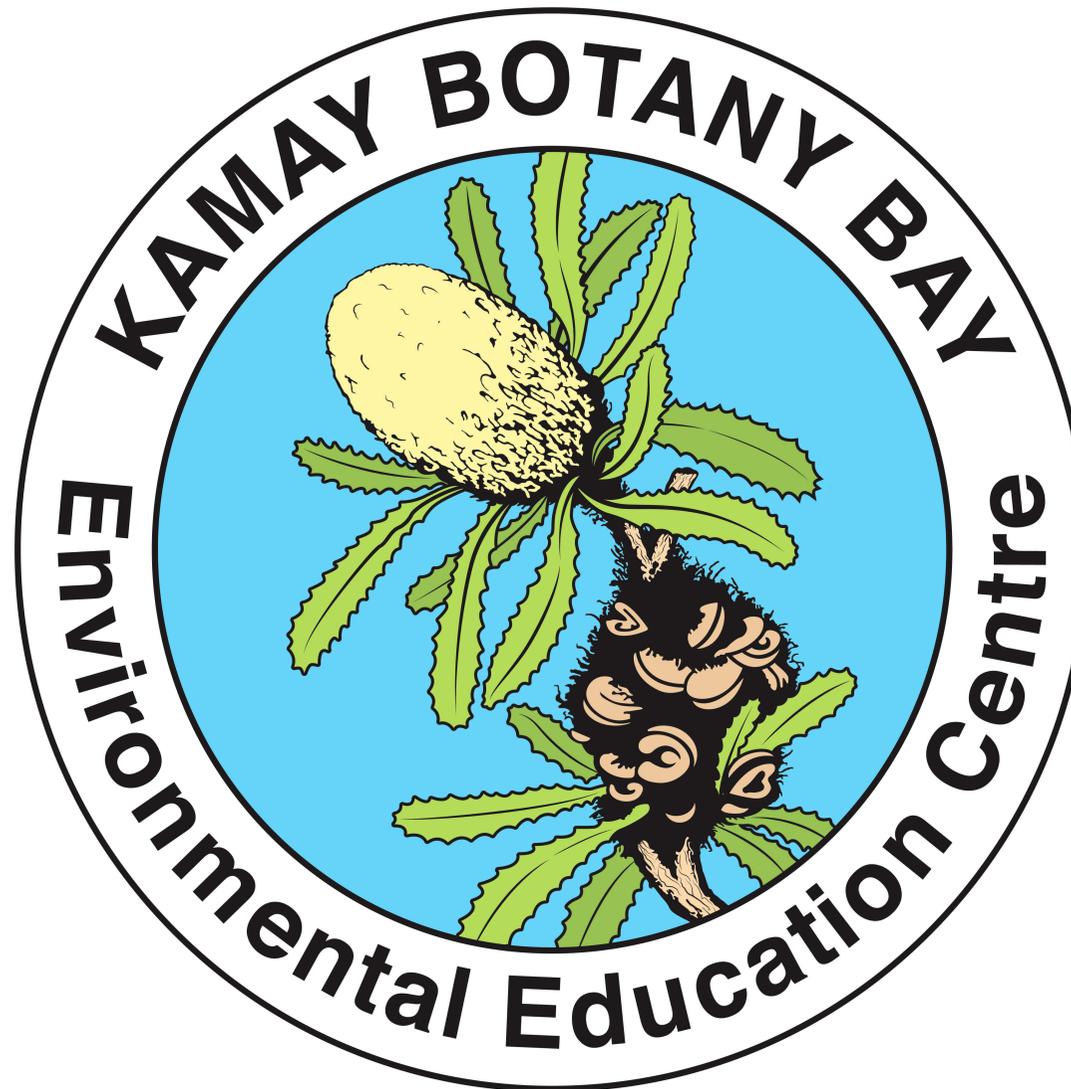


# Strategic Improvement Plan 2021-2024

## Kamay Botany Bay Environmental Education Centre 5741



# School vision and context

## School vision statement

**Kamay Botany Bay EEC** provides students, teachers and their communities with rich, meaningful experiences in and around the natural, built, historic and cultural environment to enhance their understanding of, and influence on our land, water, wildlife and society. The learners will be challenged respectfully to improve their learning in situations that are inclusive and are underpinned with high expectations.

**Environmental and Zoo Education Centres (EZEC):** Leading environmental education for a sustainable future

## School context

Kamay Botany Bay Environmental Education Centre (BBEEC) is a NSW Department of Education school located at Kurnell within Kamay Botany Bay National Park. The centre sits on Dharawal Country. The site is the first contact between the local Aboriginal people and James Cook when the Endeavour sailed into Botany Bay in 1770.

Kamay BBEEC is one of 25 Environmental Education and Zoo Education Centres (EZEC) run by the Department of Education.

Kamay BBEEC provides high quality teaching and learning program enhancement programs to support our community of schools with environmental and sustainability education. Kamay BBEEC 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.

Kamay BBEEC is committed to supporting Public Education across NSW with face to face and virtual learning.

**Our programs** aim to excite curiosity; stimulate appreciation of nature and history and to inspire a passion to be agents of change. Kamay BBEEC strives to ensure that all students attending our programs are engaged and challenged with EEC staff imparting deep, authentic content knowledge. Programs support the NSW curriculum to improve student learning outcomes. The Centre's K-12 teaching programs place an emphasis on the cross-curriculum priority areas of *Sustainability* and *Aboriginal and Torres Strait Islander histories and culture*.

**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 and around the Kurnell/Cronulla area or at sites near/within schools.

The COVID period of 2020 has highlighted the sudden shift in how we are required to operate in a pandemic era. The staff remained flexible to the needs of school communities, developed new skills to deliver and support students with virtual lessons and websites.

The capacity of **our teachers** and those within our local schools as leaders in environmental education are developed through the provision of high-quality professional learning programs.

Our school is built on a culture of **collaboration** with the following partners: Environmental and Zoo Education Centres (EZEC), National Parks and Wildlife Service, members of the local Aboriginal community, local AECG and local schools.

As a result of community consultation there was overwhelming support for our planned emphasis on improving the multimedia pedagogy of teaching programs delivered by Kamay EEC. The collegial exchange during the consultation process validated the value of placing an emphasis on managing and planning for change and innovation.

## School vision statement

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## School context

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Through the situational analysis, two focus areas for school improvement have been identified:

- 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 ever-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. EEC staff will use data to inform their teaching practice and drive improvement.

For leading improvement, innovation and change work will involve the relocation of the centre to a new location and ultimately back to within a building in Kamay Botany Bay National Park. The Centre will make necessary adjustments to ensure the ongoing delivery and support to schools.

### **Environmental and Zoo Education Centres (EZEC) Context**

The 25 NSW DoE Environmental and Zoo Education Centres (EZECs) are leaders in environmental and sustainability education.

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: Leading teaching and learning

## Purpose

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To improve the opportunity for NSW students and teachers to access high quality, authentic and engaging programs, leading to improved learning outcomes, which will be supported by evaluative data

## Improvement measures

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### Target year: 2024

To move towards excelling in Curriculum Provision- Teaching and Learning Programs

### Target year: 2024

To move towards excelling in Data skills and use

### Target year: 2024

To move towards excelling in Effective Classroom Practice - Explicit Teaching

### Target year: 2024

Increase positive feedback related to a deeper understanding of historical perspectives from teachers and students who engage in the First Contacts program with the EEC.

## Initiatives

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If we create, deliver and collect evaluative data on high quality, authentic and engaging programs that support curriculum, sustainability and environmental education through flexible modes of delivery (excursions, incursions and virtual) this will lead to:

- improved evidence based teaching practices through constant reflections and analysis
- a school wide process of data collection on a focus program e.g First Contacts

### Explicit teaching

Teachers clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.

### Data informed practice differentiation

Make teaching decisions based on data analysis . Use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities. This can be achieved by identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension.

### High Potential and Gifted Education (HPGE)

Through the implementation of the HPGE policy we will promote engagement and challenge for students from across intellectual, creative, social-emotional and physical domains of potential, while explicitly identifying and addressing the learning needs of high potential and gifted students.

## Success criteria for this strategic direction

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### Curriculum teaching and learning programs

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

### Differentiation

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

### Effective Classroom practice

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

## Evaluation plan for this strategic direction

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Q: What impact have we had on the quality of T&L programs in conjunction with evidence based teacher practices to improve student learning outcomes?

D: Regular gathering of data for analysis, reflection and reporting from:

- teacher observations
- school based data following evaluation surveys
- video

A: How re we going? How do we know?

I: Where to next?

# Strategic Direction 2: Leading improvement, innovation and change

## Purpose

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To embed a culture of continuous improvement, ensuring innovation, creativity and collaboration drive the practices at the school.

## Improvement measures

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### Target year: 2024

To maintain and further develop excelling in Collaborative practice and feedback

### Target year: 2024

To maintain and further develop in expertise and innovation

### Target year: 2024

To move towards excelling in Educational Leadership-community engagement

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## Initiatives

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If we adapt to changing circumstances then: a teaching schedule to deliver quality mobile programs at various sites then

- the EEC will ensure the smooth operation and delivery of teaching and learning programs at a new location
- resource management, allocation and storage will support the efficient delivery of T&L programs
- EEC staff will be fully supported to work in a variety of locations with quality mobile programs
- EEC staff will investigate how to include the HPGE policy into the teaching and learning programs

If we develop and strengthen community relationships this will allow the EEC to:

- support the Rural and Remote Education Strategy by strengthening a partnership with Dart Connections and delivering virtual lessons
  - build on relationships with local Aboriginal community members and organisations to enhance the teaching and learning programs
  - every student in NSW understands the heritage and culture of the Aboriginal Peoples on whose land/s they live. \*
  - every student in NSW leaves school with an understanding of Aboriginal heritage and culture and the history of the interaction between Indigenous and non-Indigenous Peoples
  - support local school communities with their SIP initiatives as requested
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## Success criteria for this strategic direction

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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

### Professional Learning

Teachers collaborate with staff in other schools to share and embed good practice.

### Expertise and innovation

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

## Evaluation plan for this strategic direction

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Q: What impact have we had on the smooth and effective operational school system due to the forced relocation

What impact has the development of an off site teaching schedule had on the effectiveness of program delivery and productivity of the EEC staff

D: feedback and photographs

A: How are we going? How do we know?

I: Where to next?

Q: What impact have we had on the number and quality of relationships within communities including local and rural and remote?

## Evaluation plan for this strategic direction

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D: Regular gathering of data for analysis, reflection and reporting from:

- school based data
- teacher observations
- student observations
- community partners and stakeholders

A: How re we going? How do we know?

I: Where to next?