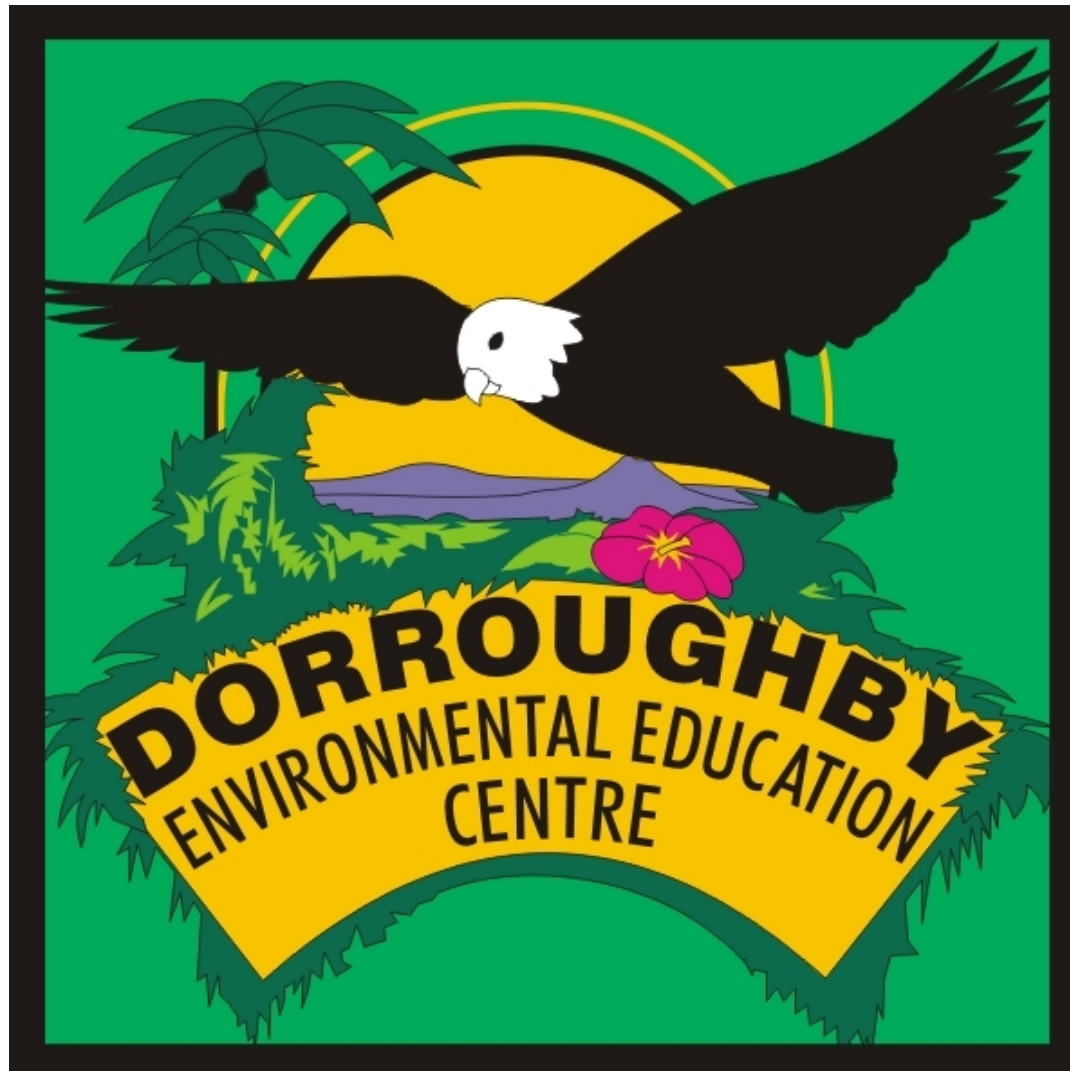


School plan 2018-2020

Dorroughby Environmental Education Centre 5683



School background 2018–2020

School vision statement

Dorroughby Environmental Education Centre Vision Statement

Provide engaging, Sustainability Education experiences that will support school communities to develop students' knowledge and ability to enable critical, creative and ethical thinking – assisting them to become active custodians and informed, environmentally responsible citizens for a future, sustainable world.

Environmental and Zoo Education Centre's Vision Statement

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

School context

Dorroughby Environmental Education Centre (DEEC) is one of 25 Environmental Education and Zoo Education Centre's (EZEC) supported by the NSW Department of Education and Communities. The centre is located 25km North East of Lismore amongst rural farming communities.

DEEC offers high quality field work and Sustainability Education programs for school students K–12. The Centre's program can be delivered on and off site. The neighbouring property owner allows access to a large dam and wetland area and a fully operational dairy farm. Popular venues nearby include Rocky Creek Dam, Nightcap National Park, Ballina / Flat Rock, Byron Bay, Brunswick Heads and Iluka. The environment types at these locations include littoral and subtropical rainforest, mangroves, rock platforms and open forest. Overnight programs for students are also offered with dormitory accommodation at DEEC or camping available at local National Parks and reserves.

The centre supports school communities to implement Sustainability Education across the curriculum and there is a strong emphasis on student led / inquiry based learning. A partnership program with Rous Water in 2015 provided a water science lab that still functions today, focusing on open ended science challenges and collaborative learning.

Facilities at the centre include a microscope and technology room that contains an interactive whiteboard, digital and stereo microscopes and iPads. Other features include an aquaponics garden, mock 1880s school, native nursery and plant propagation area, vegetable and bush tucker gardens and campfire area.

The centre works closely and effectively with the local school communities and the centre is affiliated with the Northern Rivers Group of Environmental Educators (NRGEE), OzFish, RMS, Richmond Landcare, local councils, Lismore AECG and the Northern Rivers Science Hub.

School planning process

Planning is informed by the National School Improvement Tool: the School Excellence Framework II: Public Schools NSW Strategic Directions 2018– 2020; DoE School Planning Guides and fact sheets; DoE What Works Best document and the Melbourne Declaration on the Educational Goals for Young Australians.

Collaboration occurred with DEEC staff at all steps in the drafting of the school plan 2018–2020. The principal also collaborated with colleagues at workshops on school planning at the EZEC Principal Conference (Oct 2017); Teaching Principal Workshops (T2, T3 and T4 2017) and the Richmond Valley Principal Network Meetings (T3, T4 2017). DEEC teaching staff conducted a review of the School Excellence Framework II in T4 2017 to identify areas DEEC could improve and focus aspirational goals. DEEC staff have reviewed the current milestones each term and the current milestones were considered in the school planning process. DEEC staff identified aspirational goals and collaborated on a vision statement. Evaluations from schools that participated in DEEC programs 2015–2017 were also considered in the planning stage.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Empower Learners

Purpose:

Facilitate quality learning, through meaningful and contextually relevant Sustainability Education experiences, that develop students' knowledge and skills, enabling them to engage in informed, environmentally responsive behaviour, capable of positively influencing their future.

STRATEGIC DIRECTION 2 Develop Teacher Capacity

Purpose:

Build the capacity of NSW DoE teaching staff (including DEEC's) to enable the delivery of high quality, relevant teaching practices in relation to the Sustainability Education context to enhance student engagement in learning.

STRATEGIC DIRECTION 3 Leading Collaborative Partnerships.

Purpose:

Lead strong, collaborative partnerships with organisations, including EZEC, to increase knowledge and expertise, resources and quality education opportunities to enhance student engagement in learning.

Strategic Direction 1: Empower Learners

Purpose

Facilitate quality learning, through meaningful and contextually relevant Sustainability Education experiences, that develop students' knowledge and skills, enabling them to engage in informed, environmentally responsive behaviour, capable of positively influencing their future.

Improvement Measures

Student and teacher evaluations demonstrate a consistent increase in knowledge, skills, values and attitudes towards the environment.

All DEEC programs deliver content based on stage appropriate literacy and numeracy competencies.

People

Students

Students will be engaged in teaching and learning that provides them with the skills to thrive as learners, leaders and informed, environmentally responsible citizens. (3,4,5,8)

Staff

DEEC Staff will embrace professional learning opportunities that skill them in the effective delivery of Sustainability Education. (2,3,5,7,8,9)

Leaders

Leaders: DEEC teachers will model best practice Sustainability Education for visiting students, teachers and school community members, resulting in improved student learning outcomes and the development of informed, environmentally responsible citizens. (5,8,10)

Parents/Carers

Parents/Carers who participate in DEEC programs, or who have knowledge exchanged from students after attending DEEC, will learn positive sustainability behaviours. (5,10)

Community Partners

DEEC staff will collaborate with Community Partners to provide the wider school communities with engaging, educational programs. (7, 10)

Processes

Collaboration with local Aboriginal community, DoE Aboriginal Officers and Lismore Aboriginal Education Consultative Group (AECG) to ensure DEEC delivers culturally appropriate material/ Aboriginal Perspectives in all DEEC programs. (2, 4, 5, 7, 10)

Review existing programs to ensure DEEC's continued relevance and alignment with the Australian Curriculum targets. (2,3,4,5,8)

Collaboration with teachers/ principals of wider school community, including other EECs, to determine the most suitable programs to deliver at DEEC. (1, 3, 7, 10)

Collaboration with Environmental Educators and other community partnerships to extend student knowledge, environmental awareness and leadership opportunities. (3,5,7,8,9,10)

Evaluation Plan

Reporting against milestones once a term, by DEEC teaching staff, to assess and review DEEC targets.**Data collated** from online teacher and parent/caregiver evaluations examined by DEEC teaching staff regularly.**Data collated** from student hard copy surveys examined by DEEC teaching staff regularly.**Data collated** from teacher and parent/caregiver hard copy surveys examined by DEEC teaching staff regularly.**Anecdotal evidence** on program quality is to be gathered by DEEC staff in Day Reflection Diary and examined regularly.

Practices and Products

Practices

DEEC effectively lead school communities to **empower students** to develop into informed, environmentally responsible, culturally aware, citizens.

DEEC effectively lead school communities to **empower students** in Science education.

DEEC effectively lead school communities to **empower students** in Geography education.

Products

Successfully develop and deliver, curriculum based, locally relevant, engaging programs.

Deliver culturally appropriate programs, approved of by the Lismore Aboriginal Education Consultative Group (AECG) taught through lens of Aboriginal Pedagogy.

Deliver programs that support HS teaching colleagues to deliver Curriculum based mandatory field study experiences.

Strategic Direction 2: Develop Teacher Capacity

Purpose	People	Processes	Practices and Products
Build the capacity of NSW DoE teaching staff (including DEEC's) to enable the delivery of high quality, relevant teaching practices in relation to the Sustainability Education context to enhance student engagement in learning.	Students Students: Professional learning opportunities provided, and participated in, by DEEC staff, will enhance teacher capacity and subsequently improve student learning. (2, 3, 4, 5, 7, 10)	DEEC staff collaborate with EZEC network to share successful teaching practices and programs. (3,7,9,10) DEEC staff are provided with relevant professional learning opportunities. (3,7,8,9,10) DEEC staff provide relevant professional learning opportunities to teaching colleagues. (3,5) DEEC staff collaborate with local School Community networks to share successful teaching practices and programs. (3, 5,7,10)	Practices DEEC staff demonstrate high quality teaching and engage in professional learning networks, that are authentic, relevant and optimise success for all. DoE teachers confidently lead the development of Sustainability Education within their own school.
Improvement Measures	Staff Staff: Professional learning opportunities provided, and participated in, by DEEC staff, will enhance teacher capacity. (3, 7,9)	Evaluation Plan Reporting against milestones Review PDPs . Reflect on Teacher Observations Analyse student and teaching colleague evaluative data. DEEC staff undertake PL. DEEC staff deliver PL	Products Increase capacity to teach Sustainability Education as evidenced by successful program and PL evaluations. Increase capacity to demonstrate quality teaching in line with the DoE Strategic plan and DEEC school plan as evidenced by staff PDP process.
DEEC staff achieve goals set out in Performance and Development Plans (PDPs)	Leaders Leaders: DEEC mentor, support, and provide professional learning opportunities to teacher colleagues to integrate Sustainability Education into their own teaching and learning practices. (3,7,9)		
DEEC increase support for teaching colleagues.			
All teachers at DEEC use the Australian Teaching Standards to provide a framework to develop their individual professional learning goals.			

Strategic Direction 3: Leading Collaborative Partnerships.

Purpose	People	Processes	Practices and Products
Lead strong, collaborative partnerships with organisations, including EZEC, to increase knowledge and expertise, resources and quality education opportunities to enhance student engagement in learning.	Students Students will be engaged in teaching and learning that is authentic and relevant. (2,3,4,5,6,7,8,9,10)	DEEC staff will communicate and plan joint projects with various local environmental community groups. (3,4,7,8,10) DEEC staff will communicate and plan joint projects with various local school community groups. (3,4,7,8,9,10) DEEC staff will communicate and plan joint projects with the NSW EZEC group. (3,4,7,8,9,10) DEEC staff will communicate and plan joint partnership projects with National and State Environmental Groups.(3,4,7,8,10)	Practices DEEC staff effectively communicate and collaborate with the local environmental community groups. DEEC staff effectively communicate and collaborate with the local school community. DEEC staff effectively communicate and collaborate with the NSW EZEC community. DEEC staff effectively communicate and collaborate with the National and State Environmental Groups.
Improvement Measures	Staff DEEC staff will improve knowledge, expertise, resources and learning opportunities offered, through strong, collaborative partnerships with organisations, including EZEC.(3,7,9,10)	Evaluation Plan Regular reporting against milestones Evaluative data from students/teachers engaged in partnership projects Programs offered by DEEC contain authentic, relevant content resulting from collaborative partnerships.	Products Positive evaluative data collected from teachers indicates 'engagement and learning' in partnership projects. Enhanced programs – More Authentic; More Relevant
Teachers and students are involved in partnership projects. Improved leadership capabilities of DEEC staff. DEEC demonstrates strong collaborative practice with school communities, environmental organisations and the EZEC network.	Community Partners Community partners will have improved knowledge, expertise and resources through strong, collaborative partnerships with DEEC.(3,4,5,8,10)		
	Leaders DEEC staff will develop leadership skills, such as effective communication and project management, when collaborating with DEEC partnerships. (3,7,9,10)		