



Strategic Plan

2021  2024



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



Learning
and
growing
together



Acknowledgment to Country

Bardon State School acknowledges the traditional owners, the Turrbal and Jagera First Nations people as the custodians of where we gather today, recognising their connection to land, waters and community.

We pay our respects to Australia's First Nations people and to their elders past, present and emerging. May their strength and wisdom be with us today.



Foreward



Bardon State School is a vibrant community focused on **“Knowing each student and knowing their next challenge”**. We seek to maximize each child's potential in a supportive, challenging and community focused environment. Our curriculum is not only building the literacy and numeracy skills of our future citizens but embeds inquiry learning to develop curious thinkers and innovative problem solvers. We want to foster the artists, academics, musicians, sportspeople, digital designers and scientists of the future.

In 2020, Bardon State School engaged in a full school review as part of the Quadrennial School Review Process. This review provided an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#).

The creation of this four year Strategic Plan has been co-created over the past six months through a variety of platforms including:

- ✓ Presentations and facilitated sessions run by Educational Futurist Tony Ryan, with students, staff and parents
- ✓ Key recommendations from the School Improvement Unit/School Review
- ✓ 3 targeted Coffee Connect parent sessions held on Friday mornings
- ✓ Feedback opportunities through electronic surveys
- ✓ Newsletter updates
- ✓ Opportunities during school events
- ✓ Feedback boards and posters visible around the school and
- ✓ Email communication

This comprehensive process ensured all stakeholders had full agency throughout the entire process.

We are very proud of our new 2021-2024 Strategic Plan and I personally, would like to thank the staff, parents, community members and most importantly our students who have contributed to the creation of this plan which will steer our school towards achieving our 2024 vision.

The following strategic plan outlines our vision, values and key priorities for Bardon's 2024 journey. This will frame the innovative work we do for all Learners at Bardon State School and will continue to inspire our School community with a shared purpose and clear direction for an exciting future.

A handwritten signature in black ink, appearing to read 'Jill Rutland'.

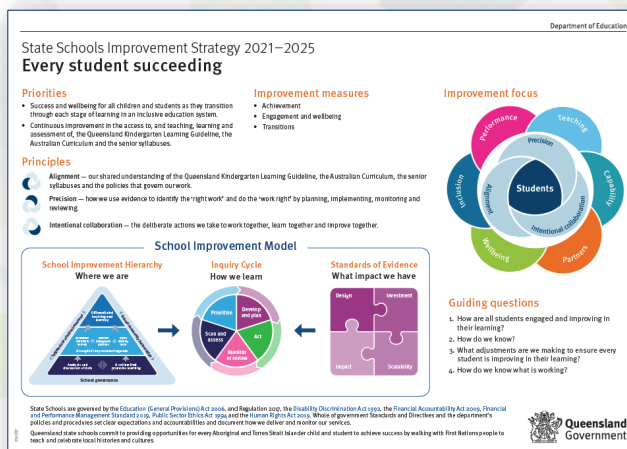
Mrs Jill Rutland

Principal

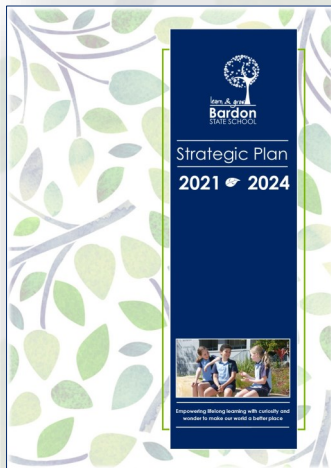


Alignment

The work we do here at Bardon State School has full alignment and connection to the Education Queensland Department policies and documents. There is clear line of sight between the State School Improvement Strategy, the Metropolitan Strategic Plan, Bardon State School's Strategic Plan (this document), and then into our own Annual plan and expenditure of Investing for Success, which can be found on our school website each year..



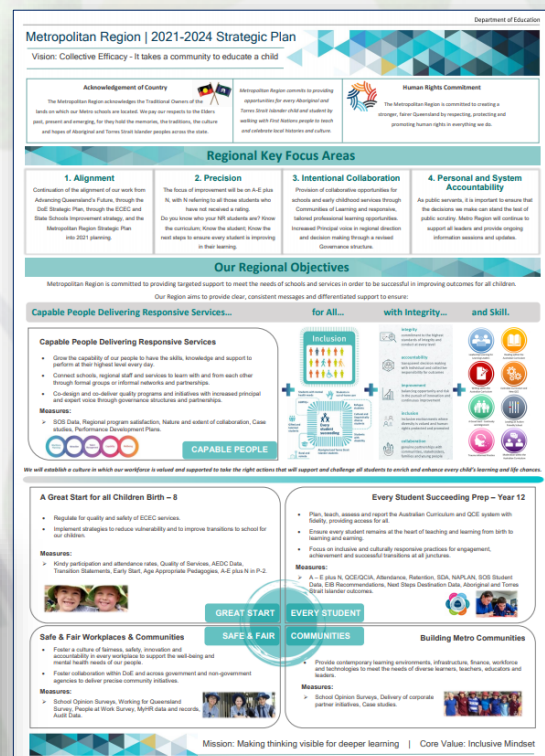
State School Improvement Strategy 2021-2025



Bardon State School

Bardon State School - Annual Implementation Plan 2021			
Precision			
Strategic Direction	Strategic Outcome	Strategic Initiative	Responsible Officer
Strategic Direction 1: Provide a safe and secure environment for all students and staff.	Strategic Outcome 1: All students and staff feel safe and secure.	Strategic Initiative 1.1: Implement a comprehensive safety and security plan.	Principal
Strategic Direction 2: Provide a high quality education for all students.	Strategic Outcome 2: All students achieve high levels of learning and achievement.	Strategic Initiative 2.1: Implement a comprehensive curriculum and assessment plan.	Principal
Strategic Direction 3: Provide a supportive environment for all students and staff.	Strategic Outcome 3: All students and staff feel supported and valued.	Strategic Initiative 3.1: Implement a comprehensive wellbeing and support plan.	Principal
Strategic Direction 4: Provide a sustainable environment for all students and staff.	Strategic Outcome 4: All students and staff contribute to a sustainable future.	Strategic Initiative 4.1: Implement a comprehensive sustainability plan.	Principal
Alignment			
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Strategic Direction 1: Provide a safe and secure environment for all students and staff.	Strategic Outcome 1: All students and staff feel safe and secure.	Strategic Initiative 1.1: Implement a comprehensive safety and security plan.	Principal
Strategic Direction 2: Provide a high quality education for all students.	Strategic Outcome 2: All students achieve high levels of learning and achievement.	Strategic Initiative 2.1: Implement a comprehensive curriculum and assessment plan.	Principal
Strategic Direction 3: Provide a supportive environment for all students and staff.	Strategic Outcome 3: All students and staff feel supported and valued.	Strategic Initiative 3.1: Implement a comprehensive wellbeing and support plan.	Principal
Strategic Direction 4: Provide a sustainable environment for all students and staff.	Strategic Outcome 4: All students and staff contribute to a sustainable future.	Strategic Initiative 4.1: Implement a comprehensive sustainability plan.	Principal
Intentional Collaboration			
Strategic Direction	Strategic Outcome	Strategic Initiative	Responsible Officer
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Bardon State School Annual Implementation Plan 2021



Metropolitan Region Strategic Plan—2021–2024

Investing For Success Expenditure for 2021

Investing for Success	
Under this agreement for 2021 Bardon State School will receive	
	\$105,002
This funding will be used to	
<ul style="list-style-type: none"> Ensure 100% of students in Prep, Year 1 and Year 2 are meeting National Minimum Standards for Reading against regional benchmarks Ensure 75% of students in Prep, Year 1 and Year 2 are achieving Upper 2 Bands regional benchmarks for Reading against regional benchmarks Ensure that 100% of students achieve C or above in English and Mathematics 	
Our initiatives include	
<ul style="list-style-type: none"> Implementing high impact, evidence based, foundational literacy skills, through consistent approaches Prep - Year 6: Phonological Awareness, Phonics (Soundbites), and Spelling, Reading and Writing Centre Set, Metropolitan State School Strategy: Every Student Succeeding framework Ensuring all students are achieving their year's worth of growth (including our high achieving students) through effective differentiation and effective use of human resources, Visible Learning - High Impact Teaching Strategies, VLS Building capabilities of evidenced based differentiation strategies, High Impact Teaching Strategies, VLS Implementing the Australian Curriculum with rigour and fidelity Metropolitan Region Strategic Plan - A great start for all children 	
Our school will improve student outcomes by	
Purchasing of whole school consistent literacy resources and providing opportunities to build capabilities	\$20,002
Professional Development and/or release time to build capabilities of staff, with a direct link to a positive impact on student learning	\$40,000
Increasing the breadth of our Active Learning Team to create precision of differentiation and support for all learners (including our high achieving students)	\$35,000
Building Community Partnerships to:	\$10,000
<ul style="list-style-type: none"> embed Aboriginal and Torres Strait Islander perspectives in the curriculum, and strengthen the Early Years Translational program 	
Total	\$105,002
<p>Amy Horta Principal Bardon State School</p> <p>Tony Cook Director-General Department of Education</p>	

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



Community Partnerships

A community partnership is a collaborative relationship between willing groups formed to achieve shared objectives. Working together through intentional collaboration will allow us to work together, learn together and improve together.



Inquiry Learning

Over the past four years, Bardon State School has responded to teacher, student and parent voice regarding the balance of Inquiry and Explicit learning opportunities within the delivery of the Australian Curriculum. Over the next four years, we will continue to build on the work that has been initiated within the previous 2020 vision and enhance and refine our practices within this space.



Bardon Learners

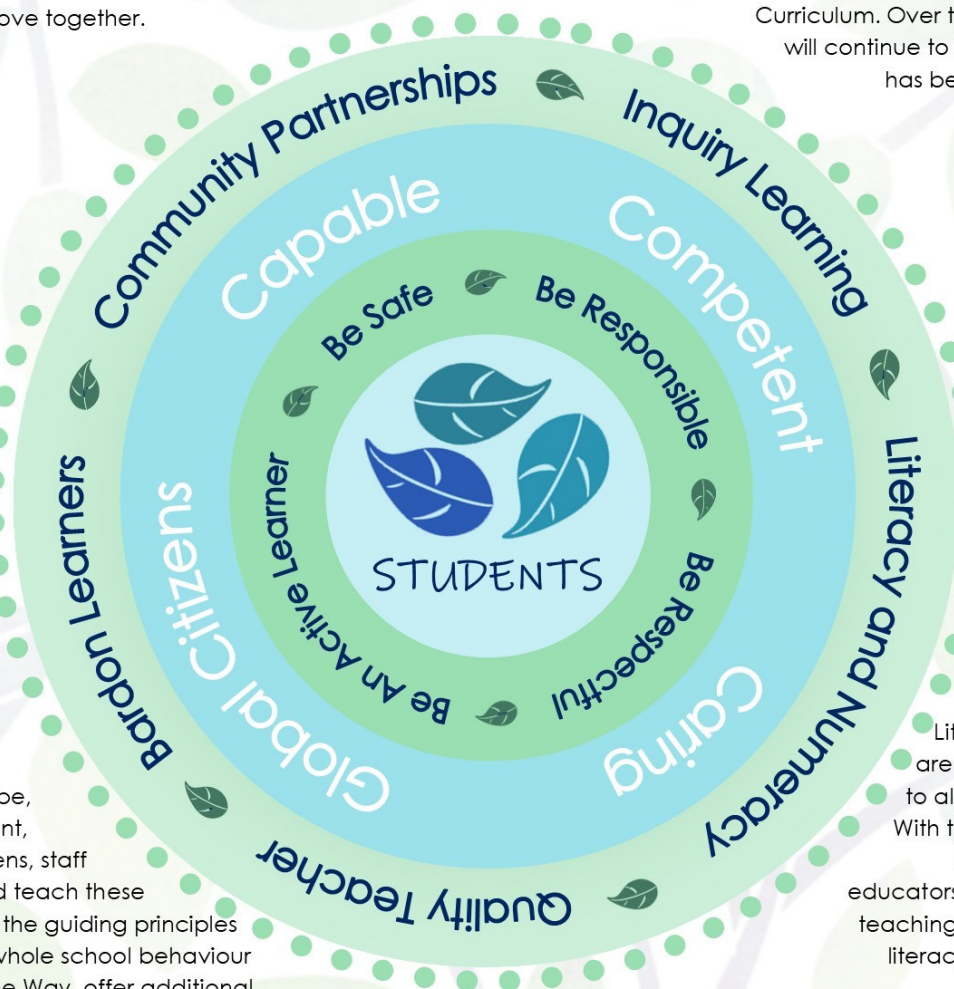
At Bardon State School, we believe that learning is for everyone, both students and staff. For our students to be, capable, competent, caring, global citizens, staff must recognise and teach these values. In addition, the guiding principles that underpin our whole school behaviour program - Play Is The Way, offer additional opportunities for staff and students to explore and embody these values.

Building and supporting student and staff wellbeing helps to create happy and healthy learners who contribute to working together in productive partnerships, to ensure we are learning and growing together each day.



Quality Teaching

In alignment with the Metropolitan Strategic Plan and the Inclusion Policy, we too strive for Every Student Succeeding. At Bardon State School, we meet students where they currently are within their learning journey and provide 'next steps' to support growth, progress and achievement. We do this through quality teaching, high impact strategies, and effective use of our human and physical resources. We aim to support the whole child academically, socially and emotionally.



Literacy and Numeracy



Literacy and Numeracy are the foundational skills to all other learning areas. With the balance of Explicit and Inquiry teaching, educators will provide targeted teaching around foundational literacy and numeracy skills.



Our Values



Bardon Learners are capable, competent, caring global citizens.
Empowering lifelong learning with curiosity and wonder to make our world a better place.

Capable

Adaptive
Open Minded
Resilient
Persistent

Competent

Independent
Collaborative Creative
Curious Problem Solvers
Critical Thinkers

Caring

Kind Mindful
Empathetic Happy
Compassionate
Grateful

Global Citizens

Sustainable
Digitally Responsible
Culturally Aware
Inclusive



Community Partnerships



A community partnership is a collaborative relationship between willing groups formed to achieve shared objectives. Working together through intentional collaboration will allow us to work together, learn together and improve together.

Key Action	2021	2022	2023	2024
Transitions				
Strengthen community partnerships to support children's transitions throughout their educational journey.	A	I	R	E
Local Indigenous Connections				
Enhance our knowledge and understanding regarding our local Indigenous people and area and increase the Aboriginal and Torres Strait Islander perspectives within our school.	A	I	R	E



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Key Action	2021	2022	2023	2024
Walker Learning				
Continue to embed and refine elements of Learning Play (P-2) in its entirety to become a signature practice.	E	R	E	R
Explore, implement and refine aspects of Engagement Matters (3-6) to finalise a whole school implementation of the Walker Learning approach.	A/I	I	E	R
Inquiry				
Staff will transfer their knowledge of Inquiry skills to various key learning areas to create meaningful adjustments to curriculum units to allow for Inquiry learning.	A	I	E	R

Literacy & Numeracy



Literacy and Numeracy are the foundational skills to all other learning areas. With the balance of Explicit and Inquiry teaching, educators will provide targeted teaching around foundational literacy and numeracy skills.

Key Action	2021	2022	2023	2024
Literacy				
Build knowledge and understanding of Phonological Awareness skills to support literacy learners.	A	I	E	R
Embed a consistent approach to the teaching and learning of phonics and spelling through frameworks, supportive documents, observations, feedback and professional development.	A/I	I	E	R
Enhance student progress through the effective use of decodable readers and contextualised Learn & Grow fluency words.	A	I	E	R
Numeracy				
Create and evaluate systems and processes to track numeracy skills.	A	I	R	I
Problem solving opportunities will be strengthened to allow for students to transfer their mathematical knowledge and understanding, as well as catering for our high achieving students.	A	I	R	I



Quality Teaching

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Key Action	2021	2022	2023	2024
Differentiation for Impact				
High impact teaching strategies will be selected by teachers to create effective differentiation for all, through the Universal Design for Learning.	A	I	I	E
Our Active Learning Team, will collaboratively work alongside teachers to support the delivery of the Australian Curriculum and Individualised Learning Plans, through a more focussed approach of the co-teaching approach.	I	R	E	R
Curriculum				
Staff (leadership team, teachers and teacher aides) continue to develop their understanding of the effective delivery and implementation of the full Australian Curriculum with rigour and fidelity.	I	I	E	R



At Bardon State School, we believe that learning is for everyone, both students and staff. For our students to be capable, competent, caring, global citizens, staff must recognise and teach these values. In addition, the guiding principles that underpin our whole school behaviour program - Play Is The Way, offer additional opportunities for staff and students to explore and embody these values.

Building and supporting student and staff wellbeing helps to create happy and healthy learners who contribute to working together in productive partnerships, to ensure we are learning and growing together each day.

Key Action	2021	2022	2023	2024
Student Development				
Teach and model our school values to support our students learning and their capability development.	A	E	R	I
Deliver <i>Play is the Way</i> as a school wide approach to our Behaviour Education and common language for Inclusion and Social Skills.	I	R	E	E
Wellbeing for All				
Student and staff wellbeing will be supported in alignment with the school's Wellbeing Framework and Action Plan.	A/I	I	R	E



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Melinda Serico

Freelance Artist

Melinda Serico is a descendant of the Gubbi Gubbi/Kabi Kabi people from the Sunshine Coast region on her grandmother's side, and the Iman people from Central Queensland on her grandfather's side.

She is a practising visual artist inspired by places in the landscape, nature's beauty and her cultural heritage.

The Serico family are founding member of The Gap community, Queensland.

Our Indigenous Designs were created through the facilitated session run by Melinda Serico. We thank our Year 3 to 6 students who put their ideas and artwork forward for consideration and inclusion in this document.

Students



Madeline Jones
Community Partnerships



Grace Gellatly
Inquiry Learning



Jemma Reeves
Literacy and Numeracy



Lucia Moodley
Quality Teaching



Sienna Ashton
Bardon Learners