



Bardon State School

2017 Annual Implementation Plan

Improvement Priority 1. A Culture that Promotes Learning

Strategy:	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		
Actions	Timeline	Responsible Officer(s)	
Enhance the WPH&S committee to include Well-Being and develop a Well-Being Action plan for staff and students	Term 1	Lisa Hankey, Sharni Tomkins	
Promote and develop Mindfulness and Breathe projects for staff, students and Parents	Ongoing	Helen Dawes, Sharni Tomkins	
Create a routine of check in/start up conversations to begin each term Andrew Male - P-3 Sharni Tomkins - 4-6	Ongoing	Andrew Male, Sharni Tomkins	
Strategy:	Promote greater connectedness between local schools (pre and high), universities and the wider community for positive staff and student outcomes		
Actions	Timeline	Responsible Officer(s)	
Enhance the connections to feeder education centres (pre-school to BSS and BSS to High School) including transition programming, visits to centres and centres to BSS and a clear, Transition Procedures	Ongoing	Sarah Abdy, Shannon Ryan, Alex Stuart	
Review current and develop new hire agreements and MOU to key business and community agencies that support and enhance the opportunities for students	Term 2	Sharni Tomkins	
Strategy:	School and Community resources are targeted to key priority areas that promote safe, active and engaging learning and play environments		
Actions	Timeline	Responsible Officer(s)	
Collaborate with the P and C in the development of a Masterplan for the school and grant writing to support new facility initiatives	Term 2	Lisa Hankey, Sharni Tomkins	
Establish a strong connection between school/parents/students around Environment/ Sustainability projects- recycling bins, renew of top oval/ Sustainability Grant, student leadership roles	Ongoing	Andrew Male	
Strategy:	Communication strategies celebrate the successes of the school, engage and inform the community and promote parental engagement		
Actions	Timeline	Responsible Officer(s)	
Launch the renewed school website, parent handbook, staff handbook, school newsletter and social media communication portals	Term 1	Helen Dawes, Joshua McHugh, Sharni Tomkins	
Engage teaching staff in the development of a communication plan for engaging parents in the life of the classroom	Ongoing	Andrew Male	
Allocate budget line to provision for staffing and resources to promote the school, create links within and beyond the school community and support renewed social media platforms, and apps	Term 2	Helen Dawes, Joshua McHugh	
Engage a range of staff in hosting 'Coffee Connects' following assembly on a Friday to highlight and review key school priorities and programs	Ongoing	Sarah Abdy, Andrew Male, Sharni Tomkins	





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Strategy:	Enhance and embed a quality feedback and coaching culture - between: the teaching teams, teachers and students, teachers and parents and students to students.		
Actions	Timeline	Responsible Officer(s)	
Engage with Cam Brooks and the 'Feedback for Learning Project' to build teacher capacity in the high leverage practices of feedback and formative assessment	Ongoing	Andrew Male, Joshua McHugh, Sharni Tomkins	
Embed 'next step challenge' processes in Reading, Writing and Mathematics in all classrooms from P-6, and reporting	Ongoing	Andrew Male, Sharni Tomkins	
Institute a three tiered approach to coaching - whole staff level understanding of self and others, coaching /feedback conversations, intensive training module, Leadership coaching	Ongoing	Andrew Male	

Improvement Priority 2. An Expert Teaching Team

Strategy:	Develop Professional Learning Communities within and beyond the school		
Actions	Timeline	Responsible Officer(s)	
Continue to strengthen the connections with the MCC cluster - Master classes, Moderation, Shared Twilight focussed on 'Provisioning for High Ability Learners, WOW and mentoring programs	Ongoing	Sharni Tomkins	
Utilise staffing/budget and engage high quality specialists to ensure time for Collaborative Professional Release for each year level and specialists, focussed on formative assessment/data cycle	Term 1	Lisa Hankey, Sharni Tomkins	
Partner with Griffith University, Cam Brooks and the cluster of schools in the Feedback for Learning Project	Ongoing	Joshua McHugh	
Strategy:	Develop support guides and a clear induction processes for all staff to ensure understanding of vision / values / processes / policies and pedagogy		
Actions	Timeline	Responsible Officer(s)	
Revise a staff handbook and establish a clear induction process for all new staff to Bardon State School	Term 1	Andrew Male, Sharni Tomkins	
Partner Beginning Teachers with Mentors and utilise and refine the BSS Beginning Teacher Mentor guideline	Ongoing	Alex Stuart	





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Improvement Priority 2. An Expert Teaching Team

Strategy:	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		
Actions	Timeline	Responsible Officer(s)	
Continue to develop Oneportal and Oneschool as the portals for storage of key data and resources	Term 2	Ann Burridge, Kimberley Harden	
Support staff skills, knowledge and understandings of how to access, use and action from data (CPR and data conversations) Andrew Male - P-3 Sharni Tomkins 4-6 Identified support students -Sarah Abdy	Ongoing	Sarah Abdy, Andrew Male, Sharni Tomkins	
Review and refine the Whole School Assessment and Reporting Guideline	Term 2	Andrew Male	
Strategy:	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)		
Actions	Timeline	Responsible Officer(s)	
Develop protocols for CPR and refine the model for the CPR short term data cycles to more strongly link the Aust/Curriculum to GTMJ to Data (guiding planning, teaching, assessing and differentiation)	Ongoing	Sarah Abdy, Andrew Male, Sharni Tomkins	
Sarah Abdy (ALT) engaged to focus on supporting staff to enhance learning opportunities and engagement of high ability learners (G&T Action Plan, E&E programming and provisioning)	Term 3	Sarah Abdy	

Improvement Priority 3. Excellence in Curriculum Knowledge, Innovation and Delivery

Strategy:	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.		
Actions	Timeline	Responsible Officer(s)	
Create an alignment tool to enhance connectedness in the Whole School Curriculum Plan	Term 1	Andrew Male	
Engage teaching staff in the review and development of the BSS Pedagogical Framework that reflects a balance of Explicit Instruction and Inquiry Based Learning	Ongoing	Andrew Male, Sharni Tomkins	





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Improvement Priority 3. Excellence in Curriculum Knowledge, Innovation and Delivery

Strategy:	Review planned learning experiences to ensure they are engaging, challenging and relevant for ALL students (support, extension, enrichment)		
Actions	Timeline	Responsible Officer(s)	
Provide induction for all new staff, and a review for all staff on the ALT identification, referral and support processes	Term 1	Sarah Abdy, Joelyne Hemburrow	
Term Planning Documents to reflect differentiation using the Maker Model in all learning areas (shared on Oneportal)	Ongoing	Sarah Abdy, Andrew Male, Sharni Tomkins	
Strategy:	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		
Actions	Timeline	Responsible Officer(s)	
Embed the Professional Development Planning process with all staff Andrew Male - P-3 Sharni Tomkins - 4-6	Term 4	Andrew Male, Sharni Tomkins	
Partner with the providers of THRASS to provide differentiated training model to meet the needs and experience of staff	Term 1	Sharni Tomkins	
All staff complete two rounds of Classroom Profiling, all Beginning Teachers profiled each term, all Pre-Service teachers profiled once each Prac	Ongoing	Ann Burridge, Kaylee Grayson, Joelyne Hemburrow, Andrew Male	
Target human and physical resources (ALT/SLP/TA) in an early intervention programming focussed on Oral Language - screening, identification, programming and support (Prep)	Term 1	Samantha Adams, Joelyne Hemburrow	
Strategy:	Continue to embed the BSS Guides for the Teaching of Reading and associated Quality Standards and develop the Reading/Writing Connection		
Actions	Timeline	Responsible Officer(s)	
Continue professional learning and reflection opportunities around the guides for teaching modelled, shared and guided reading (RAT Pack)	Ongoing	Samantha Adams, Andrew Male, Andrea Moeser, Elizabeth Somerville, Alex Stuart	
Utilise staffing expertise in NAPLAN writing marking to support Year 4 classes to continue to develop focussed teaching in the area of Writing	Ongoing	Samantha Adams	
Engage 4-6 in targeted Professional Learning focussed on building capacity, skills and knowledge in the Reading/Writing Connection (QCAA Term 1, Feedback for Learning project, Sam Adams targeted Yr 4)	Ongoing	Samantha Adams, Andrew Male	





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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

