Daradgee Environmental Education Centre – Live For The Future

Strategic Plan 2013 - 2016

Signed……………………………………….
Name………………………………………….
Date……………………………………………
Endorsed by School Principal

Signed……………………………………….
Name………………………………………….
Date……………………………………………
Friends of Daradgee President - indicates School Strategic Plan has been endorsed by the Friends of Daradgee Committee

Signed……………………………………….
Name………………………………………….
Date……………………………………………
Endorsed by Assistant Regional Director
Our Vision
By the end of 2016, Daradgee will be THE centre recognised and well respected for excellence in learning experiences focusing on Well Being & Healthy Life Styles.

Our Purpose
To promote and develop a holistic awareness and understanding of our immediate and global environments.
To conduct, maintain and renew quality, curriculum focused environmental education programs, resources, facilities and staff expertise to directly enhance the knowledge, skills, attitudes and values of our clients.
To provide equitable access to realistic and relevant cross curriculum environmental education experiences for all students and teachers and to extend this scope of interaction to the wider community.
To maintain a continuous improvement focus through regular review and renewal.

Our Values
The Daradgee EEC values the development of the individual to live sustainably within our personal, community and global environments through:
- Respect, Tolerance and Courtesy for self and others, family, community and the environment.
- Teamwork-Learning to be an effective, productive and creative team member in all situations.
- Safety-Operating at all times in a safe, supportive and inclusive manner.
- Communication – To communicate effectively and efficiently with respect, courtesy and consideration.

Our Context
The D.E.E.C. curriculum programs have evolved substantively over the past 25 years. Initially operating with a heavy science focus, the Centre’s programs were broadened to incorporate all curriculum areas within the first 10 years of operation. Daradgee actively supported Regional & State-wide initiatives by developing specialist Gifted & Talented programs in areas of Science, Maths, Art and Leadership.

With the development of curriculum focused facilities and equipment, Daradgee has expanded into Outdoor Education through the Low Ropes Challenge Course and Indoor Climbing Facility. The Daraji Sunbird and Daradgee Wharf enabled the Centre to more safely interact with our most immediate aquatic habitats.

Daradgee were leaders across the State’s O.E.E.C.’s when our Science focused Fishing Camp (developed in partnership with the DPI Boating & Fisheries), was adopted as the template for the O.E.E.C.’s hugely successful state wide Sustainable Recreational Fishing Program. This led to one of the group’s first large scale formal partnerships between Government Departments and involved 12 Centres delivering Sustainable Recreational Fishing Programs to 32,000 students and attracted $180,000 in sponsorship over 3 years. The great success enjoyed by all stakeholders saw the program directly influence and help initiate a number of extremely valuable strategic partnerships.

Daradgee has also had great success with the Indigenous Youth Leadership Program (IYLP). This focuses on Year 6-7 and Yr 8-9 urban, rural and remote Indigenous students and engages a broad range of stakeholders with a particularly active mentoring role. The highlight of the IYLP was the 2008 program which attracted major sponsorship of $220,000 from the DEEWR. Throughout the 2008 program alone, Daradgee managed 115 Yr 8-9 students from 2 local and 1 remote secondary school, employed and supervised 2fte school based student liaison support staff and conducted 2 Daradgee based 4 day residential camps and 1 Mornington Island outstation based 10 day camp. Since its inception, hundreds of these students have successfully taken on a variety of leadership roles within their school, home and community. In 2012, the IYLP was aligned with the FNQ Regional Indigenous Leaders of Tomorrow Program. This now ensures a full suite of programs for young indigenous leaders from Yr 6 to Yr 12 being managed through the ISSU.

Most significant in Daradgee’s evolution have been the developments since the Centre’s Teaching and Learning Audit and subsequent visits by ARD Allan Sampson and Leadership Coach Mark Cridland – in particular around Daradgee’s curriculum alignment and our vision and direction as an Environmental Education Centre. We were challenged to make relevant our programs in line with the national and state curriculum and reflective of school needs. We were also challenged to clearly identify Daradgee as a commodity or brand - who are we, what do we do best, how do we share this?

The past 10 months has seen us undertake a significant period of research and review. During this time, we have achieved the following:

- Completed investigations and alignment of existing D.E.E.C. programs with ACARA, CARA, CZC and QCAT. Daradgee Programs - Curriculum Links published, partial republishing of Programs.
- Identification of Centre’s activities within specialised program focus areas of Sustainability and Challenge.
- We are now working towards the branding of Daradgee under these programs with specialised strengths in:
  - Sustainability - Food - Developing skills and attitudes through real life experience – learning to make healthy choices, becoming better able to practice sustainable actions.
  - Challenge - Well Being - Learning to identify challenges, set personal goals and engage emotions to succeed.
- Developed Pedagogical Framework.
- Collaboratively developed FNQ & D.E.E.C. Coaching & Peer Mentoring Program.
- Designated and trialled Assessment and Reporting Tasks for Sustainability - Polly Creek Yr 5 - 7 and Challenge - Top Rope Climbing Yr 5 - 10.
### Daradgee Environmental Education Centre Strategic Plan 2013-2016

|---------------------------------|------------------------|------------------------------------|------|------|------|------|
| **Align Programs** | Continue to review and align Daradgee programs to the ACARA. Incorporate planning into the Daradgee curriculum product and marketing  
- Science 2012, History 2013, HPE 2014  
- General Capabilities - ICT’s, critical thinking, Personal and Social Capability and Ethical Behaviours  
- Cross-curriculum priorities - Sustainability and Aboriginal and Torres Strait Islander histories and cultures | Centre Budget - Curriculum PD as required | Science complete | History HPE |
| **Feedback** | Develop an online planning process which incorporates the complete range of organisation required to design and prepare for a quality Residential or Day program at Daradgee.  
Outcome = All classes will be prepared, organised and connected to their program and able to participate with full confidence and true ownership. Daradgee staff will be fully informed re: class learning and health needs. Both parties will share responsibility and success. | Centre Budget - Curriculum Staff PD Web Development | Nil | 25% | 25% | 25% |
| **Differentiation** | Better cater for the needs of all students through Challenge and Sustainability with a particular focus on Well Being and Healthy Lifestyles. Also become better informed regarding the learning needs of all students including students with disabilities, special learning needs and the needs of individual class members. | Nil | | | | |
| **Innovation** | Through collaboration with individuals and clusters of schools, Daradgee’s Generic and Specialist Programs will be re-invented to better fit the ACARA focus with the needs of the schools and students. Daradgee’s staff will operate as Experts in customising our service to support an increase in the valuing and demand by schools.  
Outcome = Daradgee will become a valued partner to schools and directly involved in the delivery of specialist Teaching and Learning related to the ACARA and schools’ needs. This will be an improvement on existing programs (Leadership and Literature) and expanded on with Science and HPE (Farm and Food) and expand into Expert delivery. | Centre Budget - Curriculum | | | | |
| **Diversity** | Identify and actively target areas of Low and No Use among client schools. Connect with staff to determine needs, issues, levels of awareness etc. and plan to help remove barriers and increase participation. Expansion and reconnection opportunities exist across all FNQ clusters. Support this process with development of Daradgee as a strong product and true ownership. Daradgee staff will be fully informed re: class learning and health needs. Both parties will share responsibility and success.  
Outcome = Daradgee will create a balance of use amongst primary schools across all clusters and support schools and students with the transition of year 7’s into secondary, particularly around Well Being.  
Track and maintain awareness of client schools usage particularly to gauge the success of expansion and reconnection with Low and No Use schools. | Nil | | | | |
| **Optional Area 2 - Workforce** | Improve and act on Developing Performance Plans for all staff. Better plan and monitor the process. Support by encouraging staff to connect to EQ and other networks for experience and training (particular focus for staff on expertise with ICT’s and use with students, website upgrade and digital photography).  
Outcome = Daradgee staff will share control of their professional development and training needs extending beyond generic mandated requirements. Staff will expand on their Expert role with broader knowledge base and relevant qualifications. This will link back to curriculum and support schools.  
Target = All staff will undertake 6 monthly reviews of Developing Performance Plans with networking and targeted PD and Training ongoing. Daradgee website upgraded on a regular basis. | Centre Budget - PD | | | | |

19/10/2012

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<thead>
<tr>
<th>Workforce Roles</th>
<th>Dimension of Teaching &amp; Learning Audit 3, 4, 5.</th>
<th>Improve staffing to better support centre and client school needs.</th>
<th>Centre Budget - Workforce</th>
<th>USO A03</th>
<th>Cook</th>
<th>Nil</th>
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<tbody>
<tr>
<td>Pedagogical Framework</td>
<td>Dimensions of Teaching &amp; Learning Audit 6, 7, 8.</td>
<td>Daradgee teachers review and refine Pedagogical Framework monthly with the intention of identifying and adopting change if/as needed. Teachers undertake targeted PD.</td>
<td>Centre Budget - PD OEEC PD nominal cost</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
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<td>Optional Area 3 - Facilities</td>
<td>Optimal Use of Existing Facilities Dimensions of Teaching &amp; Learning Audit 4.</td>
<td>Optimise use of existing facilities to ensure improved centre function within current economic climate. Daradgee to take over Principal’s Residence as a centre resource and convert to temporary administration and visitors accommodation. Replacement of existing covered area with purpose built covered area as per engineered plans.</td>
<td>Centre Budget - Minor works Facilities Regional Facilities Budget</td>
<td>Principals Residence Covered area</td>
<td>Gardens Aquaponics</td>
<td>Nil</td>
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<td>Enhance and Renew Existing Facilities Dimensions of Teaching &amp; Learning Audit 4, 7.</td>
<td>Expand use of current facilities and associated programs including Farm - Cultural Gardens, Aquaponics, Food - Healthy Choices. Undertake maintenance program to ensure facilities are presented in a safe and functional manner.</td>
<td>Centre Budget - Minor Works Facilities Grants</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
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<td>Develop Curriculum Focused Areas Dimensions of Teaching &amp; Learning Audit 4, 7.</td>
<td>Build new or extend existing facilities to better cater for programs and Teaching and Learning opportunities.</td>
<td>Centre Budget - Minor Works Facilities Grants Regional Facilities Budget</td>
<td>Nil</td>
<td>Nil</td>
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<td>Develop Core Facilities Dimensions of Teaching &amp; Learning Audit 4.</td>
<td>Facilities to be developed to cater for groups up to 80 people featuring purpose built accommodation and classroom space adjoining existing accommodation block. Focus on use of sustainable building design optimising energy efficiency, disabled access, multi-purpose usage etc. This project can be staged or completed as a full project.</td>
<td>Centre Budget - Minor Works Facilities Grants Regional Facilities Budget</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
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<td>Sustainable Management Dimensions of Teaching &amp; Learning Audit 4.</td>
<td>Facilities associated consumables and waste (water, electricity, gas and waste) consumption/production are monitored and shared as part of Daradgee’s sustainability program.</td>
<td>Centre Budget - Utilities Grants NSSP</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
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<td>Optional Area 4 - Productive Organisation</td>
<td>Educational and Community Partnership Dimensions of Teaching &amp; Learning Audit 5</td>
<td>Investigate and focus on areas of educational and community partnerships and networks which will provide best mutual benefit opportunities for student learning. Open up collaboration process to support centre programs and school needs. Initial areas of focus to include Sustainability - Food and Farm.</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
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<td>Effective Financial Management Dimensions of Teaching &amp; Learning Audit 4</td>
<td>Review Daradgee’s income and expenditure streams with particular focus on trends, limitations and opportunities. Collaboratively investigate potential areas to source and target funding within EQ and broader educational and community organisations. Care needed with real cost.</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
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<td>Dimensions of Teaching &amp; Learning Audit 4.</td>
<td>Daradgee’s website development expanded to ensure full access for all school and non-school client users. Website upgrades to occur as required. Development and implementation of ‘distance’ Familiarization and Induction procedures to minimise time and travel for pre-visits. Opportunities include web conferencing, PowerPoint presentations, website etc. Outcomes = Familiarisation and Pre-visit sessions are conducted through website, web conference and other means as options develop. Target = Website update ongoing, alternate communication options trialled and in place.</td>
<td>Centre Budget - Curriculum ICT</td>
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<td>Data Collection Analysis Dimensions of Teaching &amp; Learning Audit 2, 4.</td>
<td>Feedback - (Assessment &amp; Reporting Tasks, Evaluation Surveys, School Opinion Surveys etc.) fed into curriculum program review, centre operations strategic planning and decision making. Outcomes = Gathering of Data is purposeful and directing Daradgee’s Strategic Planning and Operations. Documents and procedures are reviewed and upgraded as required. Target = All existing feedback process continue into 2013 with upgraded and new material introduced 2014-2016.</td>
<td>Nil</td>
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