

# School plan 2015-2017

## Botany Bay Environmental Education Centre 5741



# School background 2015–2017

## School vision statement

We work in partnership with schools to provide learning experiences which enrich and extend students through programs which interpret the significance of the arrival of James Cook for Indigenous and non-Indigenous Australians, support curriculum delivery with field work expertise and seek to support the Environmental Education Policy for Schools by educating students to be informed advocates of action to support and protect the environment on which we all depend.

## School context

Botany Bay Environmental Education Centre (BBEEC) is one of twenty six Environmental and Zoo Education Centres (EZEC) operated by the NSW Department of Education. BBEEC actively collaborates across this network to set directions and develop the organisation for environmental and sustainability education.

BBEEC is located in the Visitor Centre of Kamay Botany Bay National Park, Kurnell, in southern Sydney. The site is significant for Indigenous and non-Indigenous Australians as the point of first contact between Aboriginal people of the Dharawal nation and Captain James Cook and the crew of the Endeavour. The Centre supports schools with curriculum implementation across a range of key learning areas. The Centre designs and implements relevant and contemporary teaching and learning programs within the context of the natural, cultural and built environments. There is a strong emphasis on student centred /inquiry based learning programs utilising a range of current information and communication technologies.

BBEEC supports over 11,000 students K–12 pa including students in rural and remote areas via video conferencing. As well as programs at Kurnell, BBEEC uses other local sites, local schools and presents at a range of education events. The Centre has multi-sectoral partnerships to enhance the capacity to create sustainable futures within our school communities.

## School planning process

Reviewed and discussed new school plan documentation and processes with BBEEC staff.

Reviewed Melbourne Declaration on Educational Goals for Young Australians, the National School Improvement Tool and the Schools Excellence Framework as the key drivers to the process.

Discussed the planning process with other Principals within EZEC working towards a shared vision and shared strategic directions.

The new school plan was informed through a consultative process during Term 4, 2014 with the following key stakeholders:

Botany Bay EEC teacher clients – all teachers who had booked a program during the year received an evaluation of Botany Bay EEC on the role of the Centre in the local school community

Botany Bay EEC Staff – all staff, including casual teachers, were consulted for feedback and direction of Botany Bay EEC

Local Principals consulted for feedback on the support and partnership opportunities with the local schools

EZEC Network – The EZEC Principals Conference provided an initial planning opportunity and included the notion of collaboration of the network's strategic directions 2015–2017 for improvement and innovation in sustainability education to NSW school students. Further VC's, including guidance from Principal School Leadership Officers have assisted in providing a collaborative approach to strategic planning

# School strategic directions 2015–2017



## STRATEGIC DIRECTION 1 Empowering Learners

**Purpose:**

To support all students to develop positive knowledge, skills, values and attitudes towards the environment by engaging in meaningful and contextually relevant experiential learning that inspires them to become environmentally active global citizens and environmental leaders to sustain and improve natural and cultural environments.



## STRATEGIC DIRECTION 2 Building Teacher Capacity

**Purpose:**

To build and enhance staff capacity as learners, teachers and leaders in education to lead their school communities towards a culture of sustainability and support the development of environmentally responsible citizens by modelling best practice environmental and sustainability education, offering professional learning opportunities and working with teachers to enable 21st century citizenship in students.



## STRATEGIC DIRECTION 3 Building Stronger Partnerships

**Purpose:**

To build stronger partnerships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice BBEEC will work closely with community partners to provide authentic, relevant and unique environmental and sustainability education experiences for all students

# Strategic Direction 1: Empowering Learners

## Purpose

To support all students to develop positive knowledge, skills, values and attitudes towards the environment by engaging in meaningful and contextually relevant experiential learning that inspires them to become environmentally active global citizens and environmental leaders to sustain and improve natural and cultural environments.

## Improvement Measures

Evidence of active student engagement and participation through student and teacher feedback.

Data from post visit surveys from teachers and students

Positive evaluation by visiting schools of pre and post material.

Number of return school visits.

Data on number of students participating in video conference delivered to rural and remote schools.

## People

### Students

\*will engage in experiential learning to become resourceful, empathetic and resilient lifelong learners in environmental/sustainability education using 21st century skills

\*develop skills to become environmental leaders supporting sustainability education

### Staff

*BBEEC staff:* provide a learning environment that has high expectations and adds value to the learning for all students

*BBEEC staff:* build teacher capacity via ongoing focused professional learning that supports students to achieve outcomes.

*BBEEC staff:* model sustainability education programs based on current examples of best practice

### Staff

Teachers utilising EEC services: support student learning during the program with EEC staff and utilise the pre and post learning activities to consolidate a deeper understanding of environmental/sustainability education

### Leaders

will enhance the capacity of Environmental and Zoo Education Centres (EZEC) to share high quality EEC programs

## Processes

### Active Student Learning

Develop and deliver student led and inquiry based programs to promote student engagement, interactivity, creative thinking and higher order thinking allowing students to develop critical thinking to contextualise their learning beyond the classroom and to have the ability to work independently and in teams to make sense of the world.

### Evaluation Plan

Regular reporting against milestones and post visit surveys on BBEEC program quality/delivery.

Photographs, student voice, teacher voice, student journals

Daily reflection by BBEEC staff on evidence of student learning and impact

## Practices and Products

### Practices

Teachers use of differentiated learning and expanded use of new digital technologies in curriculum K–12.

BBEEC supports students in rural and remote areas through an increase in the range of video conference programs.

BBEEC staff demonstrate high quality teaching and learning practices that have been accrued through a program of identified Professional Learning courses.

Increased collaboration within EZEC to develop high quality programs.

### Products

Teaching programs audited and aligned with the NESA curriculum. New programs developed to support new curriculum

Excursion programs provide a positive connection and experience with nature.

Experiential teaching focused on inquiry based learning with programs that are engaging and dynamic providing a connection and experience to nature.

# Strategic Direction 1: Empowering Learners

**Improvement Measures**

**People**

**Processes**

**Practices and Products**

# Strategic Direction 2: Building Teacher Capacity

## Purpose

To build and enhance staff capacity as learners, teachers and leaders in education to lead their school communities towards a culture of sustainability and support the development of environmentally responsible citizens by modelling best practice environmental and sustainability education, offering professional learning opportunities and working with teachers to enable 21st century citizenship in students.

## Improvement Measures

Culture of reflection is embedded into teaching and learning practice.

Number of teachers enrolled in MyPL courses (registered and non-registered).

Teachers use of pre and post learning resources.

## People

### Students

will engage in student led enquiry based learning and reflect on their fieldwork experience

### Staff

BBEEC staff will increase their professional knowledge, skills and confidence in the delivery of a wide range of teaching programs

### Leaders

EZEC principals will meet regularly to support and deliver quality teaching programs and professional learning sessions

## Processes

### Building Blocks

Increase the number of teaching staff and develop their capacity to review and develop student programs and teacher professional learning sessions

Teachers contribute to the documentation of teaching programs as a shared resource.

BBEEC staff have enhanced confidence in contributing to the programs at BBEEC.

Collaboration with EZEC network to share successful teaching practices and PL courses.

BBEEC participate in PL targeted to their professional needs using the Performance & Development Plan.

## Evaluation Plan

- Regular reporting against milestones
- Post visit surveys on BBEEC program quality/delivery
- Lesson plans to incorporate observation, assessment and reflection
- Teachers use of pre and post learning resources.

## Practices and Products

### Practices

Teachers are supported in attaining and maintaining accreditation through PDP and PL.

Daily reflection of teaching practices with evidence recorded

PL sessions to encourage professional dialogue, the use of enquiry based strategies and the sharing of deep knowledge

BBEEC enhances the capacity of teachers to deliver environmental/ sustainability education through new TPL opportunities.

Courses offered by BBEEC/EZEC

BBEEC staff demonstrate high quality teaching and learning practices evidenced through professional observations, use of enquiry based teaching strategies, visiting teachers' feedback and professional dialogue.

### Products

Teaching programs aligned to NESA curriculum with a focus on experiential learning and student led inquiry

New programs developed by BBEEC staff incorporating experiential learning and student led inquiry

# Strategic Direction 3: Building Stronger Partnerships

## Purpose

To build stronger partnerships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice BBEEC will work closely with community partners to provide authentic, relevant and unique environmental and sustainability education experiences for all students

## Improvement Measures

Surveys and website data to assess the number of teachers, schools and students who have engaged in BBEEC programs.

Increased use of social media to raise the profile of BBEEC and EZEC measured by data.

Data on the number of strategies implemented in the EZEC Communication Plan.

Evaluation of the EZEC Communication Plan.

## People

### Students

will engage either directly with partners (NGOs, Government Organisations, EZEC Community,) or the knowledge from partners to help facilitate quality learning experiences that support responsible and productive citizenship.

### Staff

will collaborate with EZEC to draw upon current research, data, evidence and evaluation to inform planning and teaching practice. BBEEC staff work in collaboration with NGOs, Office of Environment and Heritage (OEH), universities, community members and NSW DoE consultants to develop high quality teaching & learning for students

*Teachers in NSW:* will engage with BBEEC as a provider of quality environmental/ sustainability programs, through fieldwork, incursions and video conferences

### Leaders

will collaborate with EZEC community to strengthen and support the delivery of quality teaching & learning programs

### Community Partners

*National Parks and Wildlife Service:* personnel will share their knowledge to enhance the quality of teaching and learning programs

*Community partners:* bring their knowledge and expertise to help strengthen the capacity of staff by engaging in and delivering professional learning that can be

## Processes

### Better Partnerships.

Grow the capacity of EZEC to:

- collaborate on best practice teaching and learning programs to support new curriculum
- connect with NSW schools to raise the profile of all EECs

### Evaluation Plan

- Regular reporting against the millstones
- attendance at EZEC Annual Conference and EEC Principal Conference
- website and social media data for BBEEC and EZEC
- EZEC meetings (face to face and video conference)

## Practices and Products

### Practices

Review and implement 2017 Communication Plan

Face to face meetings, video conference sessions and professional learning events held regularly

### Products

Communication Plan for EZEC

New teaching and learning programs to support curriculum changes

# Strategic Direction 3: Building Stronger Partnerships

## Improvement Measures

### People

used to improve learning practices for students.

### Leaders

Leaders will engage with curriculum consultants, community partners and EZEC network to support the programs delivered by BBEEC

## Processes

## Practices and Products