



BIEEC Annual Implementation Plan 2022

Improvement Priority #1: Successful learners through *quality curriculum*

TARGETS

At 3 months (end Term 1)

- Specific program overviews identified to be completed by end of each term – teachers to continue working on these including TRS release – update website as these are completed
- Agreed template and content for individual 'Program plans'

At 6 months (end of Term 2)

- Specific program overviews identified to be completed by end of each term – teachers to continue working on these including TRS release
- Specific programs identified to be refined using Whole school approach to pedagogy lens - 'Program plans' created outlining critical and creative thinking strategies, key questions, achievement standards, differentiation, indigenous perspectives etc.
- Students curriculum achievement data analysed - learning goal achievement and Pre to post test data improvement

At 9 months (end of Term 3)

- All program overviews to be completed by end of term – teachers to continue working on these including TRS release – by end of August ready to open bookings for 2023
- Specific programs identified to be refined using Whole school approach to pedagogy lens - 'Program plans' created outlining critical and creative thinking strategies, key questions, achievement standards, differentiation etc.
- Marketing and communication of bookings open and programs offered – promote new programs and refined pedagogy approaches – Facebook, emails, CQ Communications, RD newsletter, Pay slips, Oneportal bulletins etc.

At 12 months (end of Term 4)

- All day visit and residential programs revised explicitly linked to AC with clear and purposeful theme/inquiry question – Outcomes, itinerary, resources and CARAs attached. Clear pedagogical approach for each program outlined.
- Specific programs identified to be refined using Whole school approach to pedagogy lens - 'Program plans' created outlining critical and creative thinking strategies, key questions, achievement standards, differentiation etc. BIEEC website continually updated with program overviews, resources and specific CARAs
- 90% of students showing improvement across program curriculum learning intentions - Pre to post test data
- 90% of students meeting their personal learning goals for the program
- Facebook continually updated to promote the Centre's work
- 100% booked for 2023 indicating successful marketing and promotion of quality programs and curriculum

Strategy – Enabling explicitly aligned Australian Curriculum learning experiences

Actions	Timeline	Responsible Officer/s
Continue to create program package overviews for each program offering – Curriculum links, achievement standards, program outcomes, itinerary, resources and CARAs – 2 nd level of planning	Term 1 - 3	Teaching staff
Refine each program with BIEEC Whole school approach to pedagogy lens - create clear ' program plan ' using an agreed template, outline key inquiry questions and critical and creative thinking (HOTS) opportunities, differentiation opportunities, indigenous perspectives to be embedded into program – 3 rd level of planning	Term 2 - 4	Teaching staff
Refine ' Student reflection tool ' for each program offering <ul style="list-style-type: none"> • Pre & Post test data aligned to explicit curriculum content descriptors, achievement standards and/or elaborations - 90% of students making improvement from Pre to post test curriculum knowledge • Student learning goal task - 90% of students achieving learning goals for program 	On going - reviewed as per data plan (twice each term)	Teaching staff and Principal
Engage with client schools to market and communicate new and revised programs	Ongoing Term 3 – ready for bookings 2023	Admin staff and Principal



Improvement Priority #2: Successful learners through improved *staff capability*

TARGETS

At 3 months (end Term 1)

- Refine and redevelop BIEEC data plan to identify what, when, how and why data is collected
- Explore options of support and intentional collaboration in the OEEC sector regarding data literacy – specifically regarding qualitative data using Grounded Theory
- Ensure all staff complete PDP's and identify areas of skill development required – Develop a whole Centre BIEEC PD plan
- Seek skill PD and allocate in calendar – release staff to complete (TRS) – certs and quals, data literacy and coaching and mentoring refreshment

At 6 months (end of Term 2)

- Staff professional development and discussions with data literacy leader to assist in unpacking data
- Continual refinement of action plans and next steps to better utilise the data we collect
- Staff completing and enacting PD plan
- Coaching and mentoring dates and times scheduled into calendar along with release opportunities to complete – elements of ped approaches as core focus

At 9 months (end of Term 3)

- Teacher led data meetings – discussion and analysis of data and next action steps for program refinement and teaching practice refinement
- Continual PD occurring and completion of tasks
- Coaching and mentoring occurring regularly - scheduled

At 12 months (end of Term 4)

- Collegial coaching dates and times scheduled into calendar throughout the year – opportunities for coaching and to be coached
- School opinion Survey – 100% of staff indicate the school encourages coaching and mentoring activities
- Improved practice by Centre teachers with strong peer support and programs continuing to be refined and improved
- Support new teachers through qualifications to be up to date and contributing team member
- Principal and experts in their field (OEEC sector specific) to facilitate Pedagogy PD – research based and refined
- All teaching staff able to articulate and utilise the BIEEC whole school approach to pedagogy in planning and practice
- All teaching staff with minimum quals for CARA requirements and safe confident practice
- Potential TRS teachers identified and skilled up in quals and BIEEC Pedagogy

Strategy – Deepen data literacy skills and knowledge to inform teaching and learning improvements

Actions	Timeline	Responsible Officer/s
Refine and redevelop a whole school data plan utilising the DoE data literacy framework	Term 1	Principal and teaching staff
Identify expertise in the broader environmental education sector to access learning opportunities aligned with data literacy – qualitative data analysis - Explore 'Grounded Theory'	Term 1 and ongoing	Principal
Schedule and prioritise data review meetings to analyse data and monitor progress	Term 1 and ongoing	Principal and teaching staff

Strategy – Providing professional development opportunities explicitly linked to the improvement agenda

Actions	Timeline	Responsible Officer/s
Professional Development delivered to teaching staff to clarify and ensure Pedagogical approaches is a 'living culture' within the Centre	Establish in term 2 Ongoing term 3-4	Principal and experts in their field
Continue to develop and enhance staff skill-based PD and qualifications for their various roles e.g. Certs and quals – explore TRS and succession planning PD investment	Ongoing throughout the year as courses arise	All staff

Strategy – Creating a culture of coaching and mentoring

Actions	Timeline	Responsible Officer/s
Upskilling all teaching staff on collegial coaching and instructional coaching methodology and purpose	Term 1	Principal and teaching staff
Schedule collegial coaching sessions to support collegial conversations and build teacher capability especially around BIEEC's clarified pedagogical approaches – dates and times placed into the timetable. TRS release for lesson observations to happen when required	Term 1 and ongoing	Principal and teaching staff



Improvement Priority #3: Successful learners through *quality pedagogy*

TARGETS (as evidenced by...)

At 3 months (end Term 1)

- Teaching staff review the previous version of pedagogy framework - identify components that are current and contemporary
- Staff will have unpacked various pedagogy approaches that suit outdoor and environmental education settings with a research and evidenced based lens to increase knowledge and understanding
- Collectively staff identify the pedagogy approaches and ways of working to be used to suit the BIEEC context
- Strategic learning wall established to track progress of strategic journey – AIP, Strat plan, current work
- Staff define 'deep learning' and understand various levels of learning through exploring current research

At 6 months (end of Term 2)

- A simplified, visual representation of the BIEEC whole school approach to pedagogy produced
- All teaching staff engaging in collegial coaching and instructional coaching cycles to begin the implementation of the BIEEC whole school approach to pedagogy
- Data collection – teacher and student surveys, qualitative student impact
- BIEEC based and sector based PD in pedagogy approaches, reflective practices and deep learning - intentional collaboration with other Centres

At 9 months (end of Term 3)

- All teaching staff engaging in collegial coaching and instructional coaching cycles to refine the implementation of the BIEEC whole school approach to pedagogy
- Monitor and discuss data collected – teacher and student surveys, qualitative student impact to continue to improve teaching and learning practices and programs at the Centre

At 12 months (end of Term 4)

- A refined, evidenced based, co-constructed whole school approach to pedagogy document produced
- Staff confidently delivering quality programs/lessons referencing the BIEEC whole school approach to pedagogy
- Visiting school staff report positively through verbal and survey feedback data on the Ped practices of BIEEC teachers with a direct link to the BIEEC whole school approach to pedagogy
- Residential programs utilise a refined reflective process consistent across all staff
- BIEEC staff gather a number of student impact stories (Qualitative data) through authentic student voice in a range of methods – journal/written, spoken and annotated etc.

Strategy – Enabling collective staff understanding and implementation of defined centre documents

Actions	Timeline	Responsible Officer/s
Review and refine the BIEEC whole school approach to pedagogy to ensure clarity and purpose for teaching and learning at BIEEC	Term 1 and 2	Teaching staff and Principal
Establishment of collegial and instructional coaching cycles to successfully implement BIEEC whole school approach to pedagogy across all lessons and learning experiences	Term 2 - 4	Teaching staff and Principal

Strategy – Assisting students to monitor and deepen their learning

Actions	Timeline	Responsible Officer/s
Review, refine and document the centers repertoire of reflective practices - debriefing techniques, written reflections	Ongoing	Teaching staff and Principal
Collection and analysis of qualitative data through survey, journal writing, annotations to monitor the deep learning informing improvement opportunities in programs and practice	Ongoing	Teaching staff, support staff and Principal

Endorsement

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



Michael Gabriel - Principal



Garry Goltz - Assistant Regional Director

