



Bardon State School

Strategic Plan 2017 - 2020



School Profile

Bardon State School is a vibrant community focussed on '*knowing each student and knowing their next challenge*'. We seek to maximize each child's potential in a supportive, challenging and community focussed 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 whizzes and scientists of the future.

Since 1948 Bardon State School has established itself as a leader and innovator in the educational arena, a tradition we are proud of and continue to build upon. It is one of the highest performing schools in Queensland and though we celebrate this success, student and staff well-being and developing the whole child, are key priorities embedded in our Explicit Improvement Agenda. As a small school (enrolment 320), we create an environment that engages parents and students in the learning journey. We are community focussed, striving to build powerful partnerships within and beyond the school community.

Our facilities include a resource centre with a Digi-Tech Lab, indoor multi-purpose arena, tennis court, upper and lower sports ovals, senior, junior and middle years playgrounds, tuckshop and open air stage with Creative Arts studio attached. Our distinct extra curricular activities include an instrumental music and visual arts program, school choirs, chess club, interschool sport, coding and Bardon Lunch Clubs, and specialists in Science, Digi Tech, Dance, Drama and Japanese.

The School Review

In 2016, 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](#). It also recommended improvement strategies for our school to consider in consultation with our staff, students, parents and wider school community. After the review we spent a considerable amount of time gaining feedback from our staff, student and parent community to develop a shared vision and identified our core values. We explored our ideas, innovations and visions for the future through student video feedback (vox pops) and surveys, on-line parent survey, multiple staff feedback sessions and a final Parent Vision 2020 night facilitated by an educational consultant. We also reflected and aligned our vision to the [State Schooling Strategic Direction](#) and the [School Improvement Hierarchy](#). This comprehensive eight month process ensured all stakeholders had full engagement and agency throughout the entire process.

The following strategic plan outlines our vision, values and key priorities for Bardon's 2020 Vision. 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.

Vision

Nurturing a community of imaginative thinkers to inspire lifelong learning





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Values

As a school community we inspire learning and centre our decision making around the following core values :

IN - **I**ndividuals

S - **S**taff and **S**tudent Well-Being

P - **P**owerful **P**artnerships

I - **I**nquiry and **C**uriosity

R - **R**esilience

E - **E**xcellence

Improvement Priorities

A Culture that Promotes Learning

Success indicators

1. All learning environments are safe, respectful, inclusive and inspire curiosity and imagination
2. School wide policies, practices and programs are in place to assist in identifying and provisioning for ALL learners to promote positive outcomes (academic, social emotional, behavioural)
3. A strong collegial culture of mutual trust, self reflection and building capability is evident in feedback and coaching processes/programs
4. Parent and the wider community are readily engaged in the life of the classroom and school
5. A formative assessment model is embedded in all classes and student goal setting is evident

Strategies

	2017	2018	2019	2020
Embed a school-wide positive well-being program for staff and students to maximise engagement and outcomes and create a balance with life and learning	✓	✓	✓	✓
Promote greater connectedness between local schools (pre and high), universities and the wider community for positive staff and student outcomes	✓	✓	✓	✓
School and Community resources are targeted to key priority areas that promote safe, active and engaging learning and play environments	✓	✓	✓	✓
Communication strategies celebrate the successes of the school, engage and inform the community and promote parental engagement	✓	✓	✓	✓
Enhance and embed a quality feedback and coaching culture - between: the teaching teams, teachers and students, teachers and parents and students to students.	✓	✓	✓	✓





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Improvement Priorities

An Expert Teaching Team

Success indicators				
1. There is a shared responsibility for student learning and success, evident through the engagement of the Active Learning Team as co-teachers and collaborative generated planning that reflects differentiation for all students				
2. There is an established school-wide, professional team of highly able and engaged teachers and teacher aides who take an active role in leading key priority areas/projects and engage in professional discussion at Collaborative Professional Release (CPR)				
3. A culture of continuous professional improvement and collegial engagement evident in Professional Learning Plans and Coaching/Mentoring programs				
4. School wide analysis of, discussion and action planning from targeted data focussed on student outcomes, attendance, behaviour, and student well-being				
5. School based and systemic data indicates increased measures of progress of students in comparison with similar schools (ICSEA)				
Strategies	2017	2018	2019	2020
Develop Professional Learning Communities within and beyond the school	✓	✓	✓	✓
Develop support guides and a clear induction processes for all staff to ensure understanding of vision / values / processes / policies and pedagogy	✓	✓		
Support all staff on a continual improvement journey in data literacy to focus programming and resources, track effectiveness of practice and improve outcomes for all students	✓	✓	✓	✓
Collaboratively build teacher knowledge, capability and ownership of the school's response to intervention (Collaborative Professional Release CPR - Cycles of Inquiry and Active Learning Team (ALT) processes)	✓	✓	✓	✓





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Improvement Priorities

Excellence in Curriculum Knowledge, Innovation and Delivery

Success indicators

1. Formative, Summative and Diagnostic data indicates positive student progression - School and Systemic
2. Curriculum, Assessment and Reporting Frameworks reflect a shared understanding of the balance of inquiry and explicit models of teaching; implementation and actioning from data promotes improvement within classrooms, across P-6 and over time.
3. Teachers use a range and balance of research based teaching methods to maximise student learning and engagement (Explicit Instruction / Gradual Release Model / Inquiry Model)
4. Staff increased confidence, skills and knowledge in the effective use of digital technologies to ensure that ICT resources are utilised to enhance learning outcomes for all students (reflected in SOS, staff feedback, planning)

Strategies

	2017	2018	2019	2020
Engage staff in a review of Pedagogical and Whole School Curriculum Frameworks, to ensure a shared understanding of the intended curriculum reflecting a strong focus on balance between Explicit and Inquiry models.	✓	✓		
Review planned learning experiences to ensure they are engaging, challenging and relevant for ALL students (support, extension, enrichment)	✓	✓	✓	✓
Differentiate and innovate the professional learning opportunities for all staff to support their individual growth in targeted areas and share expertise (Australian Curriculum knowledge, Explicit and Inquiry models, Data literacy, Feedback and Coaching processes) and share expertise	✓	✓	✓	✓
Continue to embed the BSS Guides for the Teaching of Reading and associated Quality Standards and develop the Reading/Writing Connection	✓	✓	✓	

Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

