



Boyne Island Environmental Education Centre Annual Implementation Plan 2019

School Improvement Priorities 2019

Improvement priority: Quality curriculum

Strategy- Explicit links to Australian curriculum and senior syllabus outcomes			
Actions	Targets	Timelines	Responsible Officer/s
Review all programs to ensure explicit links and alignment to AC or Senior Syllabus. Descriptors from Learning Areas explicitly targeted and clarified with visiting school staff	<ul style="list-style-type: none"> 100% of BIEEC programs with explicit links Headline Indicator Data >95% of visiting staff report AC or senior syllabus alignment School curriculum plan outlining links across descriptors, general capabilities and cross curricular priorities Pre and post student data questionnaire targeting AC descriptors for all programs 	Term 1-2	Principal and Teachers
Embedding and explicitly recording <ul style="list-style-type: none"> <i>General Capabilities</i> into programs in particular ICT, Literacy, Creative and critical thinking and personal and social capability <i>Cross Curricular Priorities</i> into appropriate programs in particular ATSI Histories and Cultures and Sustainability 	<ul style="list-style-type: none"> 100% of BIEEC programs with explicit links to one or more General Capabilities and Cross Curricular Priorities Visiting staff indicate use of AC: GC and CCP in programs through post visit survey Pre and post student data questionnaire targeting AC: GC and CCP descriptors for all programs 	Term 1-2	Principal and Teachers
Data review process to monitor alignment and implementation of AC – surveys, internal reviews, headline indicators	<ul style="list-style-type: none"> Headline Indicator Data >95% of visiting staff report AC alignment Reflection on Internal review data fortnightly at staff meetings 	T1 Fortnightly staff meeting Ongoing	Principal, Teachers and Teacher Aide
Strategy – Review and refine centre programs for quality learning outcomes			
Actions	Targets	Timelines	Responsible Officer/s
Review current programs – day and residential. Simplify programs into ‘packages’ to deliver clear purposeful, themed and innovative programs	<ul style="list-style-type: none"> All day visit programs revised explicitly linked to AC with clear and purposeful theme – Outcomes, resources, CARAs attached A bank of residential programs packaged with explicit links to AC with clear and purposeful theme – Outcomes, resources (including technology), CARAs attached 	Term 1 - 2	Principal and teachers
Market and communicate new and revised programs to visiting schools	<ul style="list-style-type: none"> BIEEC website completely overhauled and updated with programs and resources Facebook continually updated Marketing and communication strategy established and implemented 	Term 1 - 2	Principal and IT/public servant casual admin officer support



Improvement priority: Quality pedagogy

Strategy – Ensure all programs operate with a clear BIEEC Pedagogical framework			
Actions	Targets	Timelines	Responsible Officer/s
Clarify and simplify the BIEEC pedagogical framework	<ul style="list-style-type: none"> Clear focus of Pedagogical approach to teaching at BIEEC Refine, simplify and clarify documentation around Pedagogy at BIEEC – new visual ped framework 	Term 1-4	Principal
Professional Development delivered to teaching staff to clarify and ensure Pedagogical framework is a 'living culture' within the Centre	<ul style="list-style-type: none"> Principal to facilitate Ped PD – research based and refined All teaching staff teaching utilising the BIEEC Ped framework 	Term 1-4	All teaching staff
Strategy – Create a culture of coaching and mentoring			
Actions	Targets	Timelines	Responsible Officer/s
Schedule collegial coaching sessions to support collegial conversations and build teacher capability – dates and times placed into the timetable. TRS release for lesson observations to happen when required	<ul style="list-style-type: none"> Coaching dates and times scheduled throughout the year – opportunities for coaching and to be coached School opinion Survey – 100% of staff indicate the school encourages coaching and mentoring activities 	Established term 1 and Ongoing	All teaching staff
Strategy – Embed higher order thinking skills into programs			
Actions	Targets	Timelines	Responsible Officer/s
Revise programs and identify areas where higher order thinking skills can be implemented – lesson introduction, debriefing, reflection, activity follow up	<ul style="list-style-type: none"> Segments of lessons identified to target HOTS – coaching to improve Visiting staff/teachers indicate HOTS embedded into programs 	Term 1	Teachers
Establish cognitive verbs and inquiry questions in program content and lessons to promote student based higher order thinking	<ul style="list-style-type: none"> Change in pedagogy and teaching practice to incorporate HOTS language/literacy and expectations Centre documents outline HOTS language/literacy 	Term 2-4	Teachers
Establish and utilise thinking tools, graphic organisers and reflection tools within program to create opportunities for students to demonstrate HOTS	<ul style="list-style-type: none"> Centre documents refined and incorporate tools to deliver HOTS 	Term 2-4	Teachers

Endorsement

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



Michael Gabriel – Principal



Brian Parr - Assistant Regional Director

