


Bardon State School

2025-2028 SCHOOL STRATEGIC PLAN

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| <p>School profile</p> <p>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.</p> | <p>Vision and values</p> <p style="text-align: center;">Empowering lifelong learning with curiosity and wonder to make our world a better place</p> <p>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) Communicators (Confident, Responsive, Respectful).</p> | |
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| <p>School review key improvement strategies:</p> <ul style="list-style-type: none"> • Domain 1 Driving an explicit improvement agenda: <i>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)</i> • Domain 4 Targeting school resources: <i>Systematically enact budget planning and monitoring processes to ensure strategic and sustainable allocation of resources aligned to school priorities. (4a)</i> • Domain 6 Leading systematic curriculum delivery: <i>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)</i> • Domain 8 Implementing effective pedagogical practices: <i>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)</i> • Domain 7 Differentiating teaching and learning: <i>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)</i> • Domain 5 Building an expert teaching team: <i>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)</i> | <p>School priorities:</p> <ul style="list-style-type: none"> • Curriculum and Pedagogy • Exceptional Learners • Culture and Collaboration | |
| <p>School priority 1:</p> <h3 style="text-align: center;">Curriculum and Pedagogy</h3> <p>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.</p> <p>Strategies</p> <ul style="list-style-type: none"> • 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) | <p>School priority 2:</p> <h3 style="text-align: center;">Exceptional Learners</h3> <p>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.</p> <p>Strategies</p> <ul style="list-style-type: none"> • 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) <p>Measurable outcomes</p> <ul style="list-style-type: none"> • 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) | <p>School priority 3:</p> <h3 style="text-align: center;">Culture and Collaboration</h3> <p>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.</p> <p>Strategies</p> <ul style="list-style-type: none"> • 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 engagement, 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) <p>Measurable outcomes</p> <ul style="list-style-type: none"> • 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) |

