

School plan 2018-2020

Wambangalang Environmental Education Centre 5681



School background 2018–2020

School vision statement

Wambangalang EEC Vision Statement

We shape our learners to become environmental citizens and leaders through building meaningful connections in, about and for the environment and extending this to the community. We achieve this through leading the protection, improvement and respect of our natural and cultural heritage as a valuable asset.

EZEC Vision Statement

Leading environmental education to empower learners for a sustainable future.

School context

Wambangalang Context

Wambangalang Environmental Education Centre (WEEC) is a Department of Education school located on the outskirts of Dubbo, within the broader natural and cultural landscape of Central Western NSW. The land is under the traditional custodianship of the Wiradjuri people. WEEC is set on 12.5ha and is a small dynamic school, within a travelling stock route reserve consisting of a regenerating endangered ecological community of box gum grassy woodland.

Our programs aim to inspire young people to experience and connect with the natural world and encourage the development of positive behavioural changes towards its protection.

Our school achieves this through the provision of high quality experiential field work and environmental and sustainability education programs for K–12 school students at excursion locations including our school, Macquarie River, Macquarie Marshes, Turtle Rock or through incursion and outreach programs.

The capacity of **our teachers** and those within our local schools as leaders in environmental education are developed through the provision of high expectations and high quality professional learning programs.

Our school is built on a collaboration with partners including: EZEC, OEH, LLS, Royal Botanic Gardens, AECG, in addition to our local and visiting school communities.

School planning process

WEEC Planning Process

The Wambangalang EEC School Planning process has been influenced by the collaborative practice and school planning workshops hosted within the EZEC Principals group as well as those hosted within the Macquarie network. In 2016, the school went through the External Validation process and this has also heavily influenced shaping the strategic directions of our school as those seeking to generate aspirational change. Our school consultation process has included surveys and informal conversations with visiting teachers, formal meetings with students, school staff, facilitating teacher and community focus groups. Consultation has extended to the School Services Team, specifically in relation to the Literacy and Numeracy Learning Progressions. Our consultation process has also included an internal audit of compliance, WHS and stocktake with the WHS consultant and research into industry standard and best practice.

EZEC School Planning Process

The Principals of the Environmental and Zoo Educations centres worked collaboratively during 2017 to develop common strategic directions for the 2018–2020 school plan. This included workshops on school planning (Principal Conference, CESE planning day, Collaborative Practices Team meetings), collaborating on planning documents in Google Drive and completing surveys.

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EZEC Context

The 25 NSW DET Environmental and Zoo Education Centres (EZECs) are leaders in environmental and sustainability education.

Our Centres provide authentic, curriculum-based fieldwork learning experiences which enable students to explore, investigate and understand natural and made environments.

Our programs provide opportunities to understand concepts and systems, and develop values that empower learners to become environmentally responsible citizens.

By building strong partnerships and developing teacher capacity, Centres enable schools to integrate sustainability education into all aspects of school operations including curriculum, teaching and learning, physical surroundings and relationships with the local community.

School planning process

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Empower Learners

Purpose:

The provision of learning environments, programs and experiences where students are empowered and motivated learners through the development of connection to the natural world and cultural heritage. This will be developed through collaboration, critical and creative thinking, embedding literacy and numeracy skills and their ability to have positive environmental impacts within their own communities. This is enhanced through partnerships with our networks and communities.

To develop a differentiated curriculum, including the explicit teaching of literacy and numeracy, that is flexible, reflective, evidence based and diverse to meet the needs of our visiting school communities

STRATEGIC DIRECTION 2 Develop Teacher Capacity

Purpose:

To create a school-wide culture of high expectations of teaching practice, professionalism and commitment to improve student learning through evaluative thinking. To build the capacity of Centre staff and those in our networks as learners, teachers and leaders in environmental and sustainability education.

STRATEGIC DIRECTION 3 Lead Environmental Best Practice

Purpose:

Our purpose is to protect and respect our natural environment and cultural heritage, through outstanding performance and efficiency in the conduct of our operations. Resources are used strategically to achieve improved student learning outcomes, high quality service delivery and community engagement.

Strategic Direction 1: Empower Learners

Purpose

The provision of learning environments, programs and experiences where students are empowered and motivated learners through the development of connection to the natural world and cultural heritage. This will be developed through collaboration, critical and creative thinking, embedding literacy and numeracy skills and their ability to have positive environmental impacts within their own communities. This is enhanced through partnerships with our networks and communities.

To develop a differentiated curriculum, including the explicit teaching of literacy and numeracy, that is flexible, reflective, evidence based and diverse to meet the needs of our visiting school communities

Improvement Measures

Increase community engagement and partnerships

An increase in the percentage of students indicating positive knowledge, skills, values and attitudes towards the environment and cultural heritage.

Increased opportunities for students to participate in citizen science and authentic problem solving based learning.

People

Students

Build collaborative and creative thinking skills to work as a team to solve authentic problems.

Develop and utilize leadership and communication skills to establish and sustain a leadership group.

Articulate what they have learned and effectiveness of the learning.

Staff

Develop deep understanding of current and relevant scientific practice, wellbeing framework, research based pedagogies and new syllabuses to implement in teaching and learning programs.

Collaborate to develop and sustain strong community partnerships.

Community Partners

Develop an understanding of educational and collaborative processes that underpin partnerships to enhance engagement.

Leaders

Identify and implement effective strategies to develop and strengthen community partnerships.

Processes

Strengthen Community Partnerships

Identify, develop and sustain effective partnerships and opportunities for collaboration to enhance student learning and wellbeing and community engagement.

Citizen Science and STEM

Collaboratively research and develop methodology to enhance best practice delivery of teaching and learning programs in science and environment.

Enriched Learning

Differentiate teaching and learning programs, embedding literacy and numeracy, across KLAs and stages, using research based pedagogy evaluation and feedback to inform practice.

Evaluation Plan

1. Student and teacher exit surveys weekly
2. Program specific evaluation data weekly
3. Citizen Science and STEM programs bi-annually
4. Teaching and Learning programs every Term
5. Meeting minutes every Term

Practices and Products

Practices

Effective partnerships in learning and engagement with; local Aboriginal communities, including AECG, Little River Landcare Group, LLS, Office of Environment and Heritage, National Park, EZEC. and local community groups.

Embedding pre and post learning activities and evaluation strategies, including teacher and student feedback on impact of learning.

Embedding citizen science and STEM, literacy and numeracy across the teaching and learning programs, with a focus on collaborative and critical and creative thinking skills.

Products

Differentiated teaching and learning programs that incorporate environmental and sustainability outcomes, including wellbeing and leadership strands.

Wambalang student environmental leadership group, including systems, structures and protocols.

A Narragunnawali Reconciliation Action Plan, including an active committee to guide the development and implementation of the plan.

WEEC is a community hub with an active community reference group.

Strategic Direction 2: Develop Teacher Capacity

Purpose	People	Processes	Practices and Products
To create a school-wide culture of high expectations of teaching practice, professionalism and commitment to improve student learning through evaluative thinking. To build the capacity of Centre staff and those in our networks as learners, teachers and leaders in environmental and sustainability education.	Staff Create and apply a range of assessment strategies to reflect on practice in determining student progress. Collaborate with colleagues to develop best practice through observations and sharing of expertise.	Collaborative Practice Embed explicit systems for professional learning to facilitate professional dialogue, collaboration, classroom observation within the school and across the community. Evaluative Practice Establish and implement systems to strengthen evaluative practice to monitor student progress and school improvement.	Practices Staff collaborate regularly to build expertise and share understanding and reflect on practice and give feedback, including observation. Staff analyse data to reflect on practice and inform future school directions. Effective partnerships, including Schools Services, CESE and local Instructional Leaders to enhance professional practice in embedding and evaluation of evidence-based learning progressions in literacy and numeracy, and to strengthen the teaching of writing across KLAS.
Improvement Measures	Leaders Implement and evaluate systems for evaluative and collaborative practice. Builds and maintains collaborative professional learning communities.	Evaluation Plan <ul style="list-style-type: none"> Evaluation data obtained from student and teacher exit surveys reviewed weekly Evaluation data from teacher and student surveys reviewed each term to examine broader trends. Feedback forms provided to teachers engaging in new programs to evaluate effectiveness Peer observation forms reviewed weekly Student work samples Meeting minutes New lesson plans and teaching programs 	Products Systems in place to collect data and feedback and ongoing evaluation. Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect and improve and deliver evidence informed pedagogy.
Increase the number of professional learning events delivered by WEEC staff to colleagues. Increase staff capacity to analyse data to inform practice. Increase collaborative professional learning for all staff	Students Reflect on and articulate feedback on learning experiences and resources Community Partners Provide quality feedback on collaborative activities and resourcing.		

Strategic Direction 3: Lead Environmental Best Practice

Purpose

Our purpose is to protect and respect our natural environment and cultural heritage, through outstanding performance and efficiency in the conduct of our operations. Resources are used strategically to achieve improved student learning outcomes, high quality service delivery and community engagement.

Improvement Measures

Improved sustainable practice in the management of school resources.

Update and improve existing procedures and systems relating to WHS and Compliance policies and requirements, to demonstrate best practice.

People

Students

Build skills in managing and protecting natural and cultural assets, and an attitude of recognition in its importance.

Staff

Establish comprehensive understanding of current and traditional sustainable land management practices.

Develop a mindset of best practice in school resource management.

Create opportunities to include learning opportunities relating to resource management into programs.

Interact professionally with all customers

Leaders

Establish systems to build staff capacity, ownership and accountability in management and use of resources.

Community Partners

Build skills of community partners in assisting with cultural and sustainability land management practices.

Processes

School Resource Management

Collaboratively research and develop methodology, systems and processes to enhance best practice sustainable and cultural asset resource management and lift our profile with the community.

Evaluation Plan

- Student and Teacher exit surveys weekly
- Checklist/audit documents
- Schedules of project works e.g. Community Garden Project
- School Resource Management Plan to be reviewed and updated bi-annually
- Sustainability audit data (including water, energy, waste, biodiversity) to be reviewed quarterly

Practices and Products

Practices

Incorporate Indigenous and evidence based sustainable land management practices into the management of our school.

Initiate and sustain systems and processes for ensuring our resources are managed according to best practice. compliance, WHS and financial planning. eg. stock takes, maintenance schedules, WHS and long-term financial planning.

Products

Learning spaces which enhance environmental and sustainability education.

School Resource Management Plan; including management systems and areas of delegation and accountability across the whole school community.