

2018 AIP overview

	Term 1	Term 2	Term 3	Ongoing
Marzano	Review partnership with Marzano Institute Australia. Plan for future professional learning opportunities.			Continue Professional Learning through partnership with Marzano Institute – ASoT Framework, G&V, Proficiency Scales, Learning Goals and Formative/Summative Assessment
Pedagogical Framework	Develop an explicit BVSS Pedagogical Framework which <ul style="list-style-type: none"> ➤ Reflects the ASoT design questions. ➤ Identifies clear and transparent expectations across the whole school including the use of Student Learning Goals. ➤ Includes differentiation strategies, Indigenous perspectives, Asian perspectives and specialist teaching areas ➤ Reflects ASoT model and BVSS Pedagogical Framework as the process and ACARA as the content. 	Implement and embed an explicit BVSS Pedagogical Framework through professional learning. Develop and implement a consistent integrated unit plan across the school.		Develop a consistent understanding and implementation of Student Learning Goals including the difference between an Instructional Goal (Declarative) and a Learning Goal (Procedural)
Curriculum		Audit and review the BVSS Specialist Programs to align with ACARA and the BVSS Pedagogical Framework.	Develop a G & V curriculum and proficiency scales in Science (based on ACARA Achievement Standards). Develop formative and summative assessment in Science	Raise awareness and enhance teacher knowledge of all areas of ACARA with particular attention to HASS and Specialist areas. Develop teacher skills and understanding of <ul style="list-style-type: none"> ➤ ACARA expectations and achievement standards in all areas. ➤ PAT data as a planning and teaching tool. ➤ The Literacy and Numeracy Continuum to identify student learning behaviours and to track progress. ➤ Formative and Summative Assessment. ➤ Indigenous Perspectives. ➤ Asian Perspectives.
PLT	PLT focus is Mathematical Thinking and Reasoning.			Explicitly implement a PLT process which reflects the Inquiry Cycle
Coaching	Develop a strategic process for coaching / feedback which aligns PST, APDP, ASoT and Pedagogical Framework. Review Leadership Structures to establish clear responsibilities for coaching /feedback.	Implement a strategic process for coaching / feedback.		Continue to support beginning teachers through the Mentoring Beginning Teachers program and model appropriate strategies.
Support – SEP, TLC, U3B, EALD	Research effect practice which focuses on enhancing student learning through the application of knowledge into new and novel situations. Investigate and develop a whole school support model for all students - TLC, SEP, EALD, U3B. Strengthen differentiation by allowing students to choose ways to present their understanding of learning and assessment using digital technology.	Create awareness of the whole school support model for all students - TLC, SEP, EALD, U3B.		Build teacher capability in differentiating for students through professional discussion, coaching and modelling. Build teacher capability to make appropriate adjustments to teaching, learning and assessment enabling all learners to demonstrate their knowledge, skills and competencies through professional learning, coaching & modelling.

eLearning	Develop a BVSS eLearning Strategy with a focus on teacher pedagogy using digital technology. Establish a working team to review research and effective practice re supporting student behaviour including cyber safety.	Integrate and embed the eLearning Strategy into Teaching and Learning, with links to ACARA and the BVSS Pedagogical Framework. Develop and implement a Cyber Safety Framework and Coding Framework across all year levels- P-3 Beebots, 4-5 NXT robotics, 6 Sphero, P-6 coding, iPad apps.		Collaborate with students, colleagues, parents and the community on technology for learning, skills and iPad abilities. Review and monitor maintenance of digital hardware and infrastructure across the school.
Early Years	Develop a common understanding of Age Appropriate Pedagogy across all levels. Extend Age Appropriate Pedagogy in classes to include Prep and Year 1	Raise awareness and understanding of Age Appropriate Pedagogies with staff, parents and community through information sessions and professional discussion.		Continue a PLT focussed on Age Appropriate Pedagogy. Enhance Teacher's and Teacher Aide's understanding of Abecedarian practices used to develop strong oral language.
Wellbeing	Establish a working team to review research and effective practice to formulate a Safe & Supportive Environment Strategy.	Develop a Safe & Supportive Environment Strategy		
Partnerships	Review processes and expectations for Cluster moderation to establish a common expectation and language for all schools.		Engage with staff from Cluster schools to participate in explicit planned moderation.	Continue to enhance and build relationships with Ventia and EQ regional facilities team. Continue to build and enhance relationships with the BVSS P&C association. Investigate a partnership with an international school to enhance our languages program. <ul style="list-style-type: none"> ➤ Actively build and promote partnerships with The Confucius Institute QUT. ➤ Playgroup and Day Care providers through Kindy Connect ➤ Key EY providers (including BVSS Playgroup) Establish a Chaplaincy Team to build the profile of the Chaplaincy Program.
Policies and Procedures	Establish a working team to review research and effective practice re supporting student behaviour including cyber safety.		Establish a working team to review and make recommendations re BVSS student dress code. Align the BV Homework Strategy with research, best practice and EQ policy.	Establish protocols for ensuring the adequate resourcing of all classes to cater for growth in enrolments. Align the BV Responsible Behaviour Plan (including Cyber Safety) with research and best practice and enhance teacher capability.