Bardon State School 2025-2028 SCHOOL STRATEGIC PLAN

School profile

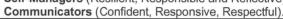
Bardon State School is a medium-sized, inner-city school set within expansive, green and leafy grounds. We deeply value our strong partnership with parents and are dedicated to maximising each child's potential in a supportive, challenging and community focused environment. Our curriculum and pedagogy not only enhance literacy and numeracy skills, preparing students as future citizens, but also incorporate inquiry-based learning to cultivate curious thinkers and innovative problem solvers. We engage students in authentic learning opportunities and real-world challenges, nurturing the artists, academics, musicians, athletes, designers, entrepreneurs, and scientists of tomorrow.

Vision and values

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

At Bardon SS, we are:

Researchers (Curious, Courageous and Resourceful)
Thinkers (Open-minded, Flexible and Persistent)
Collaborators (Empathic and Compassionate, Reliable)
Self-Managers (Resilient, Responsible and Reflective)













Culture and inclusion



School review key improvement strategies:

- Domain 1 Driving an explicit improvement agenda: Formalise processes for collaboratively developing, communicating and monitoring the Explicit Improvement Agenda against measurable targets to establish shared ownership of the school's strategic direction. (1a)
- Domain 4 Targeting school resources: Systematically enact budget planning and monitoring processes to ensure strategic and sustainable allocation of resources aligned to school priorities. (4a)
- Domain 6 Leading systematic curriculum delivery: Strengthen moderation processes at multiple junctures, including external moderation, to deepen teachers' knowledge of the Australian Curriculum and enable collaborative decision-making about effective pedagogies for learning. (6a)
- Domain 8 Implementing effective pedagogical practices: Develop a shared understanding of pedagogy to enhance collaborative discussions about the principles of pedagogy, decision-making and monitoring of the effectiveness of teaching and learning practices. (8a)
- Domain 7 Differentiating teaching and learning: Develop a whole-school approach to differentiation, with associated staff capability building and a focus on high-achieving students, to foster a shared responsibility for meeting the diverse needs of students. (7a)
- Domain 5 Building an expert teaching team: Develop a professional learning plan, including differentiated learning opportunities aligned to school priorities and individual goals, to build all staff members' capability in implementing effective teaching and learning practices. (5a)

School priorities:

- Curriculum and Pedagogy
- Exceptional Learners
- Culture and Collaboration

School priority 1:

Curriculum and Pedagogy

Curriculum: "the what" and **Pedagogy:** "the how" are inextricably linked. Over the next four years, we will complete the implementation of Australian Curriculum Version 9 which requires not only revision of "the what" but also necessitates consideration of "the how". The strategies outlined below describe the approach we will take to ensure the curriculum is delivered with rigour and fidelity through current, research-based pedagogical practices. Our goal is to engage all students and meet their diverse needs by balancing inquiry-based learning with explicit teaching, in the context of authentic, real-world learning and assessment opportunities.

Strategies

- Collaboratively establish a digital learning implementation plan for delivering devices and capability development in digital learning and pedagogy to embed effective, future-focused digital teaching and learning practices. (4b)
- Strengthen moderation processes at multiple junctures, including external moderation, to deepen teachers' knowledge of the Australian Curriculum and enable collaborative decision-making about effective pedagogies for learning. (6a)
- Refine the whole-school curriculum plan, aligning to the P-12 Curriculum, Assessment and Reporting Framework, to enable vertical and horizontal alignment of teaching, learning and assessment. (6b)
- Develop a shared understanding of an evidence-informed, whole-school approach to teaching reading through the Australian Curriculum to ensure consistent teaching practices across the school. (6c)
- Develop a shared understanding of pedagogy to enhance collaborative discussions about the principles of pedagogy, decision-making and monitoring of the effectiveness of teaching and learning practices. (8a)

School priority 2:

Exceptional Learners

During the 2024 review, "inclusion" was recognised as a key strength of the school, with a strong commitment to "meeting students where they are" and supporting "the whole child." This was particularly evident for students facing learning challenges. While the needs of our most capable students are also addressed—both within the classroom and through additional academically challenging opportunities—staff acknowledge the importance of continued growth in this area. The strategies outlined below describe how we will maintain and enhance our successful, embedded differentiation practices while building staff capability and increasing our focus on high-achieving students.

Strategies

- Refine the data plan, aligning to improvement priorities, to ensure purposeful data is collected and informs differentiated teaching and learning practices. (2a)
- Systematically enact regular, purposeful data analysis, including collaborative review of student work samples, to guide next steps in teaching and learning.
 (2b)
- Develop a whole-school approach to differentiation, with associated staff capability building and a focus on high-achieving students, to foster a shared responsibility for meeting the diverse needs of students. (7a)

Measurable outcomes

- Data Plan created, processes planned, documented and enacted (2a, 2b)
- Bardon differentiation placemat created and enacted with fidelity from planning through to enactment in classrooms (7a)
- Increased NAPLAN and A-E data for high-achieving students (7a)
- Increased SOS (School Opinion Survey) scores relating to provision and challenge for high-achieving students (7a)

School priority 3:

Culture and Collaboration

During the 2024 Review, staff members celebrated how a culture of mutual respect, trust and care enables them to work collegially and productively. Members of the community also spoke highly about the culture of the school. The strategies outlined below describe how we will build on this strength through on-going consultation and collaboration to achieve worldclass, holistic educational outcomes for every child.

Strategies

- Formalise processes for collaboratively developing, communicating and monitoring the Explicit Improvement Agenda against measurable targets to establish shared ownership of the school's strategic direction. (1a)
- Refine roles and responsibilities for all staff to clarify individual accountabilities aligned to improvement priorities. (1b)
- Collaboratively develop a school-wide approach to promoting positive student engagment, behaviour, and social and emotional learning to ensure consistent enactment of expectations across the school. (3a)
- Systematically enact budget planning and monitoring processes to ensure strategic and sustainable allocation of resources aligned to school priorities. (4a)
- Develop a professional learning plan, including differentiated learning opportunities aligned to school
 priorities and individual goals, to build all staff members' capability in implementing effective teaching
 and learning practices. (5a)
- Collaboratively refine channels of communication to ensure priority information is effectively shared with parents and carers and maximise their engagement with their child's learning. (9a)
- Investigate opportunities for building connections with First Nations community members to inform inclusive ways of working and contextualise the curriculum through embedding Indigenous perspectives. (9b)

Measurable outcomes

- Improved SOS (School Opinion Survey) Data (staff) reflecting increased consultation and collaboration (1a, 3a, 4a, 5a, 9a)
 - Documentation and annual review of Roles and Responsibilities for all staff with clear alignment to AIP (Annual Implementation Plan) (1b)



Formalise school-wide processes, including observations, feedback, mentoring and sharing
of practice, to support the refinement and effective implementation of teaching and learning
practices. (8b)

Measurable outcomes

- Digital learning plan created and enacted (4b)
- All teachers engaged in regular internal and external moderation processes (6a)
- Consistent use of Learning Walls in all classrooms: all students engaging with walls and able to articulate understanding of success criteria and next steps (6a)
- Reading data: DIBELS (Dynamic Indicators of Basic Early Literacy Skills) & NAPLAN (6c)
- Vertical and horizontal alignment of teaching, learning and assessment is documented (whole-school curriculum plan) and enacted across the school (6b)
- Full implementation of ACv9 (Australian Curriculum Version 9) (6b)
- Consistent approach to teaching of Reading (Prep Yr6), including implementation of SoundsWrite (6c)
- Pedagogy Plan created and enacted with fidelity in all classes (8a)
- All teachers & TAs regularly participate in WOW (Watching others Work) opportunities (8b)
- All teachers regularly engaging in observation and feedback opportunities and opportunities to share best practice (8b)

Success criteria

Behaviourally:

Students can/will:

- Use digital devices safely and develop their digital literacy skills (4b)
- Use learning walls to self-assess using annotated rubrics to identify and articulate realistic next steps (6a)
- Understand the range of pedagogies through which they are taught and can articulate preferred pedagogy (8a)

Teachers can/will:

- Be equipped to teach, using best practices for digital literacies including teaching of cyber safety (4b)
- Moderate collaboratively (before, during and after teaching and learning episodes) to reflect on teaching and learning and grade accurately (internal and external moderation) (6a)
- Implement planned curriculum to ensure alignment between intended, planned, enacted –
 differentiate to inclusively support all students to access (6b)
- Use up-to-date research-based practice to teach reading and undertake professional development as necessary to maintain currency of high-impact strategies (6c)
- Plan teaching and learning using agrees pedagogical practices (embedded into unit planning) (8a)
- Use school-wide consistent metalanguage and graphic/posters e.g. Learning Assets, Inquiry Cycle, Sounds-Write, consistent colours for language features (8a)
- Achieve professional goals (Setting Professional Goals process), participate in WOW and engage in collaborative pedagogical discussions to review effective practices (8a)

Teachers and Teacher Aides can / will:

Engage in observations, feedback, mentoring and WOW processes (8b)

Leadership team can/will:

- Collaboratively create a digital learning implementation plan (4b)
- Set moderation agenda in weekly CAMP meetings (Curriculum, Assessment, Moderation and Pedagogy); write policy and processes for before, during, after and end moderation (portfolio grading moderation); set up moderation processes (6a)
- Lead roll-out of v9 Australian curriculum, using consistent metalanguage & aligning to K-12 QCARF (Kindergarten Yr 12 Queensland Curriculum Assessment & Reporting Framework); maintain line of sight to ensure whole school plan is enacted with fidelity (6b)
- Create Structured Literacy Plan (6c)
- Collaboratively create Pedagogy Plan, review and update annually; maintain line of sight to ensure unit planning embeds pedagogy (8a)
- Create and ensure enactment of plans for: observations, feedback, mentoring and SPG and WOW plans (8b)

Success criteria

Behaviourally:

Students can/will:

- Complete diagnostic and summative assessment, and relevant surveys. (2a)
- Be on their learning edge and know their next steps; students engaged in the strategies according to the Bardon differentiation placemat (also evident in assessment processes) (7a)

Teachers can/will:

- Utilise data cycle set out in the Data plan [administer test, analyse data
 (assessment data and work samples), set goals for themselves and confer (and
 review) with students to ensure they are aware of their own next steps and how
 to achieve them, adapt teaching to differentiate to meet goals, review goals]. (2a,
 2b)
- Plan, enact and document quality differentiation in accordance with Bardon Placemat (data and needs driven) occurring in all Learning Areas for all students; Planning delivered (intendent, planned & enacted) & assessment – documentation according to Placemat (7a)

Leadership team can/will:

- Lead above processes in weekly CAMP Meetings (Curriculum, Assessment, Moderation and Pedagogy), review and update data plan annually, lead data processes as per data plan to support teachers to differentiate reading/ learning to improve literacy/numeracy outcomes (2a, 2b)
- Review current and improve differentiation model including up-to-date, research-based practices; lead capability in classroom differentiation (focus on high-achieving students) (7a)

- SOS data (Student, Staff and Parents) reflects confidence in high standards of student engagement and behaviour (3a)
- High standards of behaviour (OneSchool data) (3a)
- BOR (Budget Overview Report) and Staffing Structure demonstrate alignment of resources to AIP. Monitoring processes in place. (4a)
- Professional Learning Plan created, enacted and updated annually (5a)
- All staff members create and achieve professional goals through SPG process (Setting Professional Goals) Teachers; APDP (Annual Performance Development Plan) process – Other Staff) (5a)
- SOS data indicates high staff morale (5a)
- Streamlined and effective processes for external and internal communication and sharing of information achieved through consultation and evidenced by staff and parent feedback (9a)
- Increased parent engagement and participation in school activities and volunteering (9a)
- Connections with First Nations community members established and utilised to inform inclusive ways of working and embedding perspectives in curriculum planning and learning opportunities and experiences (9b)

Success criteria

Behaviourally:

Students can/will:

- Enact school expectations; use the language of Learning Assets as described in our School Values during learning (3a)
- Engage in Forest School (Prep Yr 2) to embed the cultural significance of where we live (9b)

All Staff can / will:

- Be clear on roles and responsibilities (how their own role and responsibilities (and those of others) align with the Strategic Plan) (1b)
- Have input to the development of a school-wide approach to promoting positive student engagment, behaviour, and social and emotional learning to be responsible for ensuring consistent enactment of expectations across the school (3a)
- Have awareness of and input to budgeting decisions (4a)
- Achieve their professional goals each year (5a)

Teachers can/will:

- Collaboratively develop EIA (Explicit Improvement Agenda) targets for each AIP (Annual Implementation Plan) and collaboratively review progress against targets termly (traffic lights) in staff meetings or CAMP (Curriculum, Assessment, Moderation & Pedagogy) meetings (1a)
- Utilise Australian Curriculum v9 Health to support teaching of wellbeing; use Personal and Social Capability to teach learning assets and monitor and assess on report cards (3a)
- Build a framework of learning assets using General Capabilities: Personal and Social capability (led by Inquiry Team) to promotes a culture of learning (3a)
- Embed ATSI (Aboriginal & Torres Strait Islander) Cross Curriculum Priority into planning as appropriate;
 Cultural inclusion team will investigate further opportunities for building connections with First Nations community members and develop / implement plans accordingly (9b)

Leadership team can/will:

- Maintain line of sight from classrooms to strategic plan (enacted) and foster collaboration with P&C to support resources to align with Strategic plan (1a)
- Review/refine roles and responsibilities to ensure alignment of all roles to the Strategic Plan, including: leadership team members, Teachers, ALT (Active Learning Team), office staff, School's Officer, Teacher Aides and all staff in relation to the function and management of key communal areas of the school e.g. Grounds and Library (1b)
- Ensure consistency of behaviour expectations communicating and reinforcing the expectations to all stakeholders (3a)
- Ensure alignment of budget to AIP (Annual Implementation Plan) (4a)
- Develop professional learning plans aligned to Strategic Plan and to individual professional goals, including internal WOW (Watching Others Work) opportunities (5a)
- Review existing communication processes (internal and external); Collaboratively develop Communication
 Plan which outlines what is communicated where, when and how; maintain line of sight to ensure that teachers
 use and parents refer to this plan when trying to source links (9a)
- Make connections with local First Nations community groups. (9b)
- Allocate Library budget for books which will support the Cross Curriculum Priority of embedding ATSI histories and cultures. (9b)

VVOV	plans (ob)									1				
Phases	2025	2026	2027	2028	Phases	2025	2026	2027	2028	Phases	2025	2026	2027	2028
Developing	6b, 6c, 8a, 8b,	6a,6b,6c,4b, 8a,			Developing	2a, 7a,	7a,			Developing	1a. 3a. 9a.	3a, 5a, 9a, 9b,	9b.	
Implementing	6B	6b, 6c, 8b,	4b, 6a, 6b, 8b,		Implementing	2b,	2a,	7a.		Implementing	4a	1a. 5a.	3a. 9a.	9a. 9b
Embedding		6b,	6b, 6c, 8a,	4b, 6a, 6b, 6c, 8b,	Embedding		2b.	2a, 2b,	2a, 7a,	Embedding		4a.	1a, 4a, 5a,	3a, 4a, 5a,
Reviewing			6b.	6b. 6c. 8a.	Reviewing		2a	22	2a 2h	Reviewing	1h	1h	1h	1a 1h

Approvals This plan was developed in consultation with the school community and meets school needs and systemic requirements.

All Rutland

Principal

P&C President

School Supervisor

