



# Brisbane Urban Environmental Education Centre Annual Implementation Plan 2022

## Explicit Improvement Agenda

Every **connected student**, participating in our programs, is given the opportunity to succeed through the provision of individual support required to engage purposefully and belong to our learning community.

### Endorsement

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

Principal

Assistant Regional Director



## School Improvement Priorities 2022

Legend	
Key	Elaboration
Completed	AIP goal is completed or sufficiently addressed for 2022.
On track	AIP goal is in progress to completion.
Behind	AIP goal is behind schedule.
Yet to be addressed	AIP goal is yet to be addressed.

### Learning Environment

**Goal:** As **connected teachers** at BUEEC, we are committed to creating and providing a respectful, safe, tolerant and inclusive learning environment where the contributions of **connected students** are both valued and encouraged. We believe that positive learning environments are both supportive, intellectually rigorous and a precondition for successful learning.

Learning Environment					
	Actions	Targets	Timelines	Responsible Officer/s	Evidence
Professional Development	Staff to engage with professional learning to develop their awareness, understanding and pedagogy of inclusive strategies to improve student engagement, belonging and outcomes.	<ul style="list-style-type: none"> <li>MCU program, professionally reviewed/coached by gkimm3 (Regional EAL/D) in 2021, to embed EAL/D strategies into <i>Learning Journey</i>. This will be delivered at macro level to two EAL/D classes from North and South clusters through clarc3 (Metro North EAL/D) for feedback and further development.</li> </ul>	<ul style="list-style-type: none"> <li>Term 3</li> </ul>	<ul style="list-style-type: none"> <li>mdeva7</li> </ul>	<ul style="list-style-type: none"> <li>Feedback survey</li> <li>Review Notes</li> </ul>
	Purchase of program resources, technology and facilities to support inclusive and effective teaching and learning.	<ul style="list-style-type: none"> <li>Vyond software (purchased 2021) to be further utilised to develop animated pre-visit video resources to enhance literacy development on program essential vocabulary prior to program delivery.</li> <li>Native Nursery to be established to provide opportunities for students to engage in germination and growing of native seedlings with intention of Bushcare and restoration projects. This nursery will also develop the centre's sense of place.</li> <li>Staff to complete the Incorporating Assistive Technology in Classroom course (Teacher Learning Centre).</li> </ul>	<ul style="list-style-type: none"> <li>Terms 1-4</li> <li>Terms 1-4</li> <li>Term 2</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> <li>blamb37, lbrow520</li> <li>bcroo16</li> </ul>	<ul style="list-style-type: none"> <li>Pre-Visit Videos</li> <li>Nursery complete and producing plants</li> <li>Staff Meeting Minutes</li> </ul>
	Staff to engage in expert and peer coaching to develop pedagogy.	<ul style="list-style-type: none"> <li>Further EAL/D coaching by Regional EAL/D staff of teaching staff.</li> <li>Further EAL/D adjustments of MCU program prior to full implementation with North and South Cluster (further feedback may be required from gkimm3 prior to full delivery).</li> </ul>	<ul style="list-style-type: none"> <li>Terms 3-4</li> <li>Terms 1&amp;2</li> </ul>	<ul style="list-style-type: none"> <li>All Staff</li> <li>mdeva7</li> </ul>	<ul style="list-style-type: none"> <li>Observation Feedback Notes</li> <li>Observation Feedback Notes</li> </ul>
	Access assistive expertise to design, implement and embed First Nations perspectives into programs.	<ul style="list-style-type: none"> <li>Arrange to meet with Petrina Mercer (Principal Advisor Aboriginal and Torres Strait Islander Education) to discuss the development of a "forward plan" to support the centre's strategic priority of increasing the cultural capability.</li> <li>All staff to have attended Metro professional development (i.e., Crossing Cultures, Hidden Histories).</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>TBA</li> </ul>	<ul style="list-style-type: none"> <li>mdeva7</li> </ul>	<ul style="list-style-type: none"> <li>Meeting Notes</li> <li>PD completed by relevant staff</li> </ul>



Learning Environment					
	Actions	Targets	Timelines	Responsible Officer/s	Evidence
Professional Development	Development of consistent and culturally responsive teaching and learning to embed the cross-curricular priority of Aboriginal and Torres Strait Islander histories and cultures.	<ul style="list-style-type: none"> <li>Arrange to meet Aunty Rose to strengthen the centres' ATSI connections in the community including involvement in NAIDOC week at Newmarket SS. Further development of resources looking at the impacts of climate change on the Torres Strait Islands.</li> <li>Embed the "hidden histories" of Brisbane's urban places within Centre programs and identify relevant "stories" and language that can be embedded within existing programs.</li> </ul>	<ul style="list-style-type: none"> <li>Term 2</li> <li>Term 1-4</li> </ul>	<ul style="list-style-type: none"> <li>mdeva7</li> <li>All Staff</li> </ul>	<ul style="list-style-type: none"> <li>Meeting Notes</li> <li>NAIDOC Week Planning</li> <li>Videos embedded in program</li> <li>Tracking document</li> </ul>
Wellbeing	Complete and embed staff Wellbeing Plan within centre culture.	<ul style="list-style-type: none"> <li>Finalise draft Wellbeing Plan.</li> <li>Sign the BUEEC Staff Wellbeing Commitment Statement to endorse plan.</li> <li>Evaluate 2022 Wellbeing Plan and review bi-annually through full collaboration with staff.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Term 1</li> <li>Term 2 &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>All Staff</li> <li>All Staff</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing Action Plan</li> <li>Wellbeing Wall</li> <li>Wellbeing Review Meeting Notes</li> </ul>
Centre Improvement	Budgeting for future facility provision fund to ensure smooth and adequately funded transition when required.	<ul style="list-style-type: none"> <li>Maintain minimum of \$170000 within current 2022 budget.</li> </ul>	<ul style="list-style-type: none"> <li>Term 4</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Business Manager</li> </ul>	<ul style="list-style-type: none"> <li>\$170000 rollover available for 2023</li> </ul>
	Develop staff induction program that allows for a clear understanding of the pedagogical approaches of the centre and its culture of reflection.	<ul style="list-style-type: none"> <li>Draft completed by Semester 1 2022.</li> <li>Final Completed by Semester 2 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Term 2</li> <li>Term 4</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>mdeva7</li> <li>mdavi544</li> <li>bcroo16</li> </ul>	<ul style="list-style-type: none"> <li>Draft Induction Booklet</li> <li>Final Induction Booklet</li> </ul>
	Redesign and purchase of new office and classroom furniture to create a sense of place, inclusivity and collaboration within workspaces and accommodate a growing staff at the centre.	<ul style="list-style-type: none"> <li>Obtain quotes for refurbishment of BUEEC classroom.</li> <li>Plan/arrange for works to occur in last week of school 2022.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Term 2</li> </ul>	<ul style="list-style-type: none"> <li>krick40</li> <li>krick40</li> </ul>	<ul style="list-style-type: none"> <li>3 quotes obtained</li> <li>Works complete T2</li> </ul>
	Improve digital document storage organisation and file management processes and ensure consistent network access.	<ul style="list-style-type: none"> <li>Digital file management system to be reassessed and simplified to make it more user friendly.</li> <li>Server and Wi-Fi to be reviewed to enhance reliability and quality of service, upgrades made as required.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Term 2</li> </ul>	<ul style="list-style-type: none"> <li>krick40</li> <li>blamb37</li> </ul>	<ul style="list-style-type: none"> <li>AIP Review Notes (T2)</li> <li>AIP Review Notes (T2)</li> </ul>



## Activation of Learning

**Goal:** As **connected teachers** at BUEEC, we know that the foundation of high-quality teaching and learning involves explicitly giving students the knowledge and skills they need to engage in a curious, productive, inquiring, challenging and experiential environment.

Activation of Learning					
	Actions	Targets	Timelines	Responsible Officer/s	Evidence
Partnerships	Identify, foster and expand school-based and non-school partnerships with the aim to access expertise and resources to enhance pedagogy, knowledge, student learning and outcomes.	<ul style="list-style-type: none"> <li>Continue to deliver specialist programs with existing partners including <i>STEM Horizons</i> (Toohey Forest EEC, Moreton Bay EEC, <i>GEM OWC</i> and <i>ShowCamp</i> (RNA).</li> <li>Trial specialist programs with new partners including <i>Urban Sketching Workshop</i> (Peter Richards) and <i>World Science Festival</i> (Queensland Museum).</li> <li>Development of new specialist programs including <i>Olympics 2032</i> (TBA) and <i>Palaeontologist Rural Roadshow</i> (Dr Anthony Romilio) through emerging partnerships.</li> </ul>	• Term 1-4	<ul style="list-style-type: none"> <li>mdeva7, mdavi544</li> <li>mdeva7</li> <li>mdeva7</li> </ul>	<ul style="list-style-type: none"> <li>Feedback survey</li> <li>Feedback and Interviews</li> <li>Completed programs and trial feedback</li> </ul>
	Intentional collaboration with other Environmental Education Centres to identify opportunities to improve on current program effectiveness and identify possible content or pedagogical opportunities.	<ul style="list-style-type: none"> <li>Development and delivery of two <i>Science Share</i> days (Senior Biology and Years 4-6) following success of the P-3 Science Share hosted by BUEEC in 2021.</li> </ul>	• Term 2 & 4	• blamb37, mdeva7	<ul style="list-style-type: none"> <li>Feedback survey</li> <li>Collaboration notes</li> </ul>
Teacher Capacity	Collaboration and co-teaching to share expertise and build capacity of teachers.	<ul style="list-style-type: none"> <li>Observation, co-teaching and collaboration to firmly establish a process of review and reflection in all centre programs.</li> <li>Formal strategy developed to scaffold the "Review and Reflect" process through collaborative development of <i>Learning Journeys</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1-4</li> <li>Term 1</li> </ul>	<ul style="list-style-type: none"> <li>mdavi544, mdeva7</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>Annotated <i>Learning Journeys</i></li> <li>Review and Reflect Process embedded in Staff Induction Manual</li> </ul>
	Continued development of <i>Learning Journeys</i> for all centre programs.	<ul style="list-style-type: none"> <li>Tracking document developed to monitor progress on essential elements of <i>Learning Journeys</i>.</li> <li>Six program <i>Learning Journeys</i> completed by end of year.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Term 4</li> </ul>	<ul style="list-style-type: none"> <li>mdeva7, lbrow514</li> <li>mdavi544, mdeva7</li> </ul>	<ul style="list-style-type: none"> <li>Annotated Learning Journeys</li> <li>Tracking Document</li> <li>Completed Learning Journeys</li> </ul>
	Application of centre resources including staff time, expertise and funds to meet the needs of our diverse learners in programs of high demand.	<ul style="list-style-type: none"> <li>Identify programs that are high demand.</li> <li>USO's allocated time to develop resources such as <i>Vyond</i> videos with intention to support diverse learners.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Term 1-4</li> </ul>	<ul style="list-style-type: none"> <li>All Staff</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Completed <i>Vyond</i> Videos</li> </ul>



Activation of Learning					
	Actions	Targets	Timelines	Responsible Officer/s	Evidence
Teacher Capacity	Refinement of Centre Professional Development Plan to ensure a clear correlation with individual APDP's and centre priorities.	<ul style="list-style-type: none"> <li>• 2023 AIP to be completed T4 to enable reasonable timeframe for APDP development.</li> <li>• Collaborative decision between Centre Principal and Staff to develop two SMART goals aligned to AIP</li> <li>• All staff to have completed Crossing Cultures- Hidden Histories training</li> <li>• All staff to have completed Connected Teacher (PEEC) training in BUEEC context.</li> <li>• Minimum two co-teaching/observation sessions allocated per term as needed.</li> <li>• Priority made to develop SMART goals aligned with HAT application process for aspiring staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Term 4</li> <li>• Term 3-4</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Principal and staff</li> <li>• All staff</li> <li>• All staff</li> <li>• All teaching staff</li> <li>• mdeva7</li> </ul>	<ul style="list-style-type: none"> <li>• AIP</li> <li>• APDP's</li> <li>• Certification</li> <li>• Certification</li> <li>• Annotated Learning Journeys</li> <li>• APDP</li> </ul>
	Identification of the EAL/D students through pre-visit data collection to allow consideration and preparation for individual learning needs.	<ul style="list-style-type: none"> <li>• 100% of school's return completed pre-visit data collection prior to program delivery.</li> <li>• 70% of visiting teachers Agree/Strongly Agree (Ave. Score &gt; 5) that BUEEC staff have catered to individual learning needs of their students.</li> </ul>	<ul style="list-style-type: none"> <li>• Term 4</li> <li>• Term 4</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Visit Data Forms Collected</li> <li>• Visiting Teacher Feedback Survey</li> </ul>



## Connected Curriculum

**Goal:** **Connected teachers** at BUEEC are committed to creating and delivering a **connected curriculum** that engages and motivates our students to explore and connect knowledge and skills to the world around them.

Connected Curriculum					
	Actions	Targets	Timelines	Responsible Officer/s	Evidence
Partnerships	Expanding/enhancing partnerships with experts to develop the experience and outcomes for students.	<ul style="list-style-type: none"> <li>Explore possible partnerships with organisations including the Cities Research Institute (Professor Paul Burton) to identify possible opportunities to develop new specialist programs.</li> <li>Explore new partnerships as they arise during the year.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Term 1-4</li> </ul>	<ul style="list-style-type: none"> <li>blamb37, mdeva7, mdavi544</li> <li>TBA</li> </ul>	<ul style="list-style-type: none"> <li>Meeting notes</li> <li>Meeting notes</li> </ul>
	Develop new Geography programs relating to the 2032 Olympics in conjunction with partner schools and industry.	<ul style="list-style-type: none"> <li>Draft Year 8 program developed</li> <li>Review draft with select client teachers.</li> <li>Draft program trial delivered to Year 8 students on 5<sup>th</sup> October and feedback obtained from students and visiting staff</li> <li>Program refined following feedback from trial day.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Term 1</li> <li>Term 4</li> <li>Term 4</li> </ul>	<ul style="list-style-type: none"> <li>mdeva7</li> <li>mdeva7</li> <li>mdeva7</li> <li>mdeva7</li> </ul>	<ul style="list-style-type: none"> <li>Draft program</li> <li>Review notes</li> <li>Feedback survey and notes</li> <li>Final program</li> </ul>
	Improve the educational outcomes and opportunities for students who are disadvantaged because of their geographical isolation so that their learning outcomes match those of other students.	<ul style="list-style-type: none"> <li>Commitment to provide services to two remote &amp; rural schools.</li> <li>Further development of the online writer's course to strengthen relationships with remote and rural schools</li> <li>Development of pilot program for <i>Paleontologist Rural Roadshow</i></li> </ul>	<ul style="list-style-type: none"> <li>Term 1-4</li> <li>Term 1</li> <li>Term 1-2</li> </ul>	<ul style="list-style-type: none"> <li>blamb37</li> <li>mdeva7</li> <li>mdeva7,</li> </ul>	<ul style="list-style-type: none"> <li>2 bookings</li> <li>% Rural uptake</li> <li>Pilot delivered</li> </ul>
Sustainability	Include visible connections to "Sustainable Development Goals" within programs where appropriate and within centre operations more broadly.	<ul style="list-style-type: none"> <li>Identify SDG's that could be explicitly and implicitly aligned with Centre programs</li> <li>Identify SDG's that could be explicitly aligned with Centre operations more broadly (T&amp;L Framework, Well-Being Plan, partnerships, recycling station)</li> <li>Tracking document developed to identify current alignment, areas under development and opportunities for development to provide strategic direction.</li> </ul>	<ul style="list-style-type: none"> <li>Term 2</li> <li>Term 2</li> <li>Term 2</li> </ul>	<ul style="list-style-type: none"> <li>mdavi544</li> <li>mdavi544</li> <li>mdavi544, lbrow520</li> </ul>	<ul style="list-style-type: none"> <li>Tracking document</li> <li>Staff Induction Manual</li> <li>Tracking document</li> </ul>
	Document alignment to sustainability cross-curricular priority in program "Learning Journeys".	<ul style="list-style-type: none"> <li>Tracking document developed to identify current alignment, areas under development and opportunities for development to provide strategic direction.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> </ul>	<ul style="list-style-type: none"> <li>blamb37, mdeva7, mdavi544</li> </ul>	<ul style="list-style-type: none"> <li>Tracking document</li> </ul>





Connected Curriculum					
	Actions	Targets	Timelines	Responsible Officer/s	Evidence
Inclusive Practices	Document alignment to Aboriginal and Torres Strait Islander Histories and Cultures priority in program "Learning Journeys".	<ul style="list-style-type: none"> <li>Tracking document developed to identify current alignment, areas under development and opportunities for development to provide strategic direction.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> </ul>	<ul style="list-style-type: none"> <li>blamb37, mdeva7, lbrow520</li> </ul>	<ul style="list-style-type: none"> <li>Tracking document</li> </ul>
	Explore authentic partnerships/relationships with Elders to ensure genuine voices, concerns and aspirations are represented by the centre in the interest of reconciliation.	<ul style="list-style-type: none"> <li>Collaborate with other EEC's (Pullenvale and Bunyaville) to develop greater understanding into the development of authentic relationships with local indigenous groups.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1-4</li> </ul>	<ul style="list-style-type: none"> <li>mdavi544</li> </ul>	<ul style="list-style-type: none"> <li>Observation Notes</li> </ul>



## Review and Reflect

**Goal:** As **connected teachers** at BUEEC, we are committed to a process of constant review and reflection to ensure our program content and delivery is effective, challenging, relevant and engaging for all connected students.

Review and Reflect					
	Actions	Targets	Timelines	Responsible Officer/s	Evidence
Review Processes	Review individual APDP goals to inform observation/coaching focus and centre PD priorities.	<ul style="list-style-type: none"> <li>Timeline developed to align AIP completion with APDP process. AIP needs to be completed at end of year to allow APDP to be completed early in Term 1 of following year (2023).</li> <li>Individual APDP goals developed that align with centre priorities, support aspirations of staff and are measurable/supported via observation/coaching.</li> </ul>	<ul style="list-style-type: none"> <li>Term 3</li> <li>Term 1</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>APDP Flowchart</li> <li>Staff APDP's</li> </ul>
	Collaborative and systematic review of "Learning Journeys" as a key reflective practice to improve pedagogy, curriculum alignment and student outcomes.	<ul style="list-style-type: none"> <li>Development of tracking document to identify learning journey progress, review, and completion.</li> <li>Formal Term Review.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Term 1-4</li> </ul>	<ul style="list-style-type: none"> <li>mdeva7, lbrow520</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Tracking Documents</li> <li>Learning Journey Review Minutes</li> </ul>
	Documented process to monitor and quality assure the progress of AIP targets.	<ul style="list-style-type: none"> <li>Development of tracking documents to systematically inform staff of progress in strategic priorities.</li> <li>AIP Reflect and Review Meetings held each term to discuss progress, re-direct term priorities and recognise achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Term 1-4</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Tracking Documents</li> <li>AIP Reflect and Review Minutes</li> </ul>
Feedback and Data	Collection of rich data that communicates the impact of centre programs on student outcomes (e.g., teacher/student interviews, annual data collection).	<ul style="list-style-type: none"> <li>Development of formal student interview process to collect rich data during a select number of programs.</li> <li>Development, testing and refinement of student interview questions,</li> <li>Time allocated to Centre staff to conduct interviews.</li> </ul>	<ul style="list-style-type: none"> <li>Term 2</li> </ul>	<ul style="list-style-type: none"> <li>mdeva7, brow520, blamb37</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Meeting notes</li> <li>Draft Survey</li> <li>Review Notes</li> <li>Survey Data</li> </ul>
	Increase use of feedback data to inform development/enhancement of centre programs.	<ul style="list-style-type: none"> <li>70% of Visiting Teacher Feedback surveys completed to increase sample size of collected data.</li> <li>Centre-directed questions reviewed and aligned to AIP targets to provide evidence on improvements implemented.</li> <li>Trial student surveys developed for <i>Save our Soil</i> program to collect rich data and assess feasibility of developing similar surveys across all programs.</li> <li>Two Wi-Fi enabled iPads purchased to provide offsite data collection.</li> <li>Data analysed and used to inform Review/Reflect Meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Term 1-4</li> <li>Term 4</li> <li>Term 2</li> <li>Term 1</li> <li>Term 1-4</li> </ul>	<ul style="list-style-type: none"> <li>lbrow520, lbrow712</li> <li>All staff</li> <li>mdeva7</li> <li>krick40</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Visiting Teacher Feedback Surveys</li> <li>Visiting Teacher Feedback Surveys</li> <li>Draft Survey and data</li> <li>iPads purchased</li> <li>Meeting Notes</li> </ul>



