



DoE Strategic Plan	Focus Areas	TEEC PRIORITY	STRATEGIES	ACTION ALL = all teachers	Time Frame	MEASURES/TARGETS
EQUITY & EXCELLENCE	Educational achievement	Developing a whole centre approach to 'before moderation' Elicit student feedback to measure impact Teacher improvement	Align program with aims of the visiting school. Data collection to measure impact on student outcomes. (Summative/Anecdotal assessments) Explicitly improve teacher pedagogy and maintain consistency across teaching staff	Collect focus from the school Discuss focus with visiting schools. Include focus in weeks program Discuss focus during logistics meeting Weekly logistics meetings Weekly teacher meetings/ Debriefs Hard/Soft Data: • Surveys • Activity Debriefs Observation lessons/ coaching feedback/review sessions/visiting other centres PD: Peer Focussed Observations, investigate profiling	All year, every camp	Survey feedback Group debriefs Visiting teacher feedback TEEC teacher feedback Update Black Gully iPads – data collection Coaching and mentoring becomes common practice
	Wellbeing and engagement	Differentiation – social /emotional skill sets Monitoring and measuring program impact	Plan with visiting teachers to identify learning needs, discuss individual learning plans Review of programs/schools post camp Collect and consolidate data to inform future programs	Incorporate student learning needs and ensure program aligns with students Adapt to students needs as required eg Challenge by Choice Review Database entries relevant to school with respect to program as delivered to inform further programs. Improve functionality of database. Data is input to data base. (New cell in post camp report.)	All year, every camp	Students are engaged and self-identified improvements Teacher and visiting adult surveys. Camp Database contains additional relevant information for subsequent programs. (Add specific prompts) Post Camp Report (Design a report to extract the term/semesters end of camp comments from our TEEC co-ordinator)
	Culture and Inclusion	Embed Indigenous Cultural Perspectives	Explore cultural perspectives Building connections/relationships with indigenous stakeholders Review our built environment with respect to inclusivity of first nations people	Invite TOs to participate in programs, experiences at TEEC Include a welcome to country (video), subject to TO agreement Fly Aboriginal and Torres Strait Flags at Barron River and Black Gully Campuses Traditional perspectives during regular HR burns at each campus – cool and patch burning in conjunction with TOs and Tinaroo Rural Fire Brigade Mural – identify a wall at each campus for an indigenous mural – engage ILF participants in design and painting Identify (with TO agreement) traditional names of places, plants, animals and food sources, and develop interpretive signage	ongoing	Increased engagement Visible things like flags/mural/signage Use of traditional names for plants and animals

This plan has been developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements for 2023.

N/A
P & C President

Assistant Regional Director


Principal