NORTH KEPPEL ISLAND

ENVIRONMENTAL EDUCATION CENTRE

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| *School:*  | *Camp Coordinator:*  |
| *Telephone:* Fax:  | *Email:*  |
| *Visiting Staff:*  | *Transport (Vessel Name): Gundoo Spirit* |
| *Arrival (Date & Time):* Arrive Rosslyn Bay Marina  | *Departure (Date & Time):* Depart North Keppel Island  |
| *No. Of Participants (students):* 34 Students  19 Girls 15 Boys*No. Of Staff ( 1 Parent*): 5 | Dietary Requirements: Nil**Allergies**: |
| *Year Level:* 6 | *Birthdays: Nil* |
| *National Parks Camp Permit Required?*  |  |

 KNOW STUDENTS AND HOW THEY LEARN

Can you please provide summary information for your school / students that identify 1 or 2 key strategies or background information that NKIEEC staff could utilise / support teaching and learning for the following:

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| 1. Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
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| N/A |
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| 1. Strategies for teaching Aboriginal and Torres Strait Islander students
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| We only have one indigenous student attending who usually is well behaved unless he becomes disengaged and distracted.  |
| He does not like to be addressed in front of the class, which leads to him choosing off-task behaviors and becoming upset.  |
| 1. Strategies to differentiate teaching to meet the specific learning needs of students across the full range of abilities
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| There are 7 students out of the 35 who are below year level in all subject areas who may need the activities modified to suit |
| there needs.  |
| 1. Strategies to support full participation of students with disability
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| 1. Medical summary (medications, allergies and dietary requirements)
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| **Tides** |
| **Low: 17.03****1.05m** | **High: 11.17****3.38m** |

School:

# Day: Monday Date:

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| TIME | PROGRAM DETAILS | IN QUES / PED | IN.QUEST / PEDAGOGY | AUST CURRICULUM CONNECTION  |
| 11.00 | Arrive Rosslyn Bay Harbour- Pack and load Gundoo Spirit | **Staff Run at normal time.** **Naomi IPAD set up**  |  |
| 11.30 | Depart Rosslyn Bay  |
| 12.00 | Arrive NKI, Welcome, Acknowledgement of TO, WPH&S, Sustainability intro, Unpack Orientation,  | Lee Teachers Eric / Namomi IPADSBill Walk | Explicit | Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing. **ABHC2** |
| 1300 | Lunch & Kitchen duty brief | NKI Cup, survey? |  |  |
| 1400 | 3 Way Rotation Grp 1 - RopesGrp 2 - Initiative games Grp 3 – VIA survey | **(NKIEEC teacher to stay with group) NKIEEC teachers need to be familiar with VIA, survey and IPADS** | **Consider how you can participate positively in teams?****Explicit and Experiential** | Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities**(ACPMP067)**Personal and Social Capability**Recognise personal qualities and achievements** describe the influence that personal qualities and strengths have on their learning outcomes |
| 15.30 | Use VIA strength for goal setting (Andrew) |
| 16.00 | Afternoon Tea |  |  |  |
| 16.30 | Swim/ Beach Games |  |  |
| 17.15 | Showers/Reflection Time |  |  |
| 18.00 | Dinner |  |  |  |
| 19.00 | Wide game-steal spoon |  **Eric to stay over** | **Social Development- Comment and reflect upon negotiating rules of play and responsibilities****Explicit and Experiential** | Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities**(ACPMP067)** |
| 21.00 | Bed |  |  |  |

School:

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| **Tides** |
| **Low: 18.14** **1.44m** | **High: 12.33**  **3.23m** |

# Day: Tuesday Date:

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| TIME | PROGRAM DETAILS | IN QUES / PED | IN QUES / PED | AUST CURRICULUM CONNECTION  |
| 07.00 | Breakfast |  |  |  |
| 08.00 | Cabin Inspections | Award NKI cup points each morning | . |  |
| 08.30 | Snorkel Brief |  |  |  |
| 09.00 | Rotation 1: Grp 1 snorkel **Describe and identify the health of reef systems?****Eric / Bill** | Grp 2 energy lesson **Analyse how your community contributes to threatening processes impacting the reef ecosystem? Lee** | **Explicit or 5 Es** | Snorkel: Participate in guided investigations to explore and answer questions (ACSIS025) & (ACSIS038)Alt Energy: Scientific knowledge is used to solve problems and inform personal and community decisions **(ACSHE083)** & **(ACSHE100)**Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources [(ACSSU097)](http://www.scootle.edu.au/ec/search?accContentId=ACSSU097)  |
| 10.30 | Morning Tea |  |  |  |
| 11.00 | Rotation 2: Grp 1 energy lesson Bill | Grp 2 snorkel Lee / Eric |  **Explicit and or 5 Es** | As above |
| 13.00 | Lunch |  |  |  |
| 14.00 | Raft building**Create a raft that will carry 4 – 5 group members? Lee** | **Identify** a VIA strength to develop while building your raftWrite VIA strength on raft | Explicit and experiential | Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities**(ACPMP067)** |
| 16.00 | Afternoon Tea |  |  |  |
| 16.30 | Beach games/Swim | Continue Rafts |  | Recreation |
| 17.15 | Showers/Reflection Time |  |  |  |
| 18.00 | Dinner | Lee |  |  |
| 19.00 | Night beach walk to Mazie Bay | **Explore** Woppaburra history and culture | **Lee to stay over** | Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing. **ABHC2** |

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| **Tides** |
| **Low:06.54****1.32m** | **High: 13.25****3.16m** |

School:

# Day: Wednesday Date:

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| TIME | PROGRAM DETAILS & REQUIREMENTS | IN QUES / PED | STAFFING | AUST CURRICULUM CONNECTION  |
| 07.00 | Breakfast |  |  |  |
| 08.00 | Cabin Inspections | Finishing touches to rafts |  |  |
| 08.30 | Bald Hill walk (Eric / Bill) | **Explain how did Woppaburra survive on Konomie?** (food and water sources) |  | Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing. **ABHC2** |
| 10.30 | Morning Tea |  |  |  |
| 12.30 | Lunch |  |  |  |
| 1.30 | Raft journey (All) | **Evaluate how your team paddled its raft to a set destination?****Evaluate your raft?** |  | Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities**(ACPMP067)** |
| 1530 | Return to Centre |  | **Gundoo Pick up Considine** |  |
| 16.00 | Afternoon Tea |  |  |  |
| 16.30 | Beach Games |  |  |  |
| 17.30 | Plankton Trawl Brief | **Hypothesise (predict) if we will catch any zooplankton in our sample at night? Why?****5 E** |  | Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE081) & (ACSHE098) |
| 18.00 | Dinner | Bill |  |  |
| 19.00 | Plankton Trawl rotation | Lab work and microscope skills | **Bill to stay over** | Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE081) & (ACSHE098) |
| 21.00 | Bed |  |  |  |
| 21.00 | Lights Out |  |  |  |

North Keppel Island Environmental Education Centre

School:

# Day: Thursday Date: 22/08/2019

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| TIME | PROGRAM DETAILS & REQUIREMENTS | IN QUES / PED | STAFFING | AUST CURRICULUM CONNECTION

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| **Tides** |
| **Low: 0****0.95m** | **High: 13.25****3.16m** |

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| 07.00 | Breakfast |  |  |  |
| 08.00 | Cabin Inspections |  |  |  |
| 08.30 | ½ day on Bay (All) |  |  |  |
| 10.30 | Morning Tea |  | **Takeaway morning tea** |  |
| 11.00 | Snorkel GKI | **Investigate ways to protect the reef?** |  | Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083) & (ACSHE100) |
| 13.00 | Lunch |  |  |  |
| 14.00 | Environmental action activities | *T shirt bags**Bees wax wraps**Screen printing*Sustainability treasure hunt (IPADS) | NKIEEC STAFF MEETING | Long HouseDining Room Veranda ShedDining Room |
| 16.00 | Afternoon Tea | **Reflect and identify** 3 learnings from NKI camp |  |  |
| 16.30 | Clean cabins |  |  |  |
| 18.00 | Dinner |  |  |  |
| 19.00 | Camp Fire & Debrief  | **Connect and propose learnings that can be implemented at school or home after camp**  |  **Gilly to stay over** | Personal and Social CapabilityDevelop reflective practice |
| 21.00 | Bed |  |  |  |