

# Strategic Improvement Plan 2021-2024

## Riverina Environmental Education Centre 5734



# School vision and context

## School vision statement

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

Leading the provision of quality teaching and learning to enable students, teachers and their communities to nurture curiosity as 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 Wagga Wagga Research Centre. 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 high quality teaching and learning program enhancement programs to support our community of schools with environmental and sustainability education. REEC is a proud and active member of the NSW Environmental and Zoo Education Centre network, working collaboratively with our lead sustainability education teaching and learning programs and high quality professional learning with Department of Education schools and staff.

The Riverina Environmental Education Centre is committed to supporting Public Education across Rural South and West Directorate. The Centre's K-12 teaching programs place an emphasis on Sustainability cross curriculum priority areas.

REEC has support from the local Aboriginal community to collaborate with Wiradjuri Elders to authentically deliver 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.

The COVID period of 2020 has highlighted the sudden shift in how we are required to operate in a pandemic era. Analysis of our service delivery over past 5 years has highlighted that our current model of operation is not equitable in provision of services to our community of schools across the ten Director Educational Leadership principal networks in Rural and South West.

Community consultation also highlights that many schools are acquiring bookings that do not align directly with their current teaching and learning sequences. Moving forward we need to move away from the view that we are an excursion centre and instead we are a program enhancement centre that focuses on learning programs delivered in the right place, at the right time for the right educational outcomes.

Through the situational analysis, we have identified two focus areas for school improvement planning for 2021 - 2024.

- Teaching and learning
- Leading improvement, innovation and change

Work will take place to review our teaching and learning programs to identify the future scope of support in an every changing educational landscape. Collaboration with our community of schools will be focused to identify and implement the best mix of K-12 lesson delivery onsite and offsite. These partnerships will be targeted to identify possible strategies for a wider range of formative assessment tools, data use in planning and timely reporting to confirm that students learn what is taught. REEC staff will deliver professional

# School vision and context

## School vision statement

---

## School context

---

learning packages designed to support teacher capacity building for Environmental education, Sustainability education and learning in the outdoors."

The two last school planning cycle have focused on the opportunities and areas for improvement in alignment with the School Excellence Framework and School External Validation. Along the way our core business and essential school operation have transitioned to business as usual after rapid implementation. This situational analysis process has identified for the need to re-evaluate our current business as usual practice and implement the required change for all our organisational structures.

For leading improvement, innovation and change work will take place to evaluate all operational procedures at Riverina EEC through a critical evaluative lens. A timeline of review of all school procedures with an operational emphasis will be scheduled across the four year school improvement cycle ensuring that the school improvement plan is connected with core business through an operational lens. Embedding authentic processes for sustainable reflective practice will build a culture of continuous improvement rich in evaluative practice for all areas of schools operation.

# Strategic Direction 1: Leading teaching and learning

## Purpose

To improve the opportunity for access across the Rural South & West directorate for schools, staff and students to access enrichment and enhancement support from Riverina Environmental Education Centre.

## Improvement measures

### Target year: 2024

Increase the percentage of authentic study bookings aligned to local school teaching and learning scope and sequences to above 90%.

### Target year: 2024

Increase the percentage of Riverina EEC curriculum studies that are evaluated against external and internal school performance measures across Rural South and West directorate schools.

## Initiatives

### Curriculum

An integrated approach to quality teaching, curriculum planning and delivery

### Data skills and use

School performance directorate data is regularly used to identify student achievements and progress

## Success criteria for this strategic direction

An integrated approach to quality teaching, curriculum planning and delivery and assessment promoting learning enrichment and enhancement

Riverina EEC uses a range of school performance measures to monitor, plan and report on student enhancement and enrichment opportunities.

## Evaluation plan for this strategic direction

**Question 1:** To what extent have opportunities for access to enrichment and support improved an integrated approach to quality teaching, curriculum planning and delivery

**Question 2:** To what extent have opportunities for access to school performance directorate data improved an integrated approach to quality teaching, curriculum planning and delivery

**Data:** These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); teaching programs; classroom observations; Performance and Development Plans; School Excellence Framework self-assessments, professional learning evaluations.

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

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning

## Strategic Direction 2: Leading improvement, innovation and change

### Purpose

To embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school through review of the effectiveness of processes and the use of data to improve school performance.

### Improvement measures

#### Target year: 2024

An increase in the range of schools administrative systems and processes to ensure the schools resources and staff are efficiently organised to improve school performance.

#### Target year: 2024

Increase the engagement number of principal networks in Rural South and West operational directorate in REEC delivered professional learning courses to greater than 70%.

### Initiatives

#### Management process and practices

Administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

#### Learning development

Teaching staff demonstrate and share their expertise within their school and with other schools to provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers in sustainability education.

### Success criteria for this strategic direction

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required

Teachers collaborate with staff in other schools to share and embed good practice through the delivery of high quality professional learning in sustainability education.

### Evaluation plan for this strategic direction

**Question 1:** To what extent have improvement of administrative systems and processes delivered anticipated benefits to the school community

**Question 2:** To what extent has the delivery of high quality professional learning in sustainability education improved collaboration with staff in other schools

**Data:** These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN); teaching programs; classroom observations; Performance and Development Plans; School Excellence Framework self-assessments, professional learning evaluations.

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

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning