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 |
| N/A |
|  |
| 1. Strategies for teaching Aboriginal and Torres Strait Islander students |
| 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 |
| 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 IPADS  Bill 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 - Ropes  Grp 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 raft  Write 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   |  |  | | --- | --- | | **Tides** | | | **Low: 0**  **0.95m** | **High: 13.25**  **3.16m** | |
| 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 House  Dining Room Veranda  Shed  Dining 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 Capability  Develop reflective practice |
| 21.00 | Bed |  | |  | |  |