



Jan 2025

on track underway

Bunyaville Environmental Education Centre Annual Implementation Plan 2025

Vision for 2024 - 2027: By the end of 2027, Bunyaville Environmental Education Centre will be a centre of excellence in the teaching and learning of Environmental Education through educational leadership, highly engaging programs that use high impact pedagogies and place, and community partnerships.

Underpinned by DoE Equity and Excellence Focus Areas and Education for Sustainable Development priorities		2025 School Priorities	2025 Strategies	2025 AIP measurable/desired outcomes	Success Criteria
Underpinned by DoE Equity and Excellence Focus Areas and Education for Sustainable Development priorities	Precision <i>Expert teaching, powerful pedagogies, connected curriculum</i>	School Priority 1 To improve student engagement in all programs through curriculum precision. Review and refine programs to ensure the curriculum is precise, and aligned to the Australian Curriculum (AC) and the 'Education for Sustainable Development' (ESD) goals.	<ul style="list-style-type: none"> Collaboratively analyse ACv9 to gain solid understanding and identify environmental education connections Build teacher capability in ESD and AC Cross Curricular Priority of Sustainability Review and improve programs to align to AC v8.4 & v9, ESD goals, and to strengthen curriculum and pedagogical precision 	<ul style="list-style-type: none"> When visiting teachers identified the curriculum focus area of the program over 70% felt that it exceeded expectations (Visiting Teacher Survey Data) >80% of visiting teachers felt that the level of engagement was 8/10 or above (Visiting Teacher Survey Data) At least 3 programs revised and improved Feedback from visiting teachers indicates the impact of the program on their students matches with the intended impact of the program. Alignment of ACv9 and ESD goals documented for each program 	<ul style="list-style-type: none"> Students will: be engaged in curriculum precise learning Teachers will: have clarity and confidence in what they need to teach to improve student outcomes Leadership team will: be able to share curriculum alignment with visiting schools
		School Priority 2 To improve student engagement in all programs through high impact pedagogies. Build teacher expertise in high yielding pedagogical practices including student-led learning to effectively support, engage and challenge students in their learning.	<ul style="list-style-type: none"> Develop a whole school approach to pedagogy Collaboratively unpack high yielding pedagogies for Bunyaville EEC Audit pedagogy used in programs, what works well and what could be improved Engage in student analysis/observation to evaluate engagement of students & effectiveness of pedagogies Professional Development – EFI/DoE Embed the centre's professional learning cycle to build teacher capability in high impact pedagogies 	<ul style="list-style-type: none"> Whole school approach to pedagogy developed High impact pedagogies identified so teachers can deliberately use them to increase student learning and engagement within each program and for each age group > 70% of teachers feel more confident to use new/different pedagogies Data from student observation/analysis identifies powerful pedagogies in our context New programs show use of high impact and different pedagogies 	<ul style="list-style-type: none"> Students will: be highly engaged and actively involved in their learning Teachers can: identify and choose high impact pedagogies deliberately to maximise student engagement & learning Leadership team will: be able to identify Centre pedagogies and share with visiting schools
	Culture and Inclusion <i>Strength in diversity, inclusion, equity</i>	Enhance program reflection practices to enable in-depth analysis of the effectiveness of differentiation practices in supporting the learning needs of identified groups of students.	<ul style="list-style-type: none"> Watching others work – focus on using pedagogy as a differentiation tool to support all students including those with specific support needs and, gifted and talented Professional development 	<ul style="list-style-type: none"> Teachers deliberate in use of different pedagogies to support differentiation Differentiation strategies identified and included in program documentation and delivery 	<ul style="list-style-type: none"> Students can: access learning at their level Teachers can: identify/implement strategies to differentiate for all students in each program Leadership team will: be able to identify levels of differentiation for each program and share with visiting schools
	Collaboration and Community <i>Connected communities, effective</i>	Continue to build a positive workplace culture that supports wellbeing of staff and students.	<ul style="list-style-type: none"> Professional development Social committee Centre resourced WHS teacher Use Staff Wellbeing Framework to plan and implement wellbeing goals Develop Student Learning and Wellbeing framework or update Student Code of Conduct 	<ul style="list-style-type: none"> Student Learning and Wellbeing framework developed or Student Code of Conduct updated >80% staff feel Staff Wellbeing action plan has supported them 	<ul style="list-style-type: none"> Students, teachers and leadership team will: feel safe and supported

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

Principal

School Supervisor

P & C President

