



North Keppel Island Environmental Education Centre Annual Implementation Plan School Improvement Priorities 2020

1) Improvement priority: *Alignment*

Success Criteria

- Clarity and understanding of the links to the Australian Curriculum and programs for NKIEEC staff, visiting teachers / principals.
- Visiting staff, openly sharing and providing Professional Development for NKIEEC staff on how assessment and the Australian Curriculum best aligns to their individual needs.
- Programs clearly and precisely aligning with Australian Curriculum.

1.1 Strategy- Strong and explicit links to the Australian Curriculum reflected in programs and practice				
Actions	Targets	Links	Timelines	Responsible Officer/s
<p>a) Cross Curriculum Priorities / General Capabilities/ Australian Curriculum Indicators Overview to be sent to visiting primary groups to highlight what is to be targeted while on program.</p> <p>b) Curriculum Overviews created for yrs 7-10 to share with visiting staff</p>	<ul style="list-style-type: none"> All primary co-ordinators sent the Overviews and all will return with linked targets All programs will have these links included, for NKIEEC staff to teach to and visiting staff to be aware of when planning their program that aligns with what is happening in the classroom. 	<p>Successful Learners 3.1 (a) + (e)</p> <p>Assessment 1.2 (a)</p>	<p>Term 1 Week 1 Overviews sent to visiting schools</p> <p>Term 1 Returned Overviews collected and saved on G:/ under corresponding programs</p> <p>Term 1 – 4 Links included on all Prep - 6</p> <p>By end of Term 2 Curriculum Overviews for 7-10 completed</p>	<p>Principal, Centre Staff Visiting Staff</p>
1.2 Strategy- Creating a culture of Assessment				
<p>a) Utilising the Curriculum overviews, NKIEEC staff to create one meaningful assessment task that relates to highlighted focuses.</p> <p>b) Visiting staff to create one assessment piece that can be completed while on program at NKIEEC. Time set aside each primary program for visiting staff to professionally share writing and assessment completed on program.</p> <p>c) Time set aside each Senior Secondary program for visiting staff to Professionally share the creation of the assessment pieces, marking guide and progress of students</p> <p>d) NKIEEC staff to develop assessment practices to be completed</p>	<ul style="list-style-type: none"> Bank of assessment pieces on G:/ for future visiting school use Visiting staff to complete assessment pieces while on program and share with NKIEEC staff. NKIEEC staff are Professionally Developed by visiting staff on assessment that relates back to work being completed in classrooms NKIEEC teachers assessing and discussing the impacts of the assessment 	<p>Successful Learners 3.1 (a) + (e)</p> <p>School Performance 1.1 (a) + (b)</p> <p>Mid Cycle Review 2019 Where to Next</p> <p>Teaching Quality 2.1 (b)</p>	<p>Term 1 Staff PD on Assessment</p> <p>Term 1 - 4 Staff create assessment pieces to store on G:/</p> <p>Term 1 – Week 1 Email sent to Visiting Teachers to make them aware of assessment needed</p> <p>Term 1 – 4 Email sent to Visiting Teachers requesting assessment pieces</p> <p>Term 1 - 4 Begin developing assessment pieces.</p> <p>Term 1 – 4 Share with other staff for feedback. Allow time in Staff Meetings for discussion</p>	<p>Principal Centre Staff Visiting Staff</p>



2) Improvement priority: *Precision*

Success Criteria

- Teaching staff openly document and mentor/ coach each other.
- Practice improves as coaching occurs – evident in documentation, discussions and lesson observations.
- A modified/ continual, live feedback documentation form created for visiting staff to complete lesson observations.

2.1 Strategy – Create a culture of coaching and mentoring that improves practice

Actions	Targets	Links	Timelines	Responsible Officer/s
a) Scheduled collegial coaching sessions to support collegial conversations and build teacher capability in the areas of Pedagogy and Assessment	<ul style="list-style-type: none"> Coaching dates and times scheduled throughout the year – opportunities for coaching and to be coached Improvements in practice evident from feedback Shared knowledge of practice and assessment 	<p>School Performance 1.1 (a)</p> <p>School Performance 1.2 (a)</p> <p>Successful learners 3.1 (d) + (e)</p>	<p>Term 1 – Week 3 Names placed on programs for lesson observations Ongoing</p>	Principal Centre Teachers
b) Visiting Staff to provide feedback on lesson observations	<ul style="list-style-type: none"> NKIEEC staff names placed on programs and lessons allotted Lesson Observation form developed 	<p>School Performance 1.1 (a) + (b)</p> <p>School Performance 1.2 (b) + (c)</p> <p>Successful Learners 3.1 (d) + (e)</p>	<p>Term 1 Placing names of NKIEEC staff to lessons Ongoing</p> <p>Term 1 Week 4 Visiting Staff Observations</p> <p>Term 1 Observation sheet created</p> <p>Term 1 – Term 4 Observation sheet used and edited as lessons progress</p>	Principal And Centre Teachers
c) TRS release for lesson observations to happen when required	<ul style="list-style-type: none"> Dates discussed and allocated with teacher resource booked 	<p>School Performance 1.1 (a)</p> <p>School Performance 1.2 (d)</p> <p>Teaching Quality 3.1 (e)</p>	Established Term 1 and Ongoing	Principal and Centre Teachers
d) Improved classroom spaces that support learning and teaching quality	<ul style="list-style-type: none"> Classroom at Longhouse to be refurbished 	<p>School Performance 1.2 (d)</p> <p>I4S</p>	<p>Term 1 – Week 3 Start pulling out sink and cupboards</p> <p>Term 1 – Week 4 Order new classroom furniture</p> <p>Term 1 – Week 5/6 Place in Classroom furniture WUP</p>	



3) Improvement priority: **Precision**

Success Criteria:

- New, relevant Pedagogical Framework written with staff input and implemented.
- Pedagogy included in programs and used as a feedback tool during lesson feedback.
- Clarified teaching practices being utilised by teaching staff (Mid Cycle Review).
- Updated Pedagogical Framework to include the use of inquiry based questions (Mid Cycle Review).
- Review of pedagogical framework to ensure it reflects current practises (Mid Cycle Review).

3.1 Strategy – Review and realign current Pedagogical Framework				
Actions	Targets	Links	Timelines	Responsible Officer/s
a) Review all programs and current Pedagogical Framework to see if it is relevant – Inquiry Model	<ul style="list-style-type: none"> • Identify where in programs Pedagogy can be improved 	School Performance 1.1 (a) + (b) Mid Cycle Review (2019) Where to Next	Term 1 – Week 4 Review current Pedagogy	Principal NKIEEC Staff
b) Engage and work collaboratively with Keppel Cluster Principals to develop a Pedagogical framework c) Engage experts to help with aligning and reviewing current pedagogical practices d) Gain clarity and precision about the Pedagogical Framework for NKIEEC by redesigning to ensure it reflects current practices	<ul style="list-style-type: none"> • Pedagogy expert at NKIEEC to review and provide advice on Pedagogy • Implement Education Queensland's new Pedagogy Framework Guidelines / Create a 1 page overview 	School Performance 1.1 (a) + (b) School Performance 1.2 (a) + (d) Explicit Improvement Agenda	Term 1 – Week 4 Cluster Meeting at NKIEEC Term 1 – Term 2	Principal NKIEEC Staff
e) Review all programs, add a new column that indicates Pedagogical Framework inclusion	<ul style="list-style-type: none"> • Implement new Pedagogical Framework 	School Performance 1.1 (a) + (b) School Performance 1.2 (a) + (d)	Term 2	Principal NKIEEC Staff



4) Improvement Strategy: *Intentional Collaboration*

Success Criteria:

- Full set of Australian Curriculum aligned Unit Plans for use at NKIEEC for Prep – yr 12.
- High Woppaburra engagement with at least one Woppaburra organised event.
- Woppaburra Elder in residence.
- Seagrass Facility operational and being used by students and scientists.
- Research people on site in residence.
- Seagrass Facility Operational and included in programs.

4.1 Strategy – Foster Productive Partnerships

Actions	Targets	Links	Timelines	Responsible Officer/s
Australian Institute of Marine Science <ul style="list-style-type: none"> a) Development of Curriculum – Coral to the Classroom exclusive for NKIEEC b) Refurbishment of the Museum c) 2nd year of 5 year commitment 	<ul style="list-style-type: none"> • Develop a series of units that are Australian Curriculum aligned to be used at NKIEEC and Reef Guardian Schools • Working with AIMS and Woppaburra people refurbish and develop the Museum into a learning place that delivers valuable outcomes • Coral sites developed and monitored for use with students, in providing real life data for AIMS • Develop and sign an MOU with AIMS 	<p>School Performance 1.1 (a) + (b)</p> <p>School Performance 1.2 (a) + (c) + (d)</p> <p>Successful Learners 3.1(a)</p>	<p>Term 1 – Week 1 Phone linkup with AIMS / Woppaburra /GBRMPA on funding</p> <p>Term 1 – Week 6 Funding allotted</p> <p>Term 1 – Week 8 Term 2 Ongoing Development of Unit plans and kits</p>	<p>AIMS staff NKIEEC Staff Woppaburra GBRMPA NKIEEC Principal CQ UNI District and Central Office Staff</p>
CQ UNI <ul style="list-style-type: none"> d) Seagrass facility e) David Flack 	<ul style="list-style-type: none"> • Up and running sea grass facility • David Flack to visit and conduct study on frogs and present to students (Scientist in residence) • Develop and sign an MOU with CQ Uni 	<p>School Performance 1.1 (a) + (b)</p> <p>School Performance 1.2 (a) + (d)</p> <p>Collaborative Partnerships 4.1 (a)</p>	<p>Term 1 – MOU completed</p> <p>Term 2 – Seagrass Facility begins construction with scientist in residence</p> <p>Term 2 – David Flack visiting with student to begin work on frog identification / Transects and biology study</p>	<p>Principal NKIEEC Staff Martin Elms Emma Jackson David Flack</p>
Woppaburra <ul style="list-style-type: none"> f) Continue to empower and partner with Woppaburra people as the Traditional Owners, throughout the year. 	<ul style="list-style-type: none"> • Put in place a Woppaburra Elder in residence for Cultural lessons • Encourage Woppaburra to plan NAIDOC and Reconciliation days • Include Woppaburra in planning units to ensure Indigenous Perspectives 	<p>School Performance 1.1 (a)</p> <p>Collaborative Partnerships 4.1 (a) + (b)</p>	<p>Term 1 – Contact Woppaburra Elder and confirm availability</p> <p>Term 1 Week 3 Send out Email to all Woppaburra regarding possible events. Empowering Woppaburra to organise events</p>	<p>TUMRA WLT Elders Committee Darumbul</p>

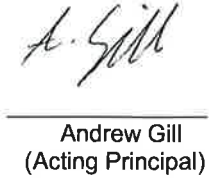


Endorsement

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



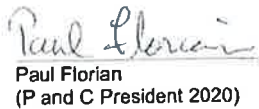
Peter Tanzer
(Assistant Regional Director)



Andrew Gill
(Acting Principal)



Bob Muir
(Woppaburra Elder and TUMRA Chair)



Paul Florian
(P and C President 2020)

