

# School plan 2018-2020

Royal National Park Environmental Education Centre 5691



# School background 2018–2020

## School vision statement

### School Vision

Learning and working together for a more sustainable future.

### School Motto

Enabling environmental citizens by building their capacity to act more sustainably through learning in the environment.

### Environmental and Zoo Education Centre Vision

Leading environmental education to empower learners for a sustainable future.

## School context

The Royal National Park Environmental Education Centre (RNPEEC) is located in the Royal National Park, south east of Sydney. We facilitate programs at our centre, throughout the Royal National Park, in other public reserves and at schools.

RNPEEC provides authentic, curriculum-based fieldwork learning experiences that enable students to explore, investigate and understand the natural and human environments. Students are immersed in nature through hands-on inquiry learning and fieldwork.

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

Through the local Community of Schools on the Park (COSOTP) the RNPEEC collaborates in professional learning, sustainability and Aboriginal programs.

## 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 and meetings
- EZEC Video Conferences
- Work with Principals School Leadership Merrilyn Jenkins
- Meetings and discussions with staff to tune vision and strategic directions
- Collaboration with EZEC colleagues on Google Drive and at meetings to develop network priorities
- Ongoing consultation, evaluation and collaboration will continue though the implementation phase of this plan
- Reviewing Self-Assessment Framework annually to identify areas for improvement

# School strategic directions 2018–2020

**Purpose:**

To develop students' environmental knowledge, skills, values and attitudes in creating environmentally literate citizens. Provide engaging and stimulating learning environments that empower learners to inquire and think critically.

**Purpose:**

To develop staff capacity as learners, teachers and leaders in environmental and sustainability education. This will be achieved through participation in, and the provision of, explicit professional learning and fieldwork that improves teaching practice.

# Strategic Direction 1: Empower learners

## Purpose

To develop students' environmental knowledge, skills, values and attitudes in creating environmentally literate citizens. Provide engaging and stimulating learning environments that empower learners to inquire and think critically.

## Improvement Measures

Student and teacher evaluation data indicating positive knowledge, skills, values and attitudes towards the environment.

Students use of inquiry learning is increased.

## People

### Students

Students will be engaged in learning and developing skills to enact positive change. Motivated students will act as responsible citizens.

Increase inquiry skills through fieldwork.

### Staff

Incorporate sustainability learning across the curriculum in all programs to help increase environmental citizenship.

Develop and deliver programs that foster and encourage inquiry learning and critical thinking.

## Processes

Engaging students in sustainability through student leadership, citizen science and skill building programs.

Embracing subject-specific student inquiry processes in teaching programs and teaching practice.

## Evaluation Plan

Student and teacher evaluations, including pre and/or post evaluation.

Numbers of students engaged or supported in citizen science or student leadership programs.

Lesson observation by peers: what worked well, how well were students on task? engaged in learning, what didn't work, exit evaluation of visiting teacher what was the impact of the inquiry learning style throughout the day on your students?

## Practices and Products

### Practices

Staff clearly articulate and support positive knowledge, skills, values and attitudes towards the environment through their own actions and explicit teaching.

Centre staff gain knowledge of subject-specific inquiry processes through professional learning and collaboration with staff. They deliver high quality activities that align to inquiry processes.

Students use inquiry processes and are engaged with environmental lessons related to authentic skill building programs.

### Products

Students that have a sense of connection to the environment and the knowledge, skills, values and attitudes that enable them to feel empowered active citizens that can be agents of change.

Students that are critical thinkers. Students have inquiry skills and learn the value of asking questions and finding evidence..

Inquiry learning incorporated into teaching programs

## Strategic Direction 2: Develop teacher capacity

### Purpose

To develop staff capacity as learners, teachers and leaders in environmental and sustainability education. This will be achieved through participation in, and the provision of, explicit professional learning and fieldwork that improves teaching practice.

### Improvement Measures

Range of programs teachers skilled and confident in has increased.

Number of targeted professional learning sessions designed and delivered has increased.

### People

#### Staff

Staff are actively engaged in applying NESA syllabus documents to teaching programs.

Staff develop pre and post excursion materials that model best-practice inquiry learning for visiting schools.

TPL is focused on accreditation needs of teaching staff and the Centre's students and priorities.

#### Community Partners

The delivery of content provided by community partners is pedagogically aligned to best practice.

### Processes

Teaching staff actively pursue current expert content knowledge.

Staff are provided with opportunities to share their learning with colleagues.

#### Evaluation Plan

Survey of Centre teachers and visiting teachers.

Participant feedback surveys.

### Practices and Products

#### Practices

Culture of collaborative planning and sharing.

Staff apply their working knowledge of curriculum, including fieldwork skills and sustainability LAC.

Staff are actively working towards accreditation.

#### Products

Teachers with a deeper (or broader) fieldwork skill set.

Teachers have increased working knowledge of curriculum and sustainability.