

School plan 2015-2017

Royal National Park Environmental Education Centre 5691



School background 2015–2017

School vision statement

School Vision

Learning and working together for a more sustainable future.

Provide students and teachers with confidence, skills and knowledge to contribute in a positive and meaningful way towards the environment.

School Motto

Enabling environmental citizens

Encouraging students, teachers, school executive, school environment committees and school communities to become more environmentally literate and actively engaged in sustainable improvement. The focus is on building their capacity to act more sustainably through learning in the environment.

Environmental and Zoo Education Centre EZEC Vision

To support NSW Public Schools to implement sustainability education through meaningful learning experiences in and about the natural and cultural environment. We are the leaders in providing students with the skills, values and opportunities to act as responsible citizens.

School context

Located in the Royal National Park, south east of Sydney. The Centre is located at Audley Heights on a plateau, 120 m above the Hacking River.

Centre staff facilitates fieldwork experiences for K–12 in a wide range of ecosystems and unique locations, mainly within this reserve. Students are immersed in nature through experiential learning, in curriculum focussed programs.

Public school students from SE and SW Sydney access the Centre for fieldwork and incursions. Some rural students utilise the Centre fieldwork programs, with video conference participants P–12 from across NSW.

The Centre is one of 25 Environmental Education and Zoo Education Centre's (EZEC) in NSW Department of Education. RNPEEC actively collaborates across this network to set directions for planning, curriculum development, student engagement, organisational effectiveness, professional learning, sustainability education, literacy, numeracy and Aboriginal education.

Through the local Community of Schools on the Park the Centre collaborates in professional learning, sustainability and Aboriginal programs.

The Centre is connected to other small schools with teaching principals in the Sutherland Shire networking through the Small School Alliance.

School planning process

- Review existing school plan and Annual School Report targets.
- Professional learning for Principals in School Planning Process, Principal School Leadership facilitated workshops.
- EZEC Principals' Conference 2014.
- Staff interrogated Melbourne Declaration on Educational Goals for Young Australians. Staff participated in analysis of current and future practices.
- Small School Alliance meetings
- EZEC Video Conferences
- Worked with SW SE EEC Principals and Principal School Leadership to develop joint vision statement
- EZEC full staff workshop EZEC State-wide Conference February 2015. Followed up by EZEC Principals discussion of developing shared goals
- Work with Principals School Leadership Betty Harper, Diana Murphy and Merrilyn Jenkins in a number of contexts.
- Meeting with staff, permanent, temporary and casual representatives to tune vision and strategic directions and ongoing discussions.
- Survey of EZEC colleagues
- Dialogue and survey of visiting teachers and local school executive.
- Ongoing consultation, evaluation and collaboration will continue through the implementation phase of the plan.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1 Empowering learners

Purpose:

Empower students as they are our hope for the future.

Inform and empower students to act as responsible citizens to sustain and improve natural and cultural environments.

Provide opportunities for students to connect with the environment in an increasingly nature–deficit society.

Provide opportunities for students to shine and become agents of change both now and in the future.

STRATEGIC DIRECTION 2 Building teacher capacity

Purpose:

Curriculum needs are evolving. Dynamic modification of programs is required to support schools.

Increasing staff skills will ensure they are equipped to extend sustainability and environmental education.

Developing teacher confidence and expertise in sustainability education and management will deepen the culture of sustainability within schools.

STRATEGIC DIRECTION 3 Doing better.

Purpose:

Formalise systems at the Centre in order to run more effectively and enable smoother induction of staff. Improve communication with and exposure to teachers in schools.

Provide opportunities for staff to be innovative and engaged with sustainability program development and delivery.

Work within networks to develop systemic leadership in environmental and sustainability education.

Strategic Direction 1: Empowering learners

Purpose

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Improvement Measures

- Improved engagement with natural environment
- increased capacity and desire to improve sustainability practices in school and in the community

People

Students

Engage students in learning and develop skills to enact positive change. Increase awareness of students' place in the world through fieldwork opportunities. Develop skills to promote sustainability. Motivate students to act as responsible citizens.

Staff

Provide staff with skills and knowledge for working in the environment. Develop skills in cultivating the leadership potential of students.

Communicate with visiting staff and schools in order to encourage safe exploration of natural spaces.

Parents/Carers

Communicate with parents and carers to increase comfort levels with children learning outdoors. Welcome parents to attend and participate in programs.

Community Partners

Develop confidence to work with student leaders to develop productive and caring citizens.

Leaders

Develop facilitation skills. Improve capacity in mentoring other staff, parents and community partners. Increase competency in ICT to engage with students.

Processes

Promote responsible citizenship in students.

Connecting students with nature in a positive way.

Developing students as sustainability change agents

Evaluation Plan

Staff listing citizenship actions used, student fieldwork survey, number of students participating in leadership programs,

Practices and Products

Practices

- collect litter during fieldwork, link to Take 3 for the Sea.
- Focus on student action through incursions and fieldwork
- Connect students with nature through focus on nature play., ES1-S3
- professional learning, staff share and mentor each other in techniques of nature play
- allow students immersive time to hook them into place Stage 6
- Model how to be a part of nature and to be less fearful – sitting on leaves, touching and interacting with rocks/plants/animals
- more staff are skilled in nature play techniques.
- Support of school sustainability teams
- Through leadership programs SLIPs, Go MAD, Sustainability Science,

Products

Teaching programs incorporate citizenship practices..

More students are relaxed in nature..

There are more Informed and enabled student leaders.

Strategic Direction 2: Building teacher capacity

Purpose	People	Processes	Practices and Products
<p>Curriculum needs are evolving. Dynamic modification of programs is required to support schools.</p> <p>Increasing staff skills will ensure they are equipped to extend sustainability and environmental education.</p> <p>Developing teacher confidence and expertise in sustainability education and management will deepen the culture of sustainability within schools.</p>	<p>Students</p> <p>Participate in the Centre's programs and providing formal and informal feedback. Interact and communicate with teachers.</p> <p>Staff</p> <p>Provide staff with skills and knowledge to interpret and apply syllabus documents to sustainability education and learning in the outdoors</p> <p>Increase capacity to develop and deliver professional development both within the EEC network and for community schools.</p> <p>Parents/Carers</p> <p>Provide skills and mentoring for schools and communities.</p> <p>Community Partners</p> <p>Work collaboratively to increase skills and provide professional development.</p> <p>Improve links with local schools and EEC network to provide professional learning exchange for both EEC and school teachers.</p> <p>Leaders</p> <p>Develop and deliver professional learning. Share knowledge, skills and experience.</p>	<p>Peer mentoring. Targeted professional learning. PDP process.</p> <p>Program development to support Geography inquiry process.</p> <p>Formalising teaching programs for kitchen gardens, worm farming, and other sustainability programs.</p> <p>Evaluation Plan</p> <p>Teacher survey, through EZEC survey, MyPL evaluation comments, increase in hours recorded for staff through MyPL, survey RNPEEC teachers in topics taught</p>	<p>Practices</p> <ul style="list-style-type: none"> • where possible professional learning has a MyPL course to increase professional learning record • links for MyPL courses provided and promoted, as well as E-Safety courses. • PL hours are more accountable • Collaboration in MyPL development through EZEC <p>PDP process formalized throughout the year. for teachers</p> <p>Products</p> <ul style="list-style-type: none"> • Number of teaching programs developed through Program builder • Number of hours PL increased by RNPEEC staff • Completed PDP's
Improvement Measures			
<ul style="list-style-type: none"> • Professional learning courses developed and delivered related to fieldwork skills and sustainability. • Staff can deliver a wider variety of programs with confidence. • More school communities are supported through professional learning to improve resource and grounds management and curriculum opportunities. 			

Strategic Direction 3: Doing better.

Purpose

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Improvement Measures

- Improved systems.
- Smoother induction of staff.
- improved communication with visiting staff

People

Students

Participate in the Centre's programs and providing formal and informal feedback. Interact and communicate with teachers.

Staff

Involvement of casual, temporary and permanent staff in the operation systems of the Centre. Increased focussed professional learning, exposure to a wider range of programs and involvement in development of new programs and workshops.

Parents/Carers

Provide skills and mentoring for schools and communities.

Community Partners

Consultation and feedback on programs.

Work collaboratively to increase skills and provide professional development.

Leaders

Support of aspiring and beginning executive through network and targeted school based projects

Processes

Updating website. Aligning website to programs.

Develop syllabus linked teaching programs for all aspects of sustainability staff can deliver. Establish mentoring and training of staff, shadowing whilst delivering program.

Continue to work with sustainability network. Support sustainability teachers ins schools with audits, management and resources.

Evaluation Plan

Increased Website and Twitter activity.

Survey visiting teachers regards ease of organizing fieldwork

More teaching staff skilled to deliver in school sustainability workshops.

Practices and Products

Practices

Expand number of staff managing Twitter feeds.

Staff encouraged to submit items to promote through social media.

Subscribe teachers to newsletters.

Products

In Facebook page initiated.

Online enquiry form developed

Newsletters and subscriber list developed.

Updated website to new format.

Teaching programs developed to support all in school activities requested.