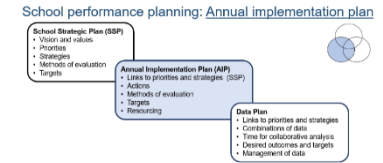


# Every Student Succeeding

## Barambah Environmental Education Centre Annual Improvement Plan 2023

**Improvement Priority – to develop, lead and monitor an explicit improvement agenda focussed on **deepening student learning and wellbeing by involving visiting teachers in the centre’s wellbeing program and post camp- follow up.****



12 Month Success Criteria			
12 Month Success Criteria:	Leading School Improvement		
<ul style="list-style-type: none"> <li>Two partner schools implementing a tailored post-camp wellbeing program for students</li> <li>20 year 10 and 11 students building cultural capability by engaging in leg 1 of the 2023 Bunya to the Bay (B2B) river journey</li> <li>Outdoor Learning Hub (OLH) teachers collaborating to moderate student work samples</li> <li>Marker students from partner schools engaging in camp programs and post-camp wellbeing program on the same basis as their peers</li> </ul>			
Planning and Enacting the Intended Curriculum	Baseline (2022)	6 Month progress	12 Month progress
<p><b>Barambah EEC delivering the Australian Curriculum (AC) with fidelity</b></p> <p>Feedback Survey for Visiting Teachers (FSVT) Q1 - This centre was explicit about the alignment of the program to the Australian Curriculum (AC).</p> <p>FSVT Wellbeing strategies were explicitly taught to students and staff throughout the camp experience.</p> <p><b>Every student engaged in high quality learning</b></p> <p>FSVT Q2 Students achieved the learning goals identified for this program.</p> <p>FSVT Q3 Students received quality teaching from the Centre staff.</p>	<p>58.1% Strongly Agree (SA) 32.3% Agree (A)</p> <p>87.1% SA, 9.7% A</p> <p>71% SA, 29% A</p> <p>96.8% SA, 3.2% A</p>	<p>65% Strongly Agree (SA) 30% Agree (A)</p> <p>90% SA, 8% A</p> <p>80% SA, 20% A</p> <p>98% SA, 2% A</p>	<p>75% Strongly Agree (SA) 25% Agree (A)</p> <p>95% SA, 5% A</p> <p>90% SA, 10% A</p> <p>100% SA</p>

Driving successful transitions and meaningful pathways	Baseline	6 Month progress	12 Month progress
<p><b>Engagement</b> FSVT Q4 Students were highly engaged in the program.</p> <p><b>Wellbeing</b> FSVT Staff and student wellbeing are a high priority for this centre.</p> <p>FSVT Students' personal and social capability was enhanced by the program at this centre.</p>	<p>96.8% SA, 3.2% A</p> <p>87.1% SA, 12.9% A</p> <p>90.3% SA, 9.7% A</p>	<p>98% SA, 2% A</p> <p>92% SA, 6% A</p> <p>93% SA, 7% A</p>	<p>100% SA</p> <p>95% SA, 5% A</p> <p>95% SA, 5% A</p>
Driving Equity of Performance for all Sub-groups	Baseline (2022)	6 Month progress	12 Month progress
<p><b>No group outperforming another</b></p> <p>VTFS This centre is an inclusive setting in which everyone feels safe and valued.</p> <p>VTFS The individual learning needs of students were addressed in the teaching of this camp program.</p>	<p>90.3% SA, 6.5% A</p> <p>64.5% SA, 29% A</p>	<p>93% SA, 6% A</p> <p>70% SA, 27% A</p>	<p>95% SA, 5% A</p> <p>75% SA, 25% A</p>

The 2023 Improvement Priority: deepening student learning and wellbeing by involving visiting teachers in the centre's wellbeing program and post camp follow up.

Planni ng and Enacti	Key strategies to address Improvement Priority	Evidence of Impact	Resources (financial, human, physical	Responsible officer	Artefacts
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	<p><b>To improve visiting teachers' involvement in the centre's wellbeing program and post camp follow up through targeted strategies including -</b></p> <ul style="list-style-type: none"> <li>- Providing school teachers (during pre-visits or other means prior to camp) with documents that clearly align the AC to the camp program that is to be delivered</li> <li>- identifying and documenting critical teaching moments to intentionally involve visiting teachers in the centre's wellbeing program</li> <li>- modelling and reinforcing pedagogical approaches by centre staff</li> <li>- setting clear expectations for visiting teachers regarding participation in post-camp follow up (trial 2 partner schools in 2023)</li> <li>- working with partner schools to collaboratively develop a tailored post camp wellbeing program (including professional development and wellbeing teaching resources) to support student actions plans developed during camp and teacher capacity to continue wellbeing practices in the classroom.</li> </ul>	<p><b>Pre camp. behaviourally</b></p> <p>Students can/will</p> <ul style="list-style-type: none"> <li>• attend pre-visit presentation by Barambah staff</li> <li>• prepare for camp successfully</li> </ul> <p>Class teachers can/will</p> <ul style="list-style-type: none"> <li>• attend pre-visit presentation by Barambah staff and engage with initial introduction to Wellbeing with Barambah program resources</li> </ul> <p>Barambah teachers can/will</p> <ul style="list-style-type: none"> <li>• provide an induction to the wellbeing program for class teachers during pre-visit</li> <li>• provide documents to the school teachers that clearly align the AC to the camp program that will be delivered</li> </ul> <p>Leaders can/will</p> <ul style="list-style-type: none"> <li>• lead the development of induction to wellbeing program for use during pre-visits</li> </ul>	Release time for teaching team discussions	Principal Teaching Team	Program planning documents
		<p><b>During camp. behaviourally</b></p> <p>Students can/will</p> <ul style="list-style-type: none"> <li>• identify wellbeing practices that have a positive impact for them</li> <li>• develop a wellbeing action plan (SMART goal)</li> </ul> <p>Visiting teachers can/will</p> <ul style="list-style-type: none"> <li>• intentionally participate in centre wellbeing program in partnership with centre teachers</li> </ul> <p>Barambah teachers can/will</p> <ul style="list-style-type: none"> <li>• model and reinforce pedagogical approaches</li> </ul> <p>Leaders can/will</p> <ul style="list-style-type: none"> <li>• provide support for emergent student needs</li> </ul>	"Walk, Talk, Connect" Pedagogical Approach	Teaching Team	
		<p><b>Post camp. behaviourally</b></p> <p>Students can/will</p> <ul style="list-style-type: none"> <li>• implement their wellbeing action plan and provide feedback to Barambah via postcard</li> </ul> <p>Partner school class teachers can/will</p> <ul style="list-style-type: none"> <li>• collaborate with Barambah teachers to develop a tailored post-camp wellbeing plan</li> <li>• implement tailored plan and provide feedback to Barambah teachers</li> </ul> <p>Leaders can/will</p> <ul style="list-style-type: none"> <li>• set clear expectations for partner schools regarding participation in post-camp wellbeing program</li> </ul>	I4S funding for centre teacher release to develop resources, collaborate with partner school teachers and follow up with teachers and students post camp	Teaching Team  Principal	Tailored post camp wellbeing programs and resources for partner schools  Statement of Expectations

		<ul style="list-style-type: none"> <li>Provide teacher release for professional development and planning of tailored wellbeing program, and follow up analysis of data including attendance, SDAs and class teacher stories of change</li> </ul>			
<b>Delivering Successful Transitions and meaningful Pathways</b>	<b>Key strategies to address Improvement Priority</b>	<b>Evidence of Impact</b>	<b>Resources (financial, human, physical)</b>	<b>Responsible officer</b>	<b>Artefacts</b>
	<p><b>To improve student engagement and wellbeing through targeted strategies including -</b></p> <ul style="list-style-type: none"> <li>engage 20 year 10 and 11 students in leg 1 of the 2023 Bunya to the Bay (B2B) River journey (facilitated by Barambah EEC in Term 3), connecting with Elders, immersing in First Nations histories, cultures and values and building student cultural capability</li> <li>build cultural capability of all centre staff by engaging with Elders and the Ration Shed experience</li> </ul>	<p><b>Pre Bunya to the Bay. behaviourally</b></p> <p>Students can/will</p> <ul style="list-style-type: none"> <li>consider and identify their understanding of and interest in connecting to country</li> </ul> <p>Teachers can/will</p> <ul style="list-style-type: none"> <li>conduct pre-visits to targeted schools and engage with potential students</li> </ul> <p>Leaders can/will</p> <ul style="list-style-type: none"> <li>provide resourcing to support pre-visits to schools and recce trips to ensure a safe and supportive journey learning environment</li> </ul> <p><b>During Bunya to the Bay. behaviourally</b></p> <p>Students can/will</p> <ul style="list-style-type: none"> <li>build their cultural knowledge and capability by immersing in First Nations histories, cultures and values</li> </ul> <p>Teachers can/will</p> <ul style="list-style-type: none"> <li>support students to successfully achieve adventure and personal challenge elements of the journey</li> </ul> <p>Leaders can/will</p> <ul style="list-style-type: none"> <li>provide oversight of the journey and support additional resourcing for emergent student needs and continued engagement</li> </ul> <p><b>Post Bunya to the Bay. behaviourally</b></p> <p>Students can/will</p> <ul style="list-style-type: none"> <li>continue to connect with other B2B students as part of the 2023 River Ambassadors community of learners</li> </ul> <p>Teachers can/will</p> <ul style="list-style-type: none"> <li>facilitate opportunities for students to continue to build their cultural capability</li> </ul>	<p>Bunya to the Bay pedagogical approaches and suite of planning resources</p> <p>Time for centre staff to conduct pre-visits with targeted schools and complete recce trips in term 2, vehicles, logistical planning</p> <p>Centre staff and vehicles to facilitate journey</p> <p>TOIL agreement for staff involved in facilitation of journey</p>	<p>Principal Teaching Team Program Officer</p>	<p>Bunya to the Bay 2023 video production</p> <p>Student journals</p> <p>TOIL spreadsheet entries</p>

	<ul style="list-style-type: none"> <li>- build capacity of Outdoor Learning Hub (OLH) teachers to plan and deliver outdoor learning as a pedagogical approach to increase student engagement and learning across the breadth of hub schools</li> </ul>	<p>Leaders can/will</p> <ul style="list-style-type: none"> <li>• lead opportunities for increasing cultural capability of all staff</li> </ul>			
		<p><b>At 3 months, behaviourally</b></p> <p>Teachers can/will</p> <ul style="list-style-type: none"> <li>• embed the four dimensions of outdoor learning into curriculum planning documents</li> </ul> <p>Leaders can/will</p> <ul style="list-style-type: none"> <li>• lead and engage in OLH discussions and workshops</li> <li>• support teacher release time to attend workshops</li> </ul>	<p>I4S funding for HAT release to lead OLH workshops</p> <p>Outdoor learning curriculum connections  <a href="https://australiancurriculum.edu.au/resources/curriculum-connections/">https://australiancurriculum.edu.au/resources/curriculum-connections/</a></p> <p>Curated research articles of relevance</p>	Principal HAT	<p>Workshop programs</p> <p>Attendance registers</p> <p>OLH schools' curriculum planning documents</p> <p>OLH schools' workshop presentations and data</p>
		<p><b>At 6 Months, behaviourally</b></p> <p>Teachers can/will</p> <ul style="list-style-type: none"> <li>• Present their progress so far and request feedback from colleagues</li> </ul> <p>Leaders can/will</p> <ul style="list-style-type: none"> <li>• lead and engage in OLH discussions and workshops</li> <li>• Support teacher release time to attend workshops</li> </ul>			
		<p><b>At 9 Months, behaviourally</b></p> <p>Teachers can/will</p> <ul style="list-style-type: none"> <li>• use the intentional collaboration protocols to share their progress so far and moderate student work samples</li> </ul> <p>Leaders can/will</p> <ul style="list-style-type: none"> <li>• lead the intentional collaboration protocols and moderation process for selected samples of student work</li> </ul>			
<p><i>Driving Equity of Performance for all sub-groups</i></p>	<p><b>Key strategies to address Improvement Priority</b></p>	<p><b>Evidence of Impact</b></p>	<p><b>Resources (financial, human, physical)</b></p>	<p><b>Responsible officer</b></p>	<p><b>Artefacts</b></p>
	<p><b>To improve learning and wellbeing outcomes for all subgroups through targeted strategies including -</b></p>	<p><b>Pre camp, behaviourally</b></p> <p>Marker students can/will</p> <ul style="list-style-type: none"> <li>• attend pre-visit presentation by Barambah staff</li> <li>• prepare for camp successfully</li> </ul> <p>Visiting teachers can/will</p>			

	<ul style="list-style-type: none"> <li>- identification of marker students with individual learning and wellbeing goals from partner school groups prior to camp</li> <li>- development of targeted strategies to support marker students to achieve goals during camp</li> <li>- collection of marker student learning and wellbeing data from partner visiting teachers at end of camp and post camp</li> <li>- analysis of data by centre and visiting teachers to identify successful strategies and to inform tailored ongoing post camp practices</li> </ul>	<ul style="list-style-type: none"> <li>• identify marker students and individual learning and wellbeing goals</li> <li>• support marker students and caregivers to prepare for camp successfully</li> </ul> <p>Barambah teachers can/will</p> <ul style="list-style-type: none"> <li>• develop targeted strategies for marker students in collaboration with class teachers and/or caregivers</li> </ul> <p>Leaders can/will</p> <ul style="list-style-type: none"> <li>• allocate resources to support marker students on camp</li> </ul>	<p>Camp pre-visit student information template with marker students and goals identified</p> <p>Barambah EEC pre camp booklet for students with diverse needs</p> <p>Weekly Monday morning camp meeting</p> <p>I4S for centre teacher release and collaboration with partner school teachers</p>	<p>Partner school camp teachers</p> <p>Barambah camp lead teacher</p> <p>Teaching Team</p> <p>Teaching Team and partner school teachers</p>	<p>Documented strategies for marker students</p> <p>End of camp and post camp data</p>
	<p><b>During camp, behaviourally</b></p> <p>Marker students can/will</p> <ul style="list-style-type: none"> <li>• fully engage in camp program on the same basis as their peers</li> <li>• develop a wellbeing action plan (SMART goal) to implement post camp</li> </ul> <p>Barambah teachers can/will</p> <ul style="list-style-type: none"> <li>• Use a range of teaching strategies to engage diverse learners throughout camp program</li> <li>• Liaise with visiting teachers to ensure all learners' needs are met during camp</li> </ul> <p>Visiting teachers can/will</p> <ul style="list-style-type: none"> <li>• Actively observe marker students and provide feedback to them</li> <li>• Liaise with centre teachers regarding marker students and provide feedback to centre teachers during and at end of camp</li> </ul> <p>Leaders can/will</p> <ul style="list-style-type: none"> <li>• Ensure resourcing to support marker students on camp</li> <li>• Support school and centre staff with emergent issues that arise</li> </ul>	<p>Physical and HR resources to support marker students as needed</p> <p>“Walk, Talk, Connect” Pedagogical Approach with additional strategies for marker students</p> <p>Wellbeing Action plan template</p> <p>Websurvey to collect specific feedback from class teachers regarding marker student successes during camp</p>	<p>Teaching Team</p> <p>Teaching Team and visiting teachers</p> <p>Principals</p>	<p>Documented additional teaching strategies</p> <p>Student completed wellbeing action plans</p> <p>Downloaded websurvey results</p>	

			<b>Post camp, behaviourally</b>				
		<p>Students can/will</p> <ul style="list-style-type: none"> <li>• Improve their learning and wellbeing by implementing their wellbeing action plan with support from class teacher and Barambah lead teacher</li> <li>• Participate in follow up wellbeing program with class and Barambah teacher</li> </ul> <p>Teachers can/will</p> <ul style="list-style-type: none"> <li>• Class teacher will collaborate with Barambah teachers to develop tailored wellbeing program to implement back at school</li> <li>• Barambah teachers to provide professional development and resources to support tailored wellbeing program back at school</li> </ul> <p>Leaders can/will</p> <ul style="list-style-type: none"> <li>• Provide teacher release for professional development and planning of tailored wellbeing program, and follow up analysis of data including SOS, attendance, SDAs and class teacher stories of change</li> </ul>		<p>Refined postcard resources and websurvey for post camp contact with students</p> <p>Teacher release time for post camp collaboration regarding tailored wellbeing plan development</p> <p>Suite of resources for class teacher to utilise to continue wellbeing activities post camp</p> <p>Websurvey to collect specific feedback from class teachers regarding Implementation of tailored post camp wellbeing program</p>	<p>Barambah teaching team</p> <p>Barambah and class teachers</p> <p>Barambah teaching team</p> <p>Principal and teaching team</p>	<p>Documented tailored wellbeing plan for partner schools</p> <p>Suite of wellbeing resources</p> <p>School wellbeing data – SOS, attendance, SDAs</p>	

<b>Governance and Management</b>	<b>Governance &amp; Management</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
	SAR				
	AIP				
	I4S				
	Budget				
	Data Plan				
	Annual Safety Assessment				
	Evacuation Drill				
	Lock Down Drill				

	WHS Meeting Minutes				
	Emergency Response Plan				
	Enrolment Management Plan				
	P & C Executive				
	P & C Financial				
	Internal Audit				
	Mandatory Training				
	Finance Actual/Planned				

**Endorsement**

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



Principal



P and C President



Assistant Regional Director