

School plan 2018-2020

Red Hill Environmental Education Centre 5750



School background 2018–2020

School vision statement

The common EZEC vision is: to lead environmental learning to empower learners for a sustainable future. At Red Hill, we have an additional vision to bring the teaching of history to life through utilising our unique surroundings in the historic township of Gulgong.

School context

EZEC Context: The 25 NSW DoE Environmental and Zoo Education Centres (EZECs) are leaders in environmental and sustainability education. Our Centres provide authentic, curriculum-based fieldwork learning experiences for exploring, investigating, understanding and connecting with the 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.

Red Hill Environmental Education Centre was established in 1995 with a mandate to also support the teaching of history. The focus is on education for sustainability (EfS), with both a present and future orientation. EfS has strong intrinsic links to learning for Aboriginal Cultural awareness. In a time of increasing concerns about the future of the planet, students can develop a sense of hopelessness. Education for sustainability can empower students to feel that they are able to act, individually and collectively, in ways that contribute to a sustainable future.

With our location in the historic Gold Rush town of Gulgong, many of our programs work to support History syllabus implementation with experiential, hands on activities which develop in students a deeper knowledge and understanding of this pivotal time in Australian History.

School planning process

Environmental and Zoo Education Centres (EZECs) are in a unique position compared to the majority of DoE schools in that we do not have permanent enrolments. This means that our school community is, at times, substantially different to mainstream schools.

The consultation process for RHEEC occurs on a range of levels. At a state wide level, participation in the Environmental and Zoo Education Centres community of practice shares broad, state wide goals with a Strategic Plan developed by the Collaborative Practice Team..

At a regional level, involvement in the Macquarie Principal's Network, the Cudgegong Learning Community and the Bathurst Primary Principals Association all provide consultation and valuable feedback.. All schools that use our facilities complete a feedback survey on Survey Monkey. This data has been analysed to develop our strategic directions.

At a local level, our community of Gulgong are important supporters of the centre. We consult and meet with local schools to develop plans that fit their student's needs. We consult and liaise with our local Aboriginal Education Consultative Group representative.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Empower Learners

Purpose:

To develop student's knowledge, skills, values and attitudes to create environmentally literate and historically informed citizens. The provision of engaging and stimulating learning experiences will build student skills to think and communicate creatively, collaboratively and critically for a positive impact on the environment.



**STRATEGIC
DIRECTION 2**
Develop Teacher Capacity

Purpose:

To develop the capacity of Centre staff and those in our networks as learners, teachers and leaders in environmental and sustainability education. This will be achieved by the provision of professional learning that improves teaching practice, enabling the development of active and informed citizens.

Strategic Direction 1: Empower Learners

Purpose

To develop student's knowledge, skills, values and attitudes to create environmentally literate and historically informed citizens. The provision of engaging and stimulating learning experiences will build student skills to think and communicate creatively, collaboratively and critically for a positive impact on the environment.

Improvement Measures

All programs specifically incorporate elements from the domain of spiritual wellbeing in the Wellbeing Framework for School

Student work samples from the Writers in the Environment Camp achieve high level outcomes on the appropriate Literacy Progressions stage.

People

Staff

Staff are aware of their own wellbeing, with support from the school and EZEC community by taking up opportunities for wellbeing and mindfulness development

Staff contribute to the deepening of programs to incorporate an explicit focus on Wellbeing.

Community Partners

Work in conjunction with RHEEC to ensure that Writers Camp aligns with goals of literacy enhancement and achievement..

Processes

Student Wellbeing: Ensure teaching activities across environmental, history and Aboriginal programs have explicit content to address spiritual wellbeing for student's sense of meaning, purpose and connection to the world.

Literacy: collaboratively working with Cudgegong Learning Community schools and local writers networks to develop a program for a Writers in the Environment Camp that enhances curriculum provision.

Evaluation Plan

Connection to Nature Index to be completed before and after programs by selected school groups. eg one week prior and one week after an environmental program.

Lesson observations

Student evaluations

Practices and Products

Practices

All staff clearly articulate and support student wellbeing, particularly in relation to the domain of spiritual wellbeing related to beliefs, values and ethics in regard to their connection to the natural and built environments.

Centre staff work with external providers to develop and deliver high quality literacy activities with an environmental focus.

Products

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

Literacy achievement enhanced in targeted students through high expectations. Writers Camp extends the home school's curriculum provisions

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Purpose

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Improvement Measures

Local EZEC Professional Learning Partnership created and increasingly active.

Professional Learning opportunities held successfully.

People

Staff

RHEEC staff actively pursue current expert content knowledge.

Staff are up to date with NESA curriculum and syllabus documents relevant to RHEEC programs.

Community Partners

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

Processes

Create and develop a local EZEC network with three other providers (Warrumbungles, Wambangalang and Taronga Western Plains) to collaboratively provide professional learning.

Red Hill staff demonstrate and share their expertise within their school and with other schools. All our teachers utilise their expert contemporary content knowledge and effective teaching strategies in delivering professional development.

Evaluation Plan

Minutes of meetings to organise and run events. Calendar of events to be implemented. Delivery of explicit and high quality professional learning. Participant feedback surveys processed, analysed in order to refine and scale success.

Practices and Products

Practices

Professional learning is provided to meet the needs of DoE staff in a range of areas. The Professional learning community works collaboratively with each other and external providers to create high quality professional learning that meets the identified needs.

Products

A regional EZEC professional learning community that is focused on providing quality professional learning.