

# School plan 2018-2020

## Riverina Environmental Education Centre 5734



# School background 2018–2020

## School vision statement

### **Riverina Environmental Education Centre Vision:**

Leading the provision of quality environmental learning to enable students, teachers and their communities to empower environmental citizens for a sustainable future

## School context

The Riverina Environmental Education Centre (REEC) is a facility of the Department of Education located within the grounds of the Office of Environment and Heritage (OEH) in Wagga Wagga. The centre sits on Wiradjuri land and most of the studies are conducted on Wiradjuri land.

REEC is one of 25 Environmental Education and Zoo Education Centres (EZEC) run by the Department of Education. REEC provides programs to support Department of Education schools with environmental and sustainability education.

The Riverina Environmental Education Centre is committed to supporting Public Education in the Riverina. The Centre's teaching programs are cross curricular with an emphasis on science and geography reflecting the partnership with the Office of Environment and Heritage.

REEC has support from the local Aboriginal community to teach Aboriginal cultural programs. A strong Aboriginal focus provides opportunities for all students, staff and the wider community to acquire knowledge and develop a deeper understanding of Aboriginal histories, cultures and experiences. REEC utilises a re-constructed traditional campsite at the centre to conduct studies that educate students about the traditional Aboriginal inhabitants of the area, their relationship with the land and their use of bush resources.

Aspects of Aboriginal culture and knowledge are integrated into the centre's programs.

Programs are designed to strengthen student engagement by encouraging the use of digital learning pedagogies that encourage collaboration, interactive learning and knowledge creation.

Programs are conducted on site at REEC, at sites in Deniliquin, Griffith, Temora, West Wyalong, Corowa, Thredbo, Yarrangobilly and other local sites.

REEC also provides support, training and resources for DoE teachers, school and community organisations.

## School planning process

REEC staff review and discuss:

Previous school plans and the new school plan documentation and processes.

DEC School Planning guides and fact sheets.

School Excellence Framework.

Consultation with key stakeholders:

External Environmental Education providers– Office of Environment and Heritage, Lake Cowal Conservation Centre.

DEC Aboriginal Education Unit staff.

Aboriginal community–Elders, OEH officer, community members

Environmental and zoo education community (EZEC).

Participant schools and visiting teachers .

REEC conducted surveys of visiting schools to attain information on their needs and suggestions for future directions.

Teachers' evaluations of Centre programs were reviewed

Meetings and discussions with teachers were conducted throughout 2017

The school plan has been developed in response to the information gathered through collaboration, consultation and community involvement for continuous school improvement in professional practice and student learning outcomes.


# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Empowers Learners

**Purpose:**


To develop students' knowledge, skills, values and attitudes to create environmentally literate citizens for a sustainable future.



## STRATEGIC DIRECTION 2 Develop Teacher Capacity

**Purpose:**

To develop teacher capacity to take shared responsibility for student improvement and contribute to our educational communities learning culture



## STRATEGIC DIRECTION 3 Leading Collaborative Partnerships

**Purpose:**

Resources are strategically used to achieve improvement in student learning and wellbeing outcomes through high quality service delivery benefitting the school and its community

# Strategic Direction 1: Empowers Learners

## Purpose

To develop students' knowledge, skills, values and attitudes to create environmentally literate citizens for a sustainable future.

## Improvement Measures

All teaching programs show evidence of revisions based on feedback, consistent and reliable student assessment and the continuous tracking of progress and achievement.

All K– 6 teaching programs have established base line data to inform future Improvement of environmental literacy

## People

### Students

Learning is informed by information about wellbeing and learning needs in consultation with their enrolled schools.

### Staff

Focus on learning, the building of educational aspiration and ongoing performance improvement.

### Community Partners

Engage with REEC to improve understanding of student learning and strengthen student outcomes.

## Processes

### Curriculum

Deliver well planned, high quality curriculum where learning experiences are measured and evaluated longitudinally.

### Quality Teaching

Ensure learning is driven by revisions based on data where teachers respond to trends in student achievement to inform for improvement in teaching practice.

## Evaluation Plan

All data will be analysed collaboratively:

- Student performance data
- Visiting school evaluations
- Classroom observations
- Personalised learning data

## Practices and Products

### Practices

Provision of high quality educational programs that supports teaching staff and value adds to the learning of students in their local school environment.

Staff are involved in the used of student learning data to monitor student achievement for environmental knowledge and literacy.

### Products

A student centred learning environment where data informed practice and evaluation underpins an aspirational learning environment.

Positive and respectful relationships across the school community to lead environmental literacy to empower learners for a sustainable future.

# Strategic Direction 2: Develop Teacher Capacity

Purpose	People	Processes	Practices and Products
To develop teacher capacity to take shared responsibility for student improvement and contribute to our educational communities learning culture	<b>Staff</b> Evaluate the effectiveness of professional learning activities to address student needs.	<b>Evaluation of Professional Learning</b> The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.	<b>Practices</b> Evaluation of professional learning is an embedded practice to inform decisions, interventions and initiatives for continuous teaching improvement.
Improvement Measures	<b>Community Partners</b> Provide knowledge, innovation and resources to support the delivery of high quality professional learning	<b>Expertise and Innovation</b> Teaching staff lead strategies to support high quality professional learning opportunities for colleagues that focus on improved student learning	Relationships between all stakeholders are both valued and nurtured to ensure the development of teacher capacity.
Increased evaluation of professional learning to identify the impact for continuous improvement	<b>Leaders</b> Build a professional learning community that is focused on continuous improvement of teaching and learning.	<b>Evaluation Plan</b> All data will be analysed collaboratively: <ul style="list-style-type: none"> <li>• Professional Development Plan evaluations</li> <li>• Teacher surveys</li> <li>• Teacher reflections</li> <li>• Student assessment data</li> </ul>	<b>Products</b> The school performance and development cycle is a dynamic process characterised by ongoing feedback, reflection and refinement.
Increased use of evidence informed pedagogy by all teachers who have accessed professional learning delivered by REEC staff.	<b>Students</b> Students provide timely and respectful feedback to teachers on their learning experiences.		The delivery of high quality targeted professional learning that addresses the needs of colleagues to improve teaching and learning for sustainability and environmental literacy.

# Strategic Direction 3: Leading Collaborative Partnerships

## Purpose

Resources are strategically used to achieve improvement in student learning and wellbeing outcomes through high quality service delivery benefitting the school and its community

## Improvement Measures

Increase in support given to schools to provide re-engagement programs utilising physical and staff resources at REEC

Increase in collaboration scores with local community on decisions about and access to school assets and resources, delivering benefit to both the school and community

## People

### Students

Students provide timely and respectful feedback to teachers on their learning experiences.

### Community Partners

Provide knowledge, innovation and resources to collaborate and support the delivery of high quality professional learning

### Staff

Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socio-economic backgrounds.

### Leaders

They lead educational networks by trialling and exploring new ideas for the system, acting as a guide, coach and mentor to staff and colleagues.

## Processes

### Resources

Leadership team takes a creative approach to use of the physical environment, staff deployment and resources to ensure that it optimizes learning, within the constraints of the school design and setting.

### Collaboration

Create specific strategies to deepen the engagement of students and community groups.

## Evaluation Plan

All data will be analysed collaboratively with:

- School staff
- Community of schools
- External Agencies
- Community groups
- AECG
- Aboriginal Community

## Practices and Products

### Practices

#### Resources

Equitable and innovative use of school resources to support school and community learning and wellbeing

#### Collaboration

Regular communication and evaluation of collaborative practices for learning and wellbeing

### Products

#### Resources

Students and community are supported and challenged via the authentic and collaborative use of school staff, facilities and resources.

#### Collaboration

Positive partnerships that recognise, support and benefit the wider school community.