

Strategic Improvement Plan 2021-2025

Gibberagong Environmental Education Centre 5714



School vision and context

School vision statement

Inspiring school communities to know, value and act for the environment.

Inspiring school communities through quality pedagogical practices that are developed through a cohesive and innovative quality teaching process.

To know, value and act for the environment is assessed through researched-based student and teacher assessment processes that inform what, how and why we teach.

School context

Gibberagong Environmental Education Centre (GEEC) is a Department of Education (DoE) school located on the traditional lands of the GuriNgai people at Bobbin Head in the Kuring-gai Chase National Park.

Our students attend the Centre from local primary and high schools for one to three day programs that aim to inspire students to know, value and act for the environment.

Our school achieves this through the provision of high quality field work and environmental and sustainability education programs for school students K-12 at excursion locations in northern Sydney or at sites near or within schools.

Our teaching staff are qualified and experienced educators in outdoor and environmental education who are passionate about connecting students and visiting teachers with the important natural, cultural and built environments that we have access to.

Our school is informed through **our collaboration** as a member of the DoE's Environmental and Zoo Education Centres (EZEC) network, who is committed to being a leader of environmental education in NSW.

Our school has achieved rich learning outcomes for visiting students through the development and nurturing of **our strong partnerships** with many local schools, the local Aboriginal community, councils and the National Parks and Wildlife Service.

This School Improvement Plan was developed through a consultation with students, Gibberagong staff, teachers from local schools and the AECG.

The Situation Analysis provided insight into the operations of the school and highlighted two significant areas of school improvement, assessment of student learning and developing teacher capacity. Over the next four years, we will implement initiatives in these areas that improve what we teach and how we teach it.

Strategic Direction 1: Assessment of Student Learning

Purpose

In order to maximise student learning outcomes during our one day excursion programs, we intend to research and implement student and teacher assessment methods that will monitor student achievement and inform student learning to ensure students learn what is taught.

Improvement measures

Achieve by year: 2025

All Gibberagong EEC programs have explicit processes and practices to assess student learning as demonstrated by moving towards excelling in assessment.

Achieve by year: 2025

All Gibberagong teachers will use data to inform program content and teaching practice as demonstrated by moving towards excelling in data, skills and use.

Initiatives

Embedding assessment strategies

Student learning will be assessed through a series of formative and summative assessment processes. This initiative will include:

- High impact professional learning on assessment of learning in our context.
- Develop learning intentions and success criteria in the lesson plans for all new and existing programs to ensure clarity of learning expectations.
- Develop appropriate formative and summative assessment processes for all programs.
- Collaborate with the EZEC network and university partner to develop effective assessment strategies.

Data informed practice

Effective processes ensure data collected from student assessment and teacher evaluation are utilised to inform teaching practice.

This initiative will include:

- High impact professional learning on data skills and use in our context.
- Analysis and use of data during regular meetings and professional learning days to reflect on teaching practice and programs
- Embed processes and practices to ensure data is reviewed to inform ongoing monitoring of programs and teaching practice

Success criteria for this strategic direction

- All programs have learning intentions and success criteria to ensure clarity of learning expectations
- All teachers have an understanding of explicit teaching in our context and how this informs their teaching practice
- All teachers have an understanding of effective feedback in our context and how this informs their teaching practice
- All teachers use collaborative practices to share teaching practice
- Teachers expertly apply a range of informative and summative assessment strategies to inform teaching and learning in our context
- Data and feedback inform teaching practice and direct learners and learning.

Evaluation plan for this strategic direction

Question: To what extent have explicit systems for collaboration, curriculum planning and assessment analysis been responsive meeting the needs of all students involved in our one-day programs?

Data: These data sources will be collected and analysed by relevant teachers and leaders: formative student assessment data: teacher evaluation data; teaching programs; classroom observations; staff surveys; professional learning evaluations

Analysis: Data is analysed and triangulated regularly to determine the extent to which purpose and improvement measures have been achieved

Implications: Rigorous analysis of this data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students know what they are learning and learn what is taught.

Strategic Direction 2: Develop Teacher Capacity

Purpose

To increase the quality of teaching at Gibberagong EEC, teaching staff will develop and undertake a robust process of collaborative practice, observation and reflection which suits the context of our Centre. Through an innovative process of investigation, we will deepen our understanding of different contextual teaching pedagogies and utilise the data collected to help inform our community.

Improvement measures

Achieve by year: 2025

All Gibberagong teachers are engaged in a robust system of collaboration, peer observation and reflection, as demonstrated by moving towards excelling in Learning and development - collaborative practice and feedback and expertise and innovation.

Achieve by year: 2025

All Gibb staff have explored different pedagogical approaches to implement explicit teaching and effective feedback strategies in their teaching practices, as demonstrated by moving towards excelling in effective classroom practice - explicit teaching and feedback.

Initiatives

Effective Teaching Practice

Gibberagong EEC staff are committed to build their pedagogical practice through innovative and collaborative strategies.

- Evidence informed research on the best form of teaching observation and reflection process for our context ie Quality Teaching Rounds, Spirals of Inquiry, LearningSprints.
- High level Professional Learning on an agreed process
- Implementation of an effective observation and reflection process that focuses on explicit teaching and effective feedback.
- Collect and analyse data to demonstrate impact

Collaborative Practice, Expertise and Innovation

GEEC staff will engage in innovative and collaborative ways to explore the pedagogy of outdoor and environmental learning.

- Staff collaborate and share pedagogical practice with partner Centres during Professional Learning
- Staff participate in a cycle of observation and reflection with peers from outside the Centre to share teaching practice
- Staff demonstrate and share their expertise within the school and also with local teachers as part of PL courses.
- Engage with the local Aboriginal community to guide and inform content and practice.
- Collect and analyse data to demonstrate impact.

Success criteria for this strategic direction

In our special context, GEEC has embedded and explicit systems that facilitate professional dialogue, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Through this process, teachers employ evidence-based effective teaching strategies and feedback is elicited by teachers and informs their teaching.

Through a focus on outdoor pedagogies, teaching staff demonstrate and share their expertise within their school and with other schools

Evaluation plan for this strategic direction

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