



Stanley River Environmental Education Centre 2026 Annual Implementation Plan: *Inspiring Everyone Learning on Country*

Priority 1: Teaching & Learning Excellence

Priority 2: Sustainable Organisational Excellence

	Embed a consistent, centre-wide approach to intentional teaching that ensures explicit implementation of the Australian Curriculum across all SREEC programs.	Strengthen sustainable resource management and strategic partnerships to ensure long-term viability and high-quality program delivery aligned to the centre vision of being a world class resource for Inspiring Everyone, Learning on Country.												
Strategy	<p>Strategy 1: Develop and implement a common instructional practice that clearly communicates learning intentions aligned to the Australian Curriculum within all activities.</p> <p>Strategy 2: Refine program planning and overview documents to clearly map learning opportunities to Australian Curriculum Learning Areas, Cross-Curriculum Priorities (CCPs) and General Capabilities (GCs) across all year levels.</p>	<p>Strategy 1: Implement a staged asset renewal and infrastructure improvement plan to ensure safe, functional, and future-focused facilities that support program delivery.</p> <p>Strategy 2: Ensure the ongoing delivery of Bunya to the Bay as a financially sustainable flagship program operating within budget and contributing to centre-wide operational viability.</p>												
Success Criteria	<p>Teachers will: Facilitate group discussions to set learning intentions for activities Check in on learning intention progress with individuals and groups Facilitate post activity group reflections connecting to the learning intention Be able to articulate how an activity teaches the Australian Curriculum</p>	<p>Leaders will: Maintain communication and positive direction with regional facilities Strategically engage with stakeholders and sponsors for Bunya to the Bay Create a strategic budget and infrastructure plan with prioritised projects Be able to demonstrate oversight and understanding of budget progress</p>												
	<p>All staff will: Be able to explain how SREEC camp activities support the students in learning Australian curriculum</p>	<p>All staff will: Consider and prioritise sustainability when identifying and purchasing resources for programs</p>												
	<p>Students will: Be able to articulate what they are learning and why Understand the connection between camp learning and school-based learning</p>	<p>Students will: Communicate enjoyment and appreciation of the quality and condition of the learning resources and facilities accessed during their program.</p>												
How?	<ul style="list-style-type: none"> Collaborative planning and documenting SREEC ways of working to enact the setting, checking in and reflection of learning intentions in lessons or activities Review and update of program documents to identify Australian Curriculum Learning Areas, Cross-Curriculum Priorities (CCPs) and General Capabilities (GCs) links for all year levels or bands that the program is offered to. In staff meetings, centre principal will build whole staff capability and understanding of the Australian curriculum and how SREEC delivers this. 	<ul style="list-style-type: none"> Develop and implement a staged facilities and asset renewal plan with clearly prioritised short- and long-term infrastructure projects. Maintain active collaboration with regional facilities and infrastructure teams to progress capital works and asset management priorities. Strengthen stakeholder, sponsor, and partnership engagement to support Bunya to the Bay. Implement and monitor the Bunya to the Bay project plan to ensure the program operates within budget and contributes to centre-wide operational viability. 												
Who?	<p>The principal will be responsible for driving this priority and will lead meetings and review centre practice. Teachers will support progress through reflection on personal practice, collaborating to sharpen ways of working, providing feedback on progress to the principal and supporting the updating of curriculum documents. All staff will participate in staff learning and build their understanding of Australian Curriculum and camp programs.</p>	<p>The principal will drive this priority through strategic financial oversight, leadership of asset renewal planning and active engagement with regional offices, partners, and sponsors to ensure long-term sustainability. Centre leadership will support implementation by monitoring program budgets, contributing to infrastructure planning and strengthening stakeholder and partnership engagement.</p> <p>All staff will contribute to sustainable organisational practice by responsibly using centre resources and supporting financially sustainable program delivery.</p>												
Measurable Outcome	<ul style="list-style-type: none"> 100% of centre programs have a supporting curriculum links document Each term AIP is reviewed with whole staff team to build understanding and reflect on progress. A curriculum teaching team meeting occurs every term. School Opinion survey shows improved outcomes in Learning intention setting and reflection evident in learning walks 	<ul style="list-style-type: none"> Bunya to the bay budget forecasting in planning to be within expected program income 2025 Budget Purchase or savings progress towards purchase of tractor and slasher Commenced activity room replacement Improved grants and sponsorships towards strategies P&C established 												
Artefacts	<ul style="list-style-type: none"> Centre Curriculum plan showing AC links for all programs Sample teaching Scripts, lesson plans or SOPs showing agreed language for setting and reflecting on learning intentions. Updated program documents to include AC links. Curriculum Meeting minutes 	<ul style="list-style-type: none"> 2025/26 Bunya to Bay Project Plan and Project Budget 2025 Budget Plan Centre facilities condition Some centre assets replaced P&C minutes 												
Reducing Workload	<ul style="list-style-type: none"> Instructional framework reduces planning variability & duplication Agreed language and templates streamline lesson preparation. Termly meetings consolidate professional discussion 	<ul style="list-style-type: none"> Staged asset plan reduces reactive maintenance & unplanned workload Clear budget monitoring reduces last-minute financial adjustments Strategic stakeholder engagement reduces duplicated communication 												
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This plan was developed in consultation with the school community and meets school needs and system requirements

Endorsed by:

Mr Jonathan Foley
School principal

Mr Reid Thompson
School Supervisor