

BPC Annual Implementation Plan

Annual Implementation Plan (AIP) Details		
Principal	Peter Krugle	
Assistant Regional Director	Shirlee Gallo	
Planning Considerations	<ol style="list-style-type: none"> 1) The School Improvement Hierarchy 2) National School Improvement Tool 3) Our review of our 2016 Plan 4) SIU Review 5) Headline Indicators 6) Strategic Plan 	
Plan commenced		
Progress Review (Term1)	21 March 2017	Progress Review (Term3)
Progress Review (Term2)		Final Review - ISR (Term4)



ASPIRE - LEARN - ACHIEVE

“Pathways to success”

Aims and objectives

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This plan aims to;

1. Sharpen and narrow the focus of the school's Improvement Agenda
2. Reflect the views, ideas, skills, knowledge and understanding of key stakeholders and take into account the school's vision and strategic and operational priorities.
3. Ensure a seamless and sequenced implementation of the school's improvement strategies.
4. Ensure the actions are delivered in a timely manner and are fully costed in terms of financial and human resource implications.
5. Ensure the plan is clearly linked to the wider school planning and accountability processes.

Approval and endorsement

	Name	Signature	Date
Principal	Peter Krugle		
Assistant Regional Director (endorse)	Shirlee Gallo		
P&C President (endorse)	Lionel Brookes		

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Improvement strategy 1

Focus	Actions	Resources (Financial, human and physical)	Responsible officer (who will lead the strategy)	Timelines, milestones and targets (Completion date, artefacts, evidence of targets achieved)
D6. Systematic curriculum delivery <ul style="list-style-type: none"> • ACARA • Standards 	Review and refine p-10 curriculum documentation with a focus on English, Maths, Science and Digital Technologies to ensure. <ul style="list-style-type: none"> • Consistent learning and teaching expectations aligned to ACARA vs 8 • Horizontal and vertical alignment p-10, across year levels, within year levels and within faculties 	<ul style="list-style-type: none"> • DP Primary, DP ES, HODs HOS p-6, STLN SS, HOC HOSES • Time allocated to PLT's for cooperative planning 	<ul style="list-style-type: none"> • HOS Secondary • PLT Curriculum • HOS Primary 	<ul style="list-style-type: none"> • Documentation reviewed and updated as per task assignment timelines • Supporting Planning documentation aligned by end of Semester 1 2017 • Stanbards applied consistently • Walkthrough sheet revised and applied term 2 2017 • .80% A-C results English Maths & Science tern 4 2017

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	<ul style="list-style-type: none"> Consistent application of the Standards <p>Develop staff knowledge and capability Quality assure the implementation of curriculum in the classroom by revising walkthrough processes</p>			
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Improvement strategy 2

Focus	Actions	Resources (Financial, human and physical)	Responsible officer (who will lead the strategy)	Timelines, milestones and targets (Completion date, artefacts, evidence of targets achieved)
D8. Effective pedagogical practices	<p>Revise the College Pedagogical Framework.</p> <ul style="list-style-type: none"> Research , and identify a suite of evidence based Signature Practices for sequencing Teaching and Learning. Develop 	<ul style="list-style-type: none"> DP Primary, DP ES, HODs HOS p-6, STLN SS, HOC HOSES ARD edstudio Actionable Playbooks on the Evidence Hub. External Consultant 	<ul style="list-style-type: none"> Principal PLT Pedagogical Renewal 	<ul style="list-style-type: none"> Signature practices Identified and SOPs developed by end of term 1 and SOPs implemented from term 2.. Processes developed and consistently enacted as appropriate

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	<p>staff understanding and capability in these.</p> <ul style="list-style-type: none"> • Develop and implement authentic curriculum based assessment and feedback processes using Standards and Guides to Making Judgements • Develop and implement effective moderation processes for planning and assessment • Develop and implement effective goal setting processes with a focus on; <ul style="list-style-type: none"> - Student A-E results - Teacher understanding of the implications of goals for their teaching - Student understanding 			<ul style="list-style-type: none"> • Moderation occurs as per schedule • Goals are evident in; <ul style="list-style-type: none"> - Student passports p-6 - Student diaries 7-12 Teacher planning - Classroom displays
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	<p>of the implications and actions required for learning</p> <p>Consolidate teacher professional knowledge of quality teaching across P-12 and links to student outcomes</p>			
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Improvement strategy 3

Focus	Actions	Resources (Financial, human and physical)	Responsible officer (who will lead the strategy)	Timelines, milestones and targets (Completion date, artefacts, evidence of targets achieved)
<p>D5. An Expert Teaching Team</p> <ul style="list-style-type: none"> Collegial Engagement system 	<ul style="list-style-type: none"> Review and refine the College's Collegial Engagement System focussing on; <ul style="list-style-type: none"> Classroom Walkthroughs 	<ul style="list-style-type: none"> Survey Monkeys LCC meeting PDPs 	Principal HOS Primary	<ul style="list-style-type: none"> Survey undertaken term 4 2016. Results reviewed and system refinements made term 1 2017 Presented to LCC term 1 2017

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Professional Development	<ul style="list-style-type: none"> - ET Lesson Observations - Professional Teaching Portfolios - Professional learning Portfolios • Link to APDps and College PD Plans • Ensure that the implementation of new concepts is preceded by adequate PD 			<ul style="list-style-type: none"> • Implemented from term2 2017
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Improvement strategy 4

Focus	Actions	Resources (Financial, human and physical)	Responsible officer (who will lead the strategy)	Timelines, milestones and targets (Completion date, artefacts, evidence of targets achieved)
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Improvement strategy 5

Focus	Actions	Resources (Financial, human and physical)	Responsible officer (who will lead the strategy)	(Co
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