

Strategic Improvement Plan 2021-2024

Royal National Park Environmental Education Centre 5691



School vision and context

School vision statement

At the Royal National Park Environmental Education Centre we aim to facilitate the highest quality education programs. We foster a culture where students, and their wellbeing, are at the centre of everything we do.

School context

The Royal National Park Environmental Education Centre (RNPEEC) is located in the Royal National Park, in the Sutherland Shire, southeast of Sydney. We facilitate programs for K-12 at our centre, throughout the Royal National Park, in other reserves and in schools.

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

We have active partnerships across participating schools, local schools, the Environmental and Zoo Education (EZEC) network and the Aboriginal Education Consultative Group (AECG).

Through our situational analysis we identified a need to concentrate on explicit teaching practices to improve teacher quality. We plan to incorporate the use of data to inform planning. Work will take place on developing quality formative and summative assessment tasks and data collection practices.

In addition, we have identified a need to deepen the focus on student wellbeing and to develop planning in wellbeing across all our programs, K-12. We aim to increase student engagement through an intentional focus on wellbeing.

Strategic Direction 1: Explicit teaching

Purpose

In order to improve student learning, we will implement explicit teaching practices.

Improvement measures

Target year: 2024

Move from 'Sustaining and growing' to 'Excelling' in 'Effective classroom practice'.

Target year: 2024

Move from 'Sustaining and growing' to 'Excelling' in the theme 'Data use in teaching' within the element 'Data skills and use'.

Target year: 2024

Move from 'Sustaining and growing' to 'Excelling' in the themes of 'Formative assessment' and 'Summative assessment' within the element of 'Assessment'.

Target year: 2024

Move from 'Sustaining and growing' to 'Excelling' in the theme of 'Collaborative practice and feedback' within the element of 'Learning and development'.

Initiatives

Improving student success through explicit teaching

Improve student learning through identifying, understanding and implementing the most effective explicit teaching methods. Use formative and summative assessment to monitor and report on student learning.

- Identify where students are in their learning through formative assessment.
- Tell students what they will be learning and be clear about the purpose of tasks.
- Use summative assessment to confirm that students learn what is taught.

Improving quality teaching practice

Improve quality teaching practice through collaboration and feedback. Use assessment data to reflect on teaching effectiveness and inform planning.

- Establish negotiated observations of classroom practice and feedback to drive improvement in teaching practice.
- Collaborate to share successful and innovative teaching practices with an aim to improve teacher practice and student learning.
- Design and implement assessment to inform teaching practice.
- Use assessment data to drive improvement in student learning.

Success criteria for this strategic direction

Effective classroom practice - Explicit teaching

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled to improve students' learning.

Data Use and Skills - Data use in teaching, Data use in planning

Students consistently perform at high levels on internal school performance measures in order to reflect on teaching effectiveness and inform future school directions.

Assessment - Formative assessment and Summative assessment

A consistent school-wide practice for assessment is used to monitor and plan on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

Learning and Development - Collaborative practice and feedback

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Evaluation plan for this strategic direction

Question

Has effective teaching practice been embedded and what difference has it made?

Data

Strategic Direction 1: Explicit teaching

Evaluation plan for this strategic direction

Internal student performance measures.

Teaching programs, class observation, student work samples, student surveys, participating teacher evaluations and professional judgement.

Analysis

Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implication

The findings of the analysis will inform future actions.

Strategic Direction 2: Wellbeing

Purpose

In order to ensure all students feel prepared and safe on programs, we will develop resources and improve communication with participating schools.

Improvement measures

Target year: 2024

Move from 'Sustaining and growing' to 'Excelling' in the theme of 'A planned approach to wellbeing' within the element of 'Wellbeing'

Target year: 2024

Move from 'Delivering' to 'Excelling' in the theme of 'Caring for students' in the element of 'Wellbeing'

Initiatives

Supporting wellbeing

Create a safe environment for students and develop a whole-school approach to wellbeing so that all students can succeed, thrive and learn.

- Improve communication with participating teachers pre-excursion to ensure a safe emotional space for students.
- Build teacher capacity to integrate wellbeing strategies and activities into programs.
- Develop and deliver new programs with a wellbeing focus.

Success criteria for this strategic direction

Wellbeing - Caring for students

The school is organised so that staff provide advice, support and assistance to help students fulfil their potential.

Students feel safe and supported on our programs.

Wellbeing - A planned approach to wellbeing

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Data and feedback show a measurable improvement in wellbeing.

Evaluation plan for this strategic direction

Question

What is the impact of whole school wellbeing processes?

Data

Student surveys, participating teacher evaluations, participating teacher qualitative feedback, centre teacher qualitative feedback and reflections and observations of student engagement during programs.

Analysis

Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implication

The findings of the analysis will inform future actions.