walker Learning approach. <ul style="list-style-type: none"> P-2: Learning Play 3-6: Class Meeting, Class Communication Boards or Inquiry lesson Teacher define what makes an effective Inquiry lesson in comparison to an explicit lesson Year 3 & Year 6/5 classes explore the use of the Science curriculum aligning to an Education Resource Project 	Amy Honsa: P1 Rebecca Ramsden: 2-6 Walker Learning Leaders Amy Honsa Rebecca Ramsden
Teachers utilise the key learning area of Science to create units of Inquiry.	<ul style="list-style-type: none"> Year 3 & Year 6/5 classes explore the use of the Science curriculum aligning to an Education Resource Project 	Rebecca Ramsden Classroom Teachers Ongoing
A shift and variation in 2021 learning areas taught by classroom teachers rather than specialists to continually build capability within our teaching staff.	<ul style="list-style-type: none"> Teachers develop their knowledge, understanding and capabilities of identified learning areas that are newly incorporated into their 2021 teaching – The Arts, Digital Technologies and Science. 	Rebecca Ramsden Ongoing
General Capabilities and Cross Curriculum Priorities are explored this year with focuses on Literacy, Indigenous Perspectives and Social Capabilities.	<ul style="list-style-type: none"> Teams utilise the Literacy and Social continua in CPR to align cohort decisions with Australian Curriculum intentions All staff engage in Crossing Cultures PD to support their understanding of embedding Indigenous perspectives within the curriculum. All teams identify a unit each term that will show strong connections to indigenous perspectives 	Rebecca Ramsden Ongoing

Intentional Collaboration

Strategy: Develop a Bardon SS Professional Learning process for all

Teacher Voice: I have been given opportunities to build my capabilities in 2021.

Actions	Outcomes	Timelines and Responsible Officers
Introduce a contextualised 'Learn and Grow Project' for all of our teachers and teacher aides	<ul style="list-style-type: none"> All teachers create an independent Learn and Grow Project aligned to their APDP to share with their colleagues from Term 2 to demonstrate impact on student learning and outcomes. 	All Staff supported by leadership team All Year

Strategy: Strengthen our relationships with the wider community to value add to our work

Community Voice: Bardon SS has increased its relationships with local Aboriginal and Torres Strait Islander groups this year. Bardon SS has created opportunities for families with early years children to connect and build relationships prior to Prep transitions.

Actions	Outcomes	Timelines and Responsible Officers
Establish a working relationship with the Balaangala Community Group and collaborate with the Principal Project Officers in Regional Office.	<ul style="list-style-type: none"> Balaangala Community Group are seen as an integral part to the development of Bardon SS's Aboriginal and Torres Strait Islander understandings and embedding perspectives within learning experiences. Staff's understanding of embedding perspectives within the curriculum is developed through the completion of the regional Crossing Cultures regional program 	Cultural Awareness Committee Ongoing
Establish the beginnings of a school based Playgroup to strengthen the transition to Prep program and build parent capability and understandings of the school experience	<ul style="list-style-type: none"> Engagement with Partnerships Facilitator for Early Years to create the foundations of a successful Playgroup to be introduced in Semester 2 	Amy Honsa Ebony Arneil Ongoing

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