

School plan 2018-2020

Brewongle Environmental Education Centre 5694



School background 2018–2020

School vision statement

To connect every learner to the natural world and inspire change for a sustainable future.

Environmental and Zoo Education Centre (EZEC)

Network vision: Leading environmental education to empower learners for a sustainable future.

School context

Brewongle Environmental Education Centre is one of 25 Environmental Education and Zoo Education Centres supported by the NSW Department of Education. We are located in the forest above the majestic Hawkesbury river at Sackville North, NSW.

The Centre supports schools with curriculum implementation across a range of subjects with an emphasis on sustainability and environmental values. Student centred /inquiry based learning techniques form the basis of our hands on, authentic learning programs. We offer teachers and students pre and post excursion tasks to provide context and extend the learning beyond the field trip experience. We offer both day and camp programs for students from K–12 and work with many outside agencies to achieve excellence in our program delivery.

By building strong multi–sectoral partnerships and developing teacher capacity, Brewongle

enables schools to create sustainable futures; integrating 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 planning for 2018–2020 has involved a dedicated consultation, evaluation and planning process that has involved Brewongle EEC staff, input from teachers, students, community members and the use of research and self evaluation over a 6 month period in 2017. Staff have utilised the School Excellence Framework, research from the Centre for Education Statistics and Evaluation (CESE), a school audit of curriculum use, workshops on evaluation (CESE) and data collected from visiting school teachers and students over a 2 year period. This process has allowed an understanding of strengths and areas of improvement and has directed the future of the school for the next three years. This plan is a result of this consultative process and will drive Brewongle EEC to achieve the best learning outcomes for students over the next three years.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Empower Learners

Purpose:

To develop students' environmental knowledge, skills, values and attitudes to create environmentally literate citizens. This is accomplished through providing engaging and stimulating learning environments. These environments empower learners to think and communicate creatively, collaboratively and critically to connect to nature and achieve positive environmental impact. Brewongle EEC programs will align to the United Nations Sustainable Development Goals.



STRATEGIC DIRECTION 2 Develop Teacher Capacity

Purpose:

To improve student outcomes through a formalised professional learning program at Brewongle EEC. Strategic Direction 2 will focus on internal staff growth with the development of a program to foster quality teaching. Additionally a structured, directed professional development program for teachers in schools and others in the wider community will be implemented. This will be measured by increased environmental literacy for teachers and students, external and internal evaluations, collegial sharing and reflective practice.

Strategic Direction 1: Empower Learners

Purpose

To develop students' environmental knowledge, skills, values and attitudes to create environmentally literate citizens. This is accomplished through providing engaging and stimulating learning environments. These environments empower learners to think and communicate creatively, collaboratively and critically to connect to nature and achieve positive environmental impact. Brewongle EEC programs will align to the United Nations Sustainable Development Goals.

Improvement Measures

Brewongle EEC. will implement an assessment program that will measure student achievement. This will be measured by increased environmental literacy, improved curriculum outcomes.

Existing infrastructure through targeted planning to support our aims of igniting curiosity, wonder and knowledge of the natural world and our interactions within these environments as evidenced by student surveys.

Brewongle EEC teaching programs will utilise best practice and research, be designed based on syllabus outcomes and regularly revised to ensure delivery of our aims.

People

Staff

Staff have training and understanding of assessment techniques, new syllabuses, risk management and research in nature play.

Creativity in finding funding sources for infrastructure development

Staff willingly participate internal professional learning around program delivery and environmental literacy

A marketing mindset to inform teachers and schools of our programs and capacity

Principal provides regular staff meetings for professional learning.

Community Partners

Community partners are willing to advise on best practice as part of an Advisory Council.

Students

Students will recognise the value of the natural world and syllabus outcomes through improved environmental literacy and engagement in learning.

Leaders

Recognising the need engaging designers, marketing professionals for flyers, videos and marketing material.

Processes

Training and implementation of a strategic project to assess student learning that is linked to the scope and sequence of Brewongle Programs

Targeted approach to improving infrastructure to support teaching and learning.

Designing a scope and sequence summary of BEEC programs that supports a learning pathway for each KLA.

Evaluation Plan

Direct evidence of student achievement with work samples and evaluation data to show the impact of our teaching and learning programs.

New infrastructure developed through a plan that is improving teaching and learning as evidenced by evaluation forms.

A scope and sequence for Geography, Science and History developed and used to guide student learning and transition.

Teacher quality be measured through observations and external teacher and student feedback.

Practices and Products

Practices

Brewongle EEC staff model quality teaching and best practice for visiting teachers

Incorporate assessment in everyday practice

Brewongle EEC Advisory Council to support grant applications for infrastructure projects.

A targeted approach to infrastructure that is linked to improved student outcomes.

Continue and improve our role as leaders in Aboriginal Education

Products

Quality teaching programs are informed by current, best practice research..

Development of a nature and music playground

Blindfold Track improvement

Zulu Desk MDM for iPads with Apple Caching Server

Scope and Sequence for all programs – focus on one KLA per year and utilise 2016 program audit

Large worm farm linked to new Science Syllabus

Improved Earthlab as a teaching space

A BRUV is developed– Baited Remote Underwater Video for use in River Ecology

Strategic Direction 1: Empower Learners

Practices and Products

program

Writers Camp – develop a student book as product of camp.

Evidence of student assessment – collated, analysed and implemented

Strategic Direction 2: Develop Teacher Capacity

Purpose

To improve student outcomes through a formalised professional learning program at Brewongle EEC. Strategic Direction 2 will focus on internal staff growth with the development of a program to foster quality teaching. Additionally a structured, directed professional development program for teachers in schools and others in the wider community will be implemented. This will be measured by increased environmental literacy for teachers and students, external and internal evaluations, collegial sharing and reflective practice.

Improvement Measures

Brewongle EEC staff will utilise lesson evaluations, staff reflections, learning journals and pre and post student quizzes to measure improvements in teaching against the teaching standards.

Regular sharing will occur with meetings and a program of professional learning for all staff written into our school calendar and linked to PDP's and School plan.

Brewongle EEC will measure Improvement in targeted teaching standards by individual staff over a three year period by self reflection and lesson observations by colleagues.

People

Staff

Staff will embrace collegial professional development with other EEC's including mentoring and lesson observations.

Staff will have or develop a change mindset

All staff will have ownership and involvement in school planning and the process development.

Staff to be more reflective over teaching practice

Leaders

School leaders will schedule and provide release time for lesson observations and staff collaboration.

School leaders will coordinate a targeted and planned approach to improving teaching.

Students

Students will provide feedback via online evaluations on teacher performance.

Students will show improved learning outcomes as teacher quality improves.

Processes

Develop a formalised structure within Brewongle EEC for professional sharing, learning, collaborating and improving teaching practice that is linked to the school plan and individual Performance Development Plan's.

Develop the capacity of external teachers in other schools through the provision of explicit professional learning that improves teaching practice resulting in the development of environmental citizens.

Evaluation Plan

The improvement of teaching practice as evidenced by student achievement, teacher and student feedback and student assessment processes. The development of reflective practice and a formal approach to internal staff improvement that includes lesson observations and regular professional learning.

Evidence of a professional learning plan for Brewongle EEC created and implemented.

Practices and Products

Practices

Staff will improve knowledge on how to differentiate learning

Teaching staff to utilise and measure improvement versus the teaching standards

Formal time dedicated for teacher collaboration

Embed Quality Teaching using best practice research.

Products

PDP's linked to school plan and teaching standards.

Improved teacher and student evaluations including evaluation of pre and post knowledge of students and teachers.

Formalised professional development for understanding diverse learners in the Environmental Education context.

A term planner, lesson observation templates and mentoring

Professional Learning that is planned, purposeful, relevant and budgeted.

Incorporating more research based environmental education into our practice.