



## Brisbane Urban Environmental Education Centre Annual Implementation Plan 2019

### School Improvement Priorities 2019

#### Teaching and Learning

**Goal:** Use data collected during 2018 that was focused on the effectiveness of teaching strategies, teaching skills and program alignment to curriculum to inform the refinement of the pedagogical framework that is relevant to the centre's vision and priorities.

Curriculum			
Actions	Targets	Timelines	Responsible Officer/s
Continue to review all centre programs to ensure that they: <ul style="list-style-type: none"> <li>directly link to the Australian Curriculum Version 8.3</li> <li>support the cross-curricular priorities of the Australian Curriculum</li> <li>Implement and review new programs attached to the Senior Geography syllabus to be implemented in 2019</li> <li>support the centre's client community through specialist programs such as GEMS and STEM Horizons</li> </ul>	100% school programs linked to Australian Curriculum. >80% visiting schools satisfied with Australian Curriculum alignment of programs.	Minimum of 4 programs revised / developed annually.	All teaching staff
Continue to explicitly differentiate for learners of all abilities.	3 programs to have explicit documentation to support differentiation.	3 programs with supporting documentation by the end of 2019.	All teaching staff
Incorporate literacy microskills explicitly into select centre programs.	5 programs to include literacy microskills.	5 programs by the end of 2019.	All teaching staff
Explore ways in which the Centre can meaningfully embed Aboriginal and Torres Strait Islander perspectives into centre programs.	3 programs to have visible connections.	3 programs by the end of 2019.	All teaching staff
Ensure a selection of centre units of work from Science, History and Geography to include processes for the collection and utilisation of data regarding the achievement of student learning goals and the effectiveness of pedagogy.	2 high volume booking programs to include data capture and interpretation.	2 programs addressed annually.	All teaching staff
Pedagogical Framework			
Actions	Targets	Timelines	Responsible Officer/s
Draft pedagogical framework to be in place by mid 2019. Document to be finalised by the end of 2019.	>80% of primary programs including documentation supporting the centre's pedagogical framework.	Working document to be completed by end of 2019.	All teaching staff
Continue to implement and modify an explicit process of sharing pedagogical practice with client teachers during program delivery.	Teacher feedback form refined.	Update existing documentation to reflect improvements made to programs as a result of student and teacher feedback by the end of 2019.	All teaching staff





<b>Developing Teacher Capabilities</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
All staff to develop their APDP using the Department required format to support teacher capacity and student outcomes.	100% of teaching, non-teaching staff and BM to have PD plans.	<b>Phase 1</b> - end of Term 1 <b>Phase 2</b> - throughout Terms 2, 3 & 4. <b>Phase 3</b> - Term 4	Principal
Ensure that staff Annual Performance Development Plans include a process of formal observation, feedback and reflection to build capability through a structured mentoring process.	Peer feedback form/process to be refined and utilised throughout 2019.	Terms 1-4	Principal
Encourage staff to include a wellbeing goal as part of their APDP and support these goals through PD and/or planning time.	School Opinion Survey improved, work/life balance feedback improved.	Ongoing 2019	Principal All teaching staff
Provide professional learning opportunities for staff according to needs identified within their Annual Performance Development Plan and priorities outlined in the AIP.	100% of staff engage with centre priorities and identified professional development opportunities.	Terms 1-4	All teaching staff
Implement an Annual Professional Learning Plan for the centre that aligns with Department requirements, the AIP and the Australian Professional Standards for Teachers.	Implement 2019.	Terms 1-4	Principal

### **Evidence Based Decision Making**

**Goal:** Analyse 2018 results and continue to collect meaningful data through the utilisation of a suite of techniques to enhance student engagement and assess the effectiveness of programs and the acquisition of knowledge and skills.

<b>Data Plan</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Identify and utilise a sample of client classes (from targeted cluster schools) to more deeply engage with both teachers and students in order to gather meaningful data regarding the engagement and impact centre programs have had on the acquisition of skills and/or the development of knowledge and understanding.	Engage with students and teachers from at least two primary and two secondary classes to gather data.	Ongoing 2019	All teaching staff
Establish a working group to analyse data collected from schools throughout each term to reflect on effectiveness of strategies identified in the pedagogical framework.	As a staff, set aside time after each program block is completed to discuss effects and modifications.	Meet at the end of each term or after each program block is completed.	All teaching and non-teaching staff
<b>Research Projects</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Work with QUT to provide opportunities for university students to engage in research relevant to the Centre.	Work with QUT to identify suitable university student/s to undertake a position of research or assistance at the Centre as part of their course.	Possible selection of QUT student by the end of Semester One.	Principal



## Community

**Goal:** Throughout 2019 the Centre will continue to pursue its role as a learning hub in the community through the consolidation of existing partnerships and exploration of new opportunities to ensure programs remain relevant and engaging.

<b>Partner Schools</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Continue to develop collaborative client school partnerships to benefit student learning.	Engage with one primary and secondary class per semester.	4 classes annually.	All teaching staff
Provide PD for the teachers of cluster schools.	Present at the Cluster Conference.	Term 3	All teaching staff
Maintenance and improvement of all STEM Horizons activities through the acquisition of specialised equipment and staffing.	>85% positive student survey outcomes related to program engagement and understanding/skills acquired or extended.	Terms 1 to 4	All teaching staff
Continue to provide the online news writing course to Education Queensland schools.	Maintain enrolments in the online news writing course.	Terms 1, 2 and 3	All teaching and non-teaching staff
Explore opportunities to expand online learning to remote Education Queensland schools.	Discuss with remote teachers to identify needs within the curriculum (due to remoteness) that could possibly be met with an additional centre course offered.	Possible identification of one resource based program by the end of 2019 to be created in 2020.	All teaching staff
Explore ways in which the wider school community can engage with existing centre programs.	Develop one community based program that draws on a current centre program.	Launch program by Term 4.	All teaching staff
<b>Partnership (non-school)</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Maintain and continue to develop QUT partnership through the Year 9 and 10 STEM Horizons High Achievers program and Year 11 Geography.	Continue to offer and review these programs in 2019.	Term 2, 3 and 4	All teaching staff
Increase involvement with Science and History Teachers' Association of Queensland by exploring PD opportunities or needs that may be able to be addressed by the Centre.	Make ourselves available to present at annual conferences.	Term 1 (STAQ) Term 3 (HTAQ)	All teaching staff
Maintain and continue to develop our existing relationship with RNA to enhance the visibility of Show Camp.	Seek to further embed the program as part of Education on Show.	Term 3	All staff
Maintain and continue to develop QUT and Lend Lease partnerships through Senior Geography and STEM programs.	Continue to have students engaging with industry professionals to enhance the role of	Terms 1-4	Teaching staff, Lend Lease and QUT staff





	the Centre as a learning hub connecting high school students with tertiary and real world opportunities.		
<b>Communication</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Update website to reflect changes in or additions to centre programs.	Review website to ensure content reflects current programs.	Review conducted each semester	All teaching and non-teaching staff

## Management

**Goal:** Throughout 2019 the Centre will provide the best possible facilities to support the AIP priorities and the Centre's value of place.

<b>Facilities</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Negotiate with the regional facilities manager to discuss and clarify a future location and facilities for the Centre.	Arrange meeting in Term One to discuss future facilities.	By the end of Term One.	Principal
Support the management of current facilities to meet the needs of the Centre and client schools.	Enhance centre visit experience.	Reviewed at the end of each term.	All teaching and non-teaching staff
<b>Resources</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Regular budget reviews to ensure targeted funds for school improvement priorities of the AIP are being expended effectively over the year.	Use funds to meet the needs of the Centre as identified in the AIP.	Review of budget each term.	Principal and BM
<b>Procedures</b>			
<b>Actions</b>	<b>Targets</b>	<b>Timelines</b>	<b>Responsible Officer/s</b>
Revise Curriculum Activity Risk Assessments for all centre programs.	100% accurate and available CARAs for all centre programs	Reviewed annually.	All teaching staff

## Endorsement

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

Principal

Assistant Regional Director

