



# North Keppel Island Environmental Education Centre Annual Implementation Plan 2019

## School Improvement Priorities 2019

### Improvement priority: Quality programs

#### Success Criteria

- Visiting Teacher Survey satisfaction in Australian Curriculum alignment
- Database of Assessment Pieces on G:/ and website
- Distinct Australian Curriculum led lessons evident in program planning
- Database on G:/ and website of lesson plans to share with visiting teachers to create meaningful assessment
- Inquiry Based Learning Questions that directly relate to Australian Curriculum indicators evident in lesson observations

Strategy- Strong and explicit links to the Australian Curriculum reflected in programs and practice			
Actions	Targets	Timelines	Responsible Officer/s
Review all programs, activities and lessons to ensure explicit links and alignment to Australian Curriculum (Outdoor Learning). Indicators from Learning Areas explicitly targeted and clarified with visiting school staff	<ul style="list-style-type: none"> <li>• 100% of NKIEEC programs with explicit links to Indicators</li> <li>• Headline Indicator Data &gt;95% of visiting staff report AC alignment</li> <li>• Clear and open communication with all visiting staff ensuring AC indicators identified, relate back to the classroom practice</li> </ul>	Term 1 Ongoing Ongoing	Principal and Centre Teachers  Principal /Centre Teachers and Visiting Staff
Embedding and explicitly recording <ul style="list-style-type: none"> <li>- <i>General Capabilities</i> into programs in particular ICT, Literacy, Creative and critical thinking and personal and social capability</li> <li>- <i>Cross Curricular Priorities</i> into appropriate programs in particular ATSI Histories and Cultures and Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of NKIEEC programs with explicit links to one or more General Capabilities and Cross Curricular Priorities</li> </ul>	Term 1-2	Principal, Centre Staff and Visiting Staff
Build a consistent, thorough resource bank with Standard Operating Procedures, CARAs, Lesson Plans and resources for quality program content	<ul style="list-style-type: none"> <li>• Completed lesson plan folder on school network G:/</li> <li>• Added to Website</li> </ul>	Term 1-4 Ongoing	Principal and Centre Teachers
Data review process to monitor alignment and implementation of Australian Curriculum – surveys, internal reviews, headline indicators and assessment	<ul style="list-style-type: none"> <li>• Headline Indicator Data &gt;95% of visiting staff report AC alignment</li> <li>• Reflection on Internal review data weekly at staff meetings</li> <li>• Reflection built into each staff meeting to re-evaluate the previous weeks inquiry based learning strategies</li> <li>• Creating quality assessment pieces</li> </ul>	Weekly review of previous programs at staff meetings Ongoing	Principal and Centre Teachers
Allow time in programs for Inquiry Based Questioning to occur at the beginning and end of lessons	<ul style="list-style-type: none"> <li>• All 2 hour session lessons will have 20 minutes at the beginning and 20 minutes to debrief focus on the Inquiry Based Question. Time may be adjusted to suit individual lessons.</li> </ul>	Term 1 and ongoing	Principal Centre Teachers
Strategy- Creating a culture of Assessment			
Value added to lessons conducted at NKIEEC. Assessment is to be qualitative rather than quantitative. Used as a guide to gauge student understanding of the Australian Curriculum indicator Used as a guide to inform NKIEEC teacher practice	<ul style="list-style-type: none"> <li>• 2 pieces of centre based assessment developed and added to a resource bank for use by visiting teachers</li> <li>• Visiting teachers to develop 2 pieces of assessment based on Australian Curriculum Indicators and their own student's needs. Added to a database for future teachers / programs</li> </ul>	Term 1 – 2 pieces of assessment Term 2 – 6 pieces of assessment  Term 4 – 1 piece of	Principal Centre Teachers And Visiting Staff



	<ul style="list-style-type: none"> <li>Visiting teachers to complete assessment during lessons at NKIEEC</li> </ul>	quality assessment per activity from visiting teachers	
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### Improvement priority: Quality teaching

#### Success Criteria

- Staff Annual Professional Development Plans completed and reviewed
- Teaching staff can readily discuss the 7Es
- Teaching staff can identify where the 7Es fit into programs and practice
- Coaching and mentoring is accepted by teaching staff
- Teaching staff openly document and mentor/ coach each other
- Teaching staff gain a better understanding of the coaching process
- Practice improves as coaching occurs – evident in documentation, discussions and lesson observations

#### Strategy – Create a culture of coaching and mentoring to further embrace the 7Es

Actions	Targets	Timelines	Responsible Officer/s
Build capacity of teaching staff in the art of coaching through quality professional development	<ul style="list-style-type: none"> <li>100% of teaching staff trained in Growth Coaching model</li> </ul>	Term 2	Principal and Centre Teachers
Scheduled collegial coaching sessions to support collegial conversations and build teacher capability – dates and times placed into the weekly timetable	<ul style="list-style-type: none"> <li>Coaching dates and times scheduled throughout the year – opportunities for coaching and to be coached</li> <li>School opinion Survey – 100% of staff indicate the school encourages coaching and mentoring activities</li> </ul>	Established term 1 and Ongoing	Principal and Centre Teachers
Identify the Intent of lesson observations. Refer lesson observations back to one standard from the professional Standards for Teachers	<ul style="list-style-type: none"> <li>Develop a negotiated feedback sheet that includes the intent:               <ol style="list-style-type: none"> <li>Are we doing it for:                   <ul style="list-style-type: none"> <li>Australian Curriculum Pedagogy</li> <li>Professional Standards</li> <li>Annual Professional Development Plan</li> </ul> </li> </ol> </li> </ul>	Term 2	Principal And Centre Teachers
TRS release for lesson observations to happen when required	<ul style="list-style-type: none"> <li>Dates discussed and allocated with teacher resource booked</li> </ul>	Established term 1 and Ongoing	Principal and Centre Teachers

#### Strategy – Ensure all programs operate within the North Keppel Island Environmental Education Centre's Pedagogical framework

Actions	Targets	Timelines	Responsible Officer/s
Clarify and embed the NKIEEC pedagogical framework (7 E process) across all lessons and programs.	<ul style="list-style-type: none"> <li>Clear focus of Pedagogical approach to teaching at NKIEEC</li> <li>Embedded across all programs by adding an extra column on program planning to identify the 7Es in practice.</li> </ul>	Term 1	Principal Centre Teachers
Professional Development to clarify and ensure Pedagogical framework is a 'living culture' within the Centre	<ul style="list-style-type: none"> <li>Principal to facilitate Pedagogy PD</li> <li>Staff offered readings on latest research</li> <li>Ensure teachers are aware of where the 7Es resinate in their practice through documented discussions</li> </ul>	Term 1-4	Principal and Centre Teachers



### Strategy – Improved professional development

Actions	Targets	Timelines	Responsible Officer/s
All staff develop, document and enact the Annual Professional Development Plan that builds teacher capacity across specific skills, teaching practices, curriculum alignment, coaching and pedagogy framework to ensure personal development and school improvement – explicitly aligned and resourced to school improvement priorities	<ul style="list-style-type: none"> <li>School Opinion Survey - 100% of staff indicate they have access to quality Professional Development</li> <li>School opinion Survey – 100% of staff indicate the school encourages coaching and mentoring activities</li> <li>Professional Development Plans reviewed at regular intervals to ensure completion and accountability</li> </ul>	Term 1-4	All staff

### Improvement priority: Emerging Focus of Science and STEM Outside the Classroom

#### Success Criteria:

- Active partnerships engaged and regular contact / visits at NKIEEC that is incorporated into group visits / programs
- Staff member identified / negotiated to become the Lead Science Contact
- Technological resources bought and fully utilised in programs to engage students more in STEM outside the classroom, with a real life focus.
- Future plan for future industry standard science facilities completed
- Science and STEM at the forefront and evident in all programs
- Centre and staff joined to professional organisations e.g. Science Teachers Association of Queensland / Marine Teachers Association Queensland

### Strategy – Practice and documentation reflects the emerging science focus and STEM outside the classroom initiatives

Actions	Targets	Timelines	Responsible Officer/s
Identify staff member that would be a point of contact for Visiting and Regional Science Teachers Actively contact known, knowledgeable Science staff in the Region. <ul style="list-style-type: none"> <li>- Primary school Contact</li> <li>- Lower Secondary Contact</li> <li>- Upper Secondary Contact</li> </ul>	<ul style="list-style-type: none"> <li>Identified staff member would liaise and become a contact for regional science teachers</li> <li>TRS will be provided for the staff member to actively meet with science teachers at schools or at NKIEEC</li> <li>Staff member would observe science teachers in classrooms and provide support</li> </ul>	Term 1  Ongoing  Ongoing	Centre Teachers Principal Visiting Teachers
Staff to attend regional moderation meetings and PD sessions with a science or STEM focus	<ul style="list-style-type: none"> <li>TRS will be provided for staff to attend Professional Development as they arise</li> <li>Centre Staff to be added to mailing lists</li> <li>Centre to send out a flyer to schools advertising the NKIEEC identified Science contact person and what NKIEEC can offer with STEM to further enhance classroom learning</li> </ul>	Term 1 and ongoing  End of Term 1	Principal and Centre Teachers
Australian Curriculum focus in areas will be a Science focus where applicable	<ul style="list-style-type: none"> <li>Review programs offered and Australian Curriculum indicators. Any activities without a science focus will need to be justified by visiting staff.</li> <li>Programs reviewed to see if any activities that are not science based can be modified</li> </ul>	Term 1  Term 2	Principal, Centre Teachers and Visiting Teachers



<p>Partner with experts in fields of STEM                  S – Science                  T – Technology                  E – Engineering                  M – Mathematics</p>	<ul style="list-style-type: none"> <li>One active partner to visit the centre each term to help incorporate STEM into future programs</li> </ul> <p>Term 1 – University of Queensland (M – Stats and Data)                  James Cook University (M/T – Stats and Data)</p> <p>Central Queensland University (S – Frog Research)</p> <p>Term 2 – James Cook University (S – Mangrove Watch)</p> <p>Term 3 – University of Queensland S (S – Coral Watch)</p>	<p>Term 1 and ongoing</p> <p>More to be added as year progresses</p>	<p>Principal</p>
<p>Begin to have facilities come in line with similar research station islands owned by University of Queensland and James Cook University on the Great Barrier Reef</p>	<ul style="list-style-type: none"> <li>Audit dry lab and see what is needed to bring up to Industry Standards</li> <li>Contract a person from a University to complete a Future Resource Science Plan – Identifying areas of improvement</li> <li>Budget for improvements/ seek grants</li> <li>TRS or support offered to staff to visit Australian Institute of Marine Science / Orpheus / Heron Island Research Centres</li> </ul>	<p>Term 2</p> <p>Ongoing</p>	<p>Principal                  Unit Support Officer                  Centre Teachers                  Boating Officer                  BSM</p>
<p>Purchase targeted resources that will enhance capabilities to teach STEM at the centre</p>	<ul style="list-style-type: none"> <li>Complete an audit of activities to identify where certain target resources could be used</li> <li>Purchase programmable drones for data collection</li> <li>Purchase Underwater Drone</li> <li>Participate in James Cook University partnership of data logging ocean floor in Keppel Bay</li> <li>Identify where QR readers could be incorporated into programs</li> <li>Review effectiveness of resources in Staff Meetings</li> </ul>	<p>Term 1</p> <p>Term 3</p> <p>Term 2</p> <p>Term 2</p> <p>Ongoing</p>	<p>Principal                  Centre Teachers</p>

### Endorsement

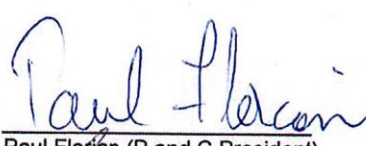
This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Peter Tanzer – Assistant Regional Director



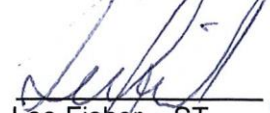
Andrew Gill – A/Principal



Paul Florian (P and C President)



Bill Bowering – EST



Lee Fisher – ST

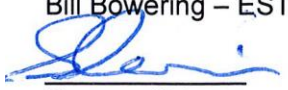


Dan Vaughn – T

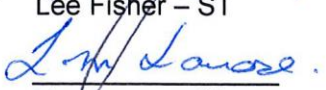


Jan Millar – USO

Christine Wilson – BSM



Graeme Crigan



Lia Larose – Cleaner

