



Bay View State School

2018 Annual Implementation Plan

Improvement Priority 1. Learning Environment

Targets		
Informal Staff surveys are conducted twice per year to track progress - High Reliability Schools School Opinion Survey results and HRS Survey results demonstrate a continuous rate of improvement (3% per year)		
Strategy:	Develop age appropriate pedagogical practices to enhance the transition from pre-prep to prep. Introduce and enhance the use of the Abercedarian approach through Prep and Playgroup.	
Actions	Timeline	Responsible Officer(s)
Develop a common understanding of Age Appropriate Pedagogy at BVSS through professional learning, collegial sharing and professional discussion opportunities.	Term 1	Deputy Principal, HOC
Strategy:	Extend the use of Age Appropriate Pedagogy through the early years.	
Actions	Timeline	Responsible Officer(s)
Extend the roll out of Age Appropriate Pedagogy to include Prep and Year 1 - include research, professional development, collegial observations and coaching	Term 1	Deputy Principal, HOC
Continue to involve any interested staff a PLT focussed on Age Appropriate Pedagogy.	Ongoing	Deputy Principal, HOC
Raise awareness and understanding of Age Appropriate Pedagogies with staff, parents and community through information sessions and professional discussion.	Term 2	Deputy Principal, HOC
Strategy:	Develop a BVSS eLearning Strategy which details the expectations for digital technologies with a focus on the development of teacher pedagogy.	
Actions	Timeline	Responsible Officer(s)
Develop an eLearning Strategy which details the BVSS eLearning model with a focus on the development of teacher pedagogy using digital technology.	Term 1	Principal, HOD, HOC
Integrate and embed the eLearning Strategy into Teaching and Learning with explicit links to ACARA and the BVSS Pedagogical Framework.	Term 2	Deputy Principal, HOD, HOC
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	Term 2	HOD, HOC





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Informal Staff surveys are conducted twice per year to track progress - High Reliability Schools School Opinion Survey results and HRS Survey results demonstrate a continuous rate of improvement (3% per year)		
Strategy:	Implement the gradual roll out of a BYO ipad program across the school beginning with Yr3 (2017) , Yr 2, 3, 4 (2018), Yr 1, 2, 3, 4, 5 (2019) and encompassing all year levels by 2020. The intent of the program is to embed the use of ipads as part of the pedagogical choices of teachers.	
Actions	Timeline	Responsible Officer(s)
Develop pedagogical strategies re using the iPad as a learning tool to enrich teaching and learning practices	Ongoing	Deputy Principal, HOD, HOC
Strengthen differentiation by allowing students to choose ways to present their understanding of learning and assessment using digital technology	Term 1	HOD, HOC, HOSES
Collaborate with students, colleagues, parents and the community on technology for learning, skills and iPad abilities	Ongoing	HOD, Year Coordinator
Strategy:	Implement a focus on student, staff and community safety and well being through the enhancement of a school wide Safe and Supportive Environment Strategy	
Actions	Timeline	Responsible Officer(s)
Establish a working team to review research and effective practice re supporting student and staff safety and wellbeing, including Safety Action Plan & Healthy Lifestyle Program to formulate a SSES.	Term 1	Deputy Principal, Guidance Officer
Develop a Safe & Supportive Environment Strategy which supports a school wide culture of wellbeing and belonging.	Term 2	Deputy Principal, Guidance Officer
Strategy:	Invest in infrastructure to maintain learning environment to cater for continued growth	
Actions	Timeline	Responsible Officer(s)
Continue to enhance and build relationships with Ventia and EQ regional facilities team re the provision and maintenance of resources, teaching and learning spaces.	Ongoing	Principal
Review and monitor maintenance of digital hardware and infrastructure across the school.	Ongoing	Principal, HOD
Establish protocols for ensuring the adequate resourcing of all classes to cater for growth in enrolments.	Term 2	Principal, Deputy Principal





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Strategy:	Maintain and enhance strong relationships and partnerships with the BVSS P&C	
Actions	Timeline	Responsible Officer(s)
Continue to build and enhance relationships with the BVSS P&C association through transparent communication and support.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Strategy:	Develop community partnerships with international schools	
Actions	Timeline	Responsible Officer(s)
Investigate a partnership with an international school to enhance our languages program	Term 1	Principal, Deputy Principal, HOD
Actively build and promote partnerships with the Confucius Institute QUT to enhance the Mandarin language program at BV and enhance the implementation of Asian perspectives in curriculum.	Ongoing	Principal, Deputy Principal, HOD, HOC





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Improvement Priority 2. Curriculum and Pedagogy

Targets

Informal Staff surveys are conducted twice per year to track progress - High Reliability Schools
School Opinion Survey results and HRS Survey results demonstrate a continuous rate of improvement (3% per year)

Strategy: Development of a BVSS Pedagogical Framework which reflects the Art and Science of Teaching.
Development of a whole school curriculum framework which is integrated and focused.
Use ACARA as the expectation for curriculum planning across the school.

Actions	Timeline	Responsible Officer(s)
Develop an explicit Pedagogical Framework which reflects the ASoT design questions.	Term 1	Deputy Principal, HOD, HOC, HOSES
Ensure the inclusion of differentiation strategies, Indigenous perspectives, Asian perspectives and specialist teaching areas in the Pedagogical Framework.	Term 1	Principal, Deputy Principal, HOD, HOC, HOSES





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Improvement Priority 2. Curriculum and Pedagogy

Targets		
Informal Staff surveys are conducted twice per year to track progress - High Reliability Schools School Opinion Survey results and HRS Survey results demonstrate a continuous rate of improvement (3% per year)		
Strategy:	Embed the BVSS Pedagogical Framework, which reflects the Art and Science of Teaching, across all aspect of teaching and learning. Embed the integrated and focused BVSS Curriculum Framework across key curriculum areas. Use ACARA as the expectation for curriculum planning across the school.	
Actions	Timeline	Responsible Officer(s)
Implement and embed an explicit Pedagogical Framework which reflects the ASoT and ACARA. Engage staff with professional learning and coaching to embed the BVSS Pedagogical Framework in prof practice.	Term 2	Principal, Deputy Principal, HOD, HOC, HOSES
Develop and implement a consistent integrated unit plan across the school. Ensure framework reflects ASoT model and BVSS Pedagogical Framework as the process and ACARA as the content.	Term 2	Deputy Principal, HOD, HOC, Year Coordinator
Raise awareness and enhance teacher knowledge of all areas of ACARA with particular attention to HASS and Specialist areas.	Ongoing	Principal, Deputy Principal, HOD, HOC, HOSES
Continue Professional Learning through partnership with Marzano Institute - ASoT Framework, G&V, Proficiency Scales, Learning Goals and Formative/Summative Assessment.	Ongoing	Principal, Deputy Principal, HOD, HOC, HOSES
Strategy:	Develop age appropriate pedagogical practices to enhance the transition from pre-prep to prep. Evaluate the use of the Early Years Learning Framework + ACARA. Introduce and enhance the use of the Abercedarian approach through Prep.	
Actions	Timeline	Responsible Officer(s)
Develop a common understanding of Age Appropriate Pedagogy at BVSS through professional learning, collegial sharing and professional discussion opportunities.	Ongoing	Deputy Principal, HOC
Continue to involve any interested staff in a PLT focussed on Age Appropriate Pedagogy.	Ongoing	Deputy Principal, HOC





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Targets

Informal Staff surveys are conducted twice per year to track progress - High Reliability Schools
School Opinion Survey results and HRS Survey results demonstrate a continuous rate of improvement (3% per year)

Strategy: Extend the use of Age Appropriate Pedagogy through the early years.

Actions	Timeline	Responsible Officer(s)
Continue to involve any interested staff in a PLT focussed on Age Appropriate Pedagogy.	Ongoing	Deputy Principal, HOC
Use the Literacy and Numeracy Continuum to identify student learning behaviours and to track progress.	Ongoing	Deputy Principal, HOC
Enhance Teacher's and Teacher Aide's understanding of Abecedarian practices used to develop strong oral language.	Ongoing	Deputy Principal, HOC
Enhance partnerships with Playgroup and Day Care providers through Kindy Connect	Ongoing	Deputy Principal, HOC

Strategy: Development of student learning goals as a method of targeting student learning

Actions	Timeline	Responsible Officer(s)
Include the use of Student Learning Goals as an expectation in all classrooms as an aspect of the BVSS Pedagogical Framework.	Term 1	Principal, Deputy Principal, HOD, HOC, HOSES
Continue to enhance staff knowledge of ACARA expectations and achievement standards.	Ongoing	Deputy Principal, HOD, HOC
Develop a consistent understanding and implementation of student learning goals including the difference between an Instructional Goal (Declarative) and a Learning Goal (Procedural)	Ongoing	Deputy Principal, HOD, HOC





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Targets

Informal Staff surveys are conducted twice per year to track progress - High Reliability Schools
School Opinion Survey results and HRS Survey results demonstrate a continuous rate of improvement (3% per year)

Strategy:	Embed across the school a differentiated model of learning which identifies specific strategies for catering for all students including gifted and U3B
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Actions	Timeline	Responsible Officer(s)
Research effect practice which focuses on enhancing student learning through the application of knowledge into new and novel situations.	Term 1	HOD
Investigate and develop a whole school support model for all students - TLC, SEP, EALD, U3B	Term 1	Principal, Deputy Principal, HOD, HOSES
Create awareness of the whole school support model for all students - TLC, SEP, EALD, U3B	Term 2	Principal, Deputy Principal, HOD, HOSES

Strategy:	Embed across the school a differentiated model of learning which identifies specific strategies for catering for all students including SEP and TLC
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Actions	Timeline	Responsible Officer(s)
Investigate and develop a whole school support model for all students - TLC, SEP, EALD, U3B	Term 1	Principal, Deputy Principal, HOD, HOSES
Create awareness of the whole school support model for all students - TLC, SEP, EALD, U3B	Term 2	Principal, Deputy Principal, HOD, HOSES





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Improvement Priority 2. Curriculum and Pedagogy

Targets		
Informal Staff surveys are conducted twice per year to track progress - High Reliability Schools School Opinion Survey results and HRS Survey results demonstrate a continuous rate of improvement (3% per year)		
Strategy:	Differentiation for all students including U3B, TLC, SEP and EALD is evident in teacher planning and assesment	
Actions	Timeline	Responsible Officer(s)
Build teacher capability in differentiating for students through professional discussion, coaching and modelling.	Ongoing	Principal, Deputy Principal, HOD, HOC, HOSES
Build teacher capability to make appropriate adjustments to teaching, learning and assessment enabling all learners to demonstrate their knowledge, skills and competencies.	Ongoing	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Ensure collaborative and early planning, with classroom teachers, for any adjustments to ensure multiple opportunities for students to demonstrate what they know and can do	Ongoing	Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Ensure the inclusion of differentiation strategies in the BVSS Pedagogical Framework.	Term 1	Deputy Principal, HOD, HOC, HOSES





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Improvement Priority 2. Curriculum and Pedagogy

Targets

Informal Staff surveys are conducted twice per year to track progress - High Reliability Schools
School Opinion Survey results and HRS Survey results demonstrate a continuous rate of improvement (3% per year)

Strategy:	Continue the focus on collaborative inquiry through the use of PLT's focusing on Mathematical Thinking and Reasoning
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Actions	Timeline	Responsible Officer(s)
Explicitly implement a PLT process which reflects the Inquiry Cycle	Ongoing	Principal, Deputy Principal, HOD, HOC, HOSES
Through the PLT process establish a focus on Mathematical Thinking and Reasoning.	Term 1	Principal, Deputy Principal, HOD, HOC, HOSES
Deliberately plan for professional learning and conversations re Mathematical Thinking and Reasoning. Reflect on previous Mathematical work and engage teachers in the BV coaching model.	Term 1	Principal, Deputy Principal, HOD, HOC, HOSES
Develop teacher skills and understanding when interrogating PAT data as a planning and teaching tool.	Ongoing	Principal, Deputy Principal, HOD, HOC, HOSES
Through professional learning opportunities enhance teacher knowledge and skills re formative and summative assessment. Examine how this can be used to inform planning and reporting	Ongoing	Principal, Deputy Principal, HOD, HOC, HOSES

Strategy:	Use the Achievement Standards from ACARA to develop student assessment.
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Actions	Timeline	Responsible Officer(s)
Through professional learning opportunities enhance teacher knowledge and skills re formative and summative assessment. Examine how this can be used to inform planning and reporting.	Ongoing	Principal, Deputy Principal, HOD, HOC, HOSES





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Improvement Priority 2. Curriculum and Pedagogy

Targets		
Informal Staff surveys are conducted twice per year to track progress - High Reliability Schools School Opinion Survey results and HRS Survey results demonstrate a continuous rate of improvement (3% per year)		
Strategy:	Develop and use a Guaranteed and Viable curriculum in Science	
Actions	Timeline	Responsible Officer(s)
Develop a G & V curriculum and proficiency scales in Science (based on ACARA Achievement Standards). Develop formative and summative assessment in Science	Term 3	Principal, Deputy Principal, HOD, HOC, HOSES
Strategy:	Use the Achievement Standards from ACARA to develop student assessment. Develop an enhanced understanding and use of formative and summative assessment	
Actions	Timeline	Responsible Officer(s)
Through professional learning opportunities enhance teacher knowledge and skills re formative and summative ass aligned with ACARA Ach St. Examine how this informs planning and reporting.	Ongoing	Principal, Deputy Principal, HOD, HOC, HOSES
Implement the use of student learning goals as a school wide strategy - embedded in the BVSS Pedagogical Framework	Term 2	Principal, Deputy Principal, HOD, HOC, HOSES
Strategy:	Develop clear and measurable school targets and expectations for assessment including systemic, class and individual.	
Actions	Timeline	Responsible Officer(s)
Establish clear and transparent expectations across the whole school which are aligned with the BVSS Pedagogical Framework.	Term 1	HOD, HOC
Strategy:	Review programming in Specialist areas to align with ACARA and ASoT including Music, PE and LOTE	
Actions	Timeline	Responsible Officer(s)
Audit and review the BVSS Specialist Programs to align with ACARA and the BVSS Pedagogical Framework.	Term 2	Principal, Deputy Principal, HOD, HOC





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Targets		
Informal Staff surveys are conducted twice per year to track progress - High Reliability Schools School Opinion Survey results and HRS Survey results demonstrate a continuous rate of improvement (3% per year)		
Strategy:	Whole school review of the following BVSS programs: Science	
Actions	Timeline	Responsible Officer(s)
Through the G & V process review the BVSS Science Program.	Term 3	Principal, Deputy Principal, HOD, HOC, HOSES
Strategy:	Develop a clear and explicit understanding of Indigenous Perspectives and embed across key curriculum areas.	
Actions	Timeline	Responsible Officer(s)
Ensure the inclusion of Indigenous Perspectives in the Pedagogical Framework.	Term 1	Deputy Principal, HOD, HOC
Continue to engage in professional learning focussed on enhancing teacher knowledge and skills re Indigenous Perspectives.	Ongoing	Deputy Principal, HOD, HOC
Develop an understanding of protocols by engaging with regional support staff and Deadly Choices program. Investigate the inclusion of Indig games and NAIDOC in the school calendar.	Ongoing	Principal, Deputy Principal, HOD, HOC
Strategy:	Develop a clear and explicit understanding of Asian Perspectives in relation to curriculum planning	
Actions	Timeline	Responsible Officer(s)
Ensure the inclusion of Asian Perspectives in the Pedagogical Framework.	Term 1	Deputy Principal, HOD, HOC
Engage in professional learning focussed on enhancing teacher knowledge and skills re Asian Perspectives.	Ongoing	Deputy Principal, HOD, HOC





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Improvement Priority 3. Partnerships

Targets		
Informal Staff surveys are conducted twice per year to track progress - High Reliability Schools School Opinion Survey results and HRS Survey results demonstrate a continuous rate of improvement (3% per year)		
Strategy:	Strengthen partnerships with cluster schools through regular moderation processes.	
Actions	Timeline	Responsible Officer(s)
Review processes and expectations for Cluster moderation to establish a common expectation and language for all schools.	Term 1	Deputy Principal, HOC
Engage with staff from Cluster schools to participate in explicit planned moderation.	Term 3	Principal, Deputy Principal, HOD, HOC, HOSES
Strategy:	Implement and enhance a consistent culture of feedback, modelling and coaching amongst all staff.	
Actions	Timeline	Responsible Officer(s)
Review Leadership Structures to establish clear responsibilities for coaching / feedback etc	Term 1	Principal, Deputy Principal, HOD, HOC, HOSES
Develop a strategic process for coaching / feedback which aligns PST and APDP. Process to clearly link to ASoT and Pedagogical Framework.	Term 1	Principal, Deputy Principal, HOD, HOC, HOSES
Implement a strategic process for coaching / feedback which aligns PST and APDP. Process to clearly link to ASoT and Pedagogical Framework.	Term 2	Principal, Deputy Principal, HOD, HOC, HOSES
Strategy:	Enhance Early Years partnerships with external providers.	
Actions	Timeline	Responsible Officer(s)
Continue to enhance partnerships with key EY providers (including BVSS Playgroup) - exchange and sharing of practice, facilities, inclusion in BV "Special" days	Ongoing	Deputy Principal, HOC





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Improvement Priority 3. Partnerships

Targets		
Informal Staff surveys are conducted twice per year to track progress - High Reliability Schools School Opinion Survey results and HRS Survey results demonstrate a continuous rate of improvement (3% per year)		
Strategy:	Continue with the Beginning Mentoring Teachers Program.	
Actions	Timeline	Responsible Officer(s)
Continue to support beginning teachers through the Mentoring Beginning Teachers program and model appropriate strategies.	Ongoing	Deputy Principal, HOC
Strategy:	Maintain and enhance the partnership established with the Marzano Institute Australia.	
Actions	Timeline	Responsible Officer(s)
Review partnership with Marzano Institute Australia. Plan for future professional learning opportunities.	Term 1	Principal, Deputy Principal, HOD, HOC, HOSES
Continue working with the Marzano Institute Australia - professional learning opportunities, support and professional conversations.	Ongoing	Principal, Deputy Principal
Strategy:	Embed the Chaplaincy Program in the culture of Bayview State School	
Actions	Timeline	Responsible Officer(s)
Establish a Chaplaincy Team with various stakeholders within the community.	Ongoing	Leslie McMillan
Continue to build the profile of the Chaplaincy Program within the school and community	Ongoing	Leslie McMillan

Improvement Priority 4. Policy and Procedure

Targets		
Informal Staff surveys are conducted twice per year to track progress - High Reliability Schools School Opinion Survey results and HRS Survey results demonstrate a continuous rate of improvement (3% per year)		
Strategy:	Develop an eLearning strategy which details the expectations including the development of teacher pedagogy using digital technology.	
Actions	Timeline	Responsible Officer(s)
Establish a working team to review research and effective practice re elearning and digital technology	Term 1	Principal, HOD
Develop an eLearning Strategy which details the expectations including the development of teacher pedagogy using digital technology	Term 1	Principal, HOD, HOC





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Improvement Priority 4. Policy and Procedure

Targets		
Informal Staff surveys are conducted twice per year to track progress - High Reliability Schools School Opinion Survey results and HRS Survey results demonstrate a continuous rate of improvement (3% per year)		
Strategy:	Review and evaluate the BVSS Responsible Behaviour Plan including cyber safety	
Actions	Timeline	Responsible Officer(s)
Establish a working team to review research and effective practice re supporting student behaviour including cyber safety.	Term 1	Principal, HOD
Align the BV Responsible Behaviour Plan with research and best practice. Provide opportunities for teacher professional learning and conversation to build capability.	Ongoing	Principal
Strategy:	Implement a focus on student, staff and community safety and wellbeing through the enhancement of a school wide Safe and Supportive Environment Strategy	
Actions	Timeline	Responsible Officer(s)
Establish a working team to review research and effective practice re supporting student and staff safety and wellbeing, including Safety Action Plan & Healthy Lifestyle Program to formulate a SSES.	Term 2	Deputy Principal, Guidance Officer
Develop a Safe & Supportive Environment Strategy which supports a school wide culture of wellbeing and belonging.	Term 2	Deputy Principal, Guidance Officer
Strategy:	Review Homework and Dress Code Policies	
Actions	Timeline	Responsible Officer(s)
Establish a working team to review research and effective practice re Homework	Term 3	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Align the BV Homework Strategy with research, best practice and EQ policy. Provide opportunities for teacher professional learning and conversation to build capability.	Term 3	Principal, Deputy Principal, Guidance Officer, HOD, HOC, HOSES
Establish a working team to review and make recommendations re BVSS student dress code	Term 3	Principal





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Endorsement

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

Principal

P and C / School Council

Assistant Regional Director

