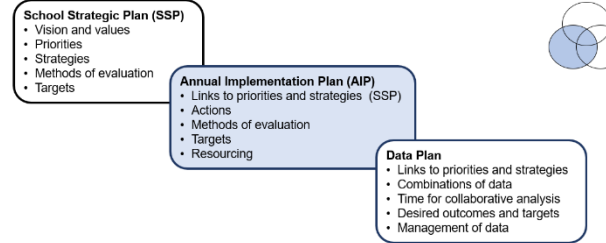


NCR Leadership Challenge
Every centre will have a precise, rigorous and enacted moderation process, incorporating case management and the use of effective pedagogical practices to improve student learning.

Barambah EEC Annual Improvement Plan 2022

Key Improvement Priority – effective teaching practices that deepen student learning and enhance

School performance planning: [Annual implementation plan](#)



NCR Leadership Challenge
Every centre has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in care and students with disability.

Regional Improvement Plan Focus Areas	Quality	Baseline	6 Month progress	12 Month progress
Every Student Succeeding	Every school and centre delivering the Australian Curriculum with fidelity. Barambah EEC supporting schools to provide environmental education and outdoor teaching and learning opportunities that deepen student learning and enhance student wellbeing.	Student Stories of Change (self-reflection on learning and wellbeing) at end of camp – 2 targeted client groups in Term 2 tracked to end of 2022 year (and beyond)	Student Stories of Change (self-reflection on learning and wellbeing tracked each term)	Student Stories of Change (self-reflection on learning and wellbeing tracked each term)
Regional Improvement Plan Focus Areas	Access and Engagement	Baseline	6 Month progress	12 Month progress
All children making a great start	<i>Every child engaged in high quality learning. Every OOHC child, every child with a disability accessing Barambah curriculum and environment on the same basis as their peers.</i>	Student Stories of Change (self-reflection on learning and wellbeing) at end of camp	Student Stories of Change (self-reflection on learning and wellbeing) at end of camp	Student Stories of Change (self-reflection on learning and wellbeing) at end of camp
Every Student Succeeding	Leadership Challenge: Every school and centre has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability	# Marker students per client group achieving camp goal	# Marker students per client group achieving camp goal	# Marker students per client group achieving camp goal
	Leadership Challenge: Every school and centre will have a precise, rigorous and enacted moderation process, to inform the use of effective pedagogical practices to improve student learning.	Number of Teachers Number of T/Aides, USO	Number of Teachers Number of T/Aides, USO	Number of Teachers Number of T/Aides, USO

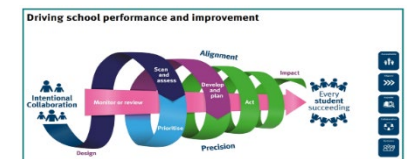
Endorsement

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

Principal

P and C

Assistant Regional Director



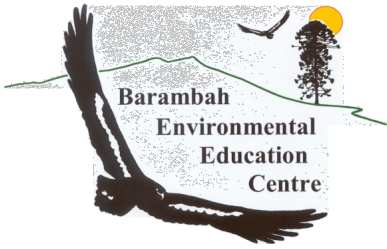
The 2022 Key Improvement

<p>Focus PERFORMANCE</p> <p><i>lifting the performance of each child and student in our state schooling system.</i></p>	<p>Actions</p>	<p>Timelines</p>	<p>Resources</p>	<p>Responsible Officer</p>	<p>AIP Progress At 3 months At 6 months At 9 Months At 12 Months</p>
<p>Focus TEACHING</p> <p><i>a focus on the capability and capacity to enact a deep understanding of the P12 CARF. Teaching will have us focus on the middle layer, or the 'engine room' of the School Improvement Hierarchy, of systematic curriculum delivery, effective pedagogical practices and expert teaching teams, especially in aligning curriculum, pedagogy and assessment and using evidence of student learning to inform next steps for students and teachers.</i></p>	<p>Actions</p>	<p>Timelines</p>	<p>Resources</p>	<p>Responsible Officer</p>	<p>AIP Progress At 3 months At 6 months At 9 Months At 12 Months</p>
	<p>During each term (commencing Term 2) Stories of Change are collected from students and staff of targeted client schools.</p>	<p>Terms 2, 3 and 4</p>	<p>Data Plan</p>	<p>Principal Teaching staff</p>	
	<p>Stories of Change are analysed by the teaching team and the data is transferred to the Wellbeing Data Spreadsheet.</p>	<p>Each term</p>	<p>I4S for teacher release</p>	<p>Principal Teaching staff Teacher Aide</p>	
	<p>Teaching team discuss the results of the data analysis and identify the teaching practices that contribute to significant lift in student learning and wellbeing. Identified strategies refined and embedded in practice to provide lift for students of future camps.</p>	<p>Each term</p>	<p>I4S for teacher release</p>	<p>Principals Teaching team</p>	
	<p>Data shared at whole centre data meetings each term.</p>	<p>Each term</p>	<p>Data Plan Wellbeing Data Spreadsheet</p>	<p>Principal Teaching staff</p>	
	<p>Data de-identified and shared with other centres during sector data project meetings.</p>	<p>As per data project meeting schedule</p>	<p>I4S for teacher release</p>	<p>Principal Teaching staff</p>	
	<p>Every teacher delivering the Australian curriculum through the lens of environmental education and outdoor learning experiences, using the 3 levels of planning within the whole centre CARP.</p>	<p>Every day</p>	<p>Centre CARP</p>	<p>Principal</p>	
	<p>Develop clarity regarding teaching practices that improve student learning and wellbeing as evidenced by analysis of stories of change.</p>	<p>Ongoing</p>	<p>Stories of Change Wellbeing Data Spreadsheet.</p>	<p>Principal and teachers</p>	
	<p>Investment in collaborative opportunities to engage teaching team in effective teaching practices conversations.</p>	<p>Each semester</p>	<p>I4S</p>	<p>Principal</p>	
	<p>Principal line of site visits each term with provision of feedback to teachers about effective pedagogical practices utilising the protocols of the Barambah EEC Collegial Sharing and Mentoring program.</p>	<p>Each term</p>	<p>Barambah EEC Collegial Sharing and Mentoring program</p>	<p>Principal</p>	

Focus CAPABILITY	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
<i>supporting tailored professional learning pathways for our people and planning to learn from one another and share the lessons learnt.</i>	Provide professional learning to all staff – teachers and teacher aide and unit support officers – to continue to deepen knowledge of the 3 levels of planning.	Term 1 2022	Centre CARP P-12 CARF	Principal	
	Continue to lead research based learning of the impact of outdoors learning and experiences in natural environments on wellbeing through discussion of research papers and findings.	One session per term at staff meetings	Range of research articles relevant to focus	Principal	
	Continue centre engagement in sector data project “ <i>Stories of Change</i> ” Whole staff engagement with centre <i>Stories of Change</i> findings through staff meetings (15 minutes) and end of term data meeting (60 mins).	Each term	Data Project critical friend Dr Sandra Nissen Centre budget	Principal	
	Allocate I4S budget to purchase TRS to provide every centre teacher 1 planning day per term to engage in pedagogical discussions with the principal.	Terms 2, 3 and 4	I4S for teacher release	Principal	
	Allocate centre budget to build capacity of program unit support officer to support teacher facilitation of personal challenge and adventure programs.	Ongoing	Centre budget	Principal	
	Align teacher PDPs to work collaboratively to review current teaching and learning programs and identify effective teaching practices that improve student learning and wellbeing.	Term 1 - 4	Centre budget	Principal	

	Strengthen the use of the Barambah EEC Collegial Sharing and Mentoring program (“I notice, I wonder”) by all staff to develop deeper understanding of effective teaching practices that improve student learning and wellbeing.	Term 1 2022	Barambah EEC Collegial Sharing and Mentoring program	Principal	
Focus PARTNERS <i>fostering strategic partnerships that build understanding and expertise, and co-ordinating, collaborating or co-designing shared work with partners.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Principal to continue leadership of sector Data Project and work with State Schools Performance as project progresses.	Ongoing	Centre budget	Principal	
	Continue discussions with targeted client schools regarding the formation of a hub of schools exploring the platform of outdoor learning to improve teaching and learning and student wellbeing.	Term 1	Principals of partner schools	Principal and HAT	
Focus WELLBEING <i>creating respectful and positive learning environments, and explicitly teaching and modelling social and emotional skills, values and expectations for behaviour.</i>	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
	Promote wellbeing across the centre community – self, staff, students, parents and community.	Ongoing	Staff Wellbeing Framework Centre Health and Wellbeing Action Plan Wellbeing with Barambah resources	Principal and Wellbeing Team	
	Develop and implement TOIL agreements with teaching staff in accordance with the O&EEC MOA.	January 2022 and ongoing	O&EEC MOA	Principal and teachers	
	Deliver Wellbeing with Barambah program to client schools including modelling of wellbeing pedagogies to visiting teachers.	Ongoing	Wellbeing with Barambah resources	Teachers	

Focus INCLUSION	Actions	Timelines	Resources	Responsible Officer	AIP Progress At 3 months At 6 months At 9 Months At 12 Months
<p><i>promoting, maintaining, and taking action on the expectation that all students will learn successfully and understanding the different strengths and barriers to learning that exist for each child and student, and planning how to partner with them to take action to promote learning.</i></p>	<p>Support teachers to adjust curriculum delivery at the planning for teaching phase</p>	<p>Each camp and excursion</p>	<p>Pre-visits and pre-camp or excursion information provided by schools</p> <p>Centre pre-camp and excursion meetings</p>	<p>Principal and teachers</p>	



Barambah EEC FLYWHEEL 2022

Flywheel Step 6

- Continue centre engagement in sector ‘Stories of Change’ project and share findings regarding effective teaching practices that improve student wellbeing.
- Utilise sector expertise to quality assure centre moderation processes.

Flywheel step 5

- Collect stories of change from teachers at the end of each camp to gain further insight into effective teaching practices that improve student wellbeing.
- Engage teaching team in effective teaching practices conversations.
- Develop clarity regarding teaching practices that improve student wellbeing.

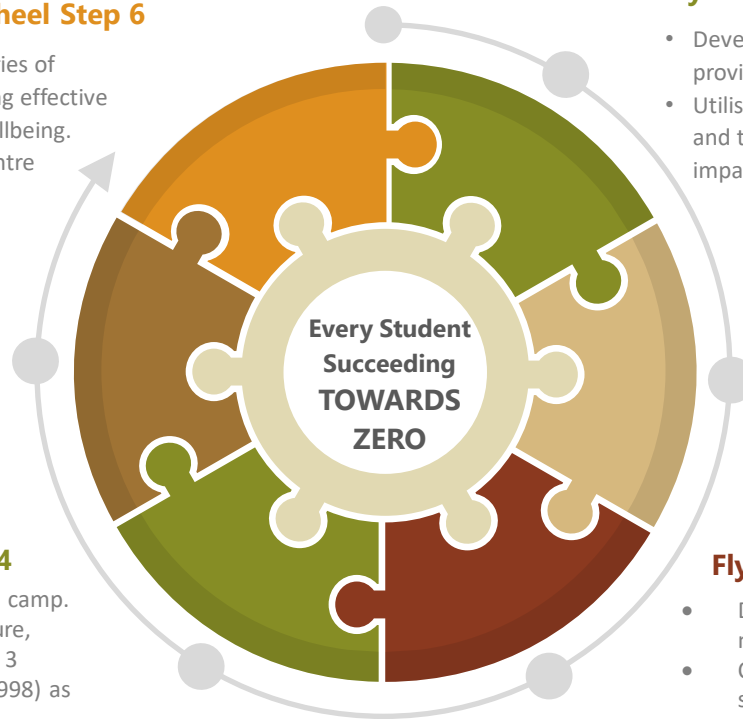
Flywheel Step 4

- Collect student stories of change at end of each camp.
- Analyse the impact on students of being in nature, mindfulness and gratitude practices against the 3 levels of learning identified by Wertsch (1991,1998) as surface, mastery or appropriation (deepening learning) .

Disciplined People

Disciplined Thought

Disciplined Action



Flywheel Step 1

- Develop a suite of strategic planning processes to provide a clear pathway for the future.
- Utilise the centre data project to inform timelines and targets for implementation, and measure impacts.

Flywheel Step 2

- Develop a partnership with one targeted school to track student stories of change across the year.
- Collaboratively decide on timelines, processes and resources required to support teacher and class engagement in this aspect of the centre stories of change project.

Flywheel Step 3

- Develop a process to support class teachers to identify marker students for each camp.
- Collect student and teacher stories of change for marker students at the end of each camp experience.
- Collaboratively review stories for insights into effective teaching practices improving student wellbeing.