

Bardon State School

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by School and Region Reviews through community consultation.







Acknowledgement of Country

We acknowledge the land of the Turrbal and Jagera people of the Yuggera language region.

About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	268
Indigenous enrolments	0.74%
Students with disability	29.4%
Index of Community Socio-Educational Advantage (ICSEA) value	1166

About the review

 4 reviewers from 9 to 10 October 2024	 37 school staff	 26 students
 23 parents and carers	 9 community members	 48 conversations and forums

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and School and Region Review validation.

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.

Domain 4: Targeting school resources

Systematically enact budget planning and monitoring processes to ensure strategic and sustainable allocation of resources aligned to school priorities.

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.

Domain 8: Implementing effective pedagogical practices

Develop a shared language and understanding of pedagogy to enhance collaborative discussions about the principles of pedagogy, decision-making and monitoring of the effectiveness of teaching and learning practices.

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.

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.

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Key affirmations



Members of the community describe how all students are cared for within a tight-knit school community with a welcoming and safe family atmosphere.

Community members recognise the mindset of kindness and care, and the genuine warmth and respect for all students that is shared by members of the school community. Parents and carers speak of staff members' efforts to provide a supportive environment and high-quality learning experiences for their child. School community members speak highly of the principal's leadership and express respect for the leadership team. Parents describe staff as the 'heart and the soul' of the school and remark that from the minute they walk in the door, families feel welcome and part of the Bardon 'family'.



Staff members celebrate how a culture of mutual respect, trust and care enables them to work collegially and productively.

Staff articulate they value the supportive and trusting nature of the school team as a foundation for respecting others' contributions and sharing resources and ideas. They comment this collegiality is modelled by leaders and extends to all teams, including year level teaching teams, which work productively and with a high level of positivity. Staff speak of the autonomy and agency leaders afford them, remarking this reflects leaders' trust and respect for their professional skills. They describe how this enables them to confidently have a voice and lead.



Staff and parents speak of a shared commitment to supporting individual students' wellbeing and learning progression.

Staff express a belief that they make a difference to student outcomes through the relationships they build and the practices they enact. The Active Learning Team (ALT) provides leadership, structure and support to enable individual students with diverse needs to achieve. Team members explain that a focus on inclusive practices enables adjustments and supports that 'meet students where they are at' and enables them to progress. Staff describe how referring students to the ALT enables access to support and services. They articulate their commitment to 'the whole child' and to supporting all students in the school, not just in their own classes. Leaders explain how responsive strategies are enacted to address emerging staff capability needs, such as the recent provision of staff training in trauma-informed practices.



Staff value the regular time allocated for collaboration and describe how leaders use these opportunities to drive professional learning and improvement.

Year level teams, including ALT teachers and leaders, collaborate in Curriculum, Assessment, Moderation and Pedagogy (CAMP) meetings to co-design teaching and learning activities and student supports, reflect on students' learning, and engage in ongoing professional learning and improvement. Members of these teams speak of how they share ideas, strategies and resources. They express appreciation for time with the principal for professional goal setting, and data conversations with leaders. Staff members convey they value the provision of relevant Professional Development opportunities that positively impact their capability and practices.



Staff and students describe how purposeful use of the welcoming and engaging environment stimulates inquiry and creative thinking.

Community members remark that the school looks and feels welcoming and calm, which instils a sense of positivity and safety. Staff describe how the design of the physical environment, both indoors and outdoors, promotes play, movement, connection to nature and collaboration. The schools officer exclusively plants and nurtures native trees and shrubs, and community members express a strong sense of gratitude for the leafy and inviting environment this creates, some affectionately calling it their 'green amphitheatre'. Staff indicate that innovative use of the forest and loose parts play area is embedded within an inquiry learning focus. Students speak enthusiastically of having fun through the engaging learning activities.