

# Strategic Improvement Plan 2021-2024

## Wambangalang Environmental Education Centre 5681



# School vision and context

## School vision statement

We support students, teachers and the wider community in enjoying, understanding and respectfully sustaining human and natural environments. Our innovative programs provide students with opportunities to reflect on and understand their role within healthy ecosystems. We support the development of culturally inclusive young leaders and we provide students with opportunities to develop their literacy, numeracy and technology skills, enhancing and transforming environmental studies. Our centre is a hub through which community groups can engage with students and staff from local schools.

## School context

Wambangalang Environmental Education Centre (WEEC) is a Department of Education school located on the outskirts of Dubbo, within the broader natural and cultural landscape of Central Western NSW. The land is under the traditional custodianship of the Wiradjuri people. WEEC is set on 12.5ha and is a small dynamic school, within a travelling stock route reserve consisting of a regenerating endangered ecological community of box gum grassy woodland.

Through school bookings, students in K-12 from both government and non-government schools can access the school's programs which aim to inspire young people to experience and connect with the environment at an appropriate level:

1. We support students to live within, appreciate and enjoy the environment.
2. We help students understand how the environment works.
3. We guide students through the process of making a difference at home, at school, or in the community to help sustain our natural environments.

Our school achieves this through the provision of high quality experiential field work and environmental and sustainability education programs for K-12 school students at excursion locations including our school, Macquarie River, Macquarie Marshes, Turtle Rock or through incursion and outreach programs. The capacity of our teachers and those within our local schools as leaders in environmental education are developed through the provision of high expectations and high quality professional learning programs.

Our community includes our patron school students, parents and staff, our local AECG representatives and local Aboriginal Elders, local community groups and professionals who collaborate on specific initiatives and local citizens, some of whom allow us to utilise their land for fieldwork projects.

Our school has undergone a rigorous situational analysis to identify areas of improvement, which has guided the development of the 2021-2014 Strategic Improvement Plan. Our two high-impact strategic directions focus on lifting our ability to support our educational community, specifically by:

- Enriching curriculum delivery and refining administration processes through technology integration.
- Developing innovative new teaching and learning programs, focussing on environmental science and sustainability.
- Embedding strong evaluative practices that allow our staff to responsively support student growth and development.

Wambangalang EEC lies within a network of 25 NSW Department of Education Environmental and Zoo Education Centres (EZECs) who collaborate as leaders in environmental and sustainability education. The network has a shared vision of "Leading

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Environmental education for a sustainable future". Our Centres work collaboratively to provide authentic, curriculum-based learning experiences that enable students to explore, investigate and understand our natural and made environments. Our programs provide opportunities to empower learners to become environmentally responsible citizens.

# Strategic Direction 1: Innovative Practice

## Purpose

In order to ensure our students authentically engage with their environment and plan for its future, we will develop innovative new teaching and learning programs that are rich in opportunities for students to utilise modern technologies.

## Improvement measures

### Target year: 2024

School self assessment of the theme technology in the element of school resources indicates improvement from delivering to excelling.

### Target year: 2024

100% increase in the number of full-day sustainability programs on offer.

### Target year: 2024

50% increase in modern technology opportunities within environmental science and sustainability programs.

## Initiatives

### Innovative Teaching and Learning Programs

Refine and develop our teaching and learning programs to strengthen our impact on students, their families and their schools.

- Engage students in outdoor education that supports wellbeing and physical skills.
- Promote high expectations in environmental studies through quality teaching and learning programs, with a focus on developing language and communication skills.
- Collaboratively develop innovative sustainability programs and practices.
- Incorporate strong community links within teaching and learning programs.
- Develop resources for both incursions and excursions.

### Innovative Technology Integration

Support our administrative processes and teaching and learning through effective technology integration.

- Develop authentic opportunities for students to utilise modern technologies.
- Utilise appropriate technologies to provide pre and post workshop support.
- Utilise modern administrative technologies.
- Grow staff confidence and ability in technology use.
- Develop literacy and numeracy initiatives collaboratively with patron school teachers through effective technologies.

## Success criteria for this strategic direction

- Outdoor education programs explicitly support student wellbeing to optimise learning.
- The school's curriculum provision supports high expectations for student learning, including in the areas of literacy and numeracy.
- The school identifies expertise within its staff and draws on this to further develop its professional learning community. Teachers are supported to trial innovative future-focused practices.
- Technology that supports learning is available and expertly integrated into lessons by teachers.
- Administrative staff are expert users of available technology and systems.

## Evaluation plan for this strategic direction

Evaluation will be based on the following evidence:

- Pre and post workshop surveys
- Booking records
- Teaching and Learning programs
- Staff confidence surveys
- Pre and post workshop task completion
- Relevant professional learning evidenced within staff meetings and team teaching opportunities

The evaluation plan will include:

- Analysing staff surveys in weekly team meetings to track progress.
- Analysing booking records once per term in staff meetings to gauge patron school needs and proactively plan strategic responses.
- Evaluating completion rates of pre and post workshop tasks with program leaders to measure student and patron staff engagement levels.

The analysis of staff feedback, booking information and

## Strategic Direction 1: Innovative Practice

### Evaluation plan for this strategic direction

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student engagement will guide future planning that supports high-quality educational opportunities for students.

## Strategic Direction 2: Evaluative Practice

### Purpose

In order to support the continuous cycle of teaching and learning improvement, we will embed rigorous evaluative practices that promote evidence-based decision making.

### Improvement measures

#### Target year: 2024

School self assessment of the theme summative assessment in the element of assessment indicates improvement from working towards delivering to sustaining and growing.

#### Target year: 2024

100% of teaching and learning programs incorporate appropriate assessment of student knowledge, understanding and skills.

#### Target year: 2024

100% of teaching and learning programs undergo formal evaluation using staff feedback and assessment data.

### Initiatives

#### Embedding Evaluative Practice

Develop and sustain processes for the evaluation of administrative and teaching and learning programs.

- Engage students in the feedback cycle, including assessment.
- Support visiting teachers with clear "next steps" for student development and growth.
- Utilise visiting teacher expertise in reviewing procedures, content delivery and resources.
- Formalise the evaluation of teaching and learning programs, including data analysis.
- Support staff in utilising appropriate data analysis techniques.

### Success criteria for this strategic direction

- Assessment is used as a tool to support learning across the school. Teachers use reliable assessments to capture information about student learning to support patron school staff.
- Summative assessments create opportunities for students to receive feedback on their learning.
- Programs are dynamic, showing evidence of revisions based on feedback on teaching practices and consistent and reliable student assessment.
- Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.

### Evaluation plan for this strategic direction

Evaluation will be based on the following evidence:

- Student assessment data
- Teaching and learning programs, including pre and post workshop support materials
- Patron staff survey results
- Staff meeting procedures for teaching and learning program evaluation
- Administrative procedures for responding to patron feedback

The evaluation plan will include:

- Analysing student assessment data and task completion rates in teaching and learning program evaluation meetings (teaching team) to ensure value is being added.
- Reviewing patron staff surveys in staff meetings to ensure practice is being refined and improved.

The analysis of assessment data, student engagement and the impact of evaluative processes will support our staff in successfully engaging in the continuous

## Strategic Direction 2: Evaluative Practice

### Evaluation plan for this strategic direction

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improvement cycle.