

School plan 2015-2017

Warrumbungle National Park Environmental Education Centre 5732



School background 2015–2017

School vision statement

WNPEEC Vision Statement

The Warrumbungle National Park Environmental Education Centre will provide exemplary learning experiences to NSW students that develop their sense of place within contemporary, local, national and global environmental frames.

Environmental and Zoo Education Centres' (EZEC) Network Vision Statement

To support NSW Public Schools to implement sustainability education through meaningful learning experiences in and about the natural, built and cultural environment. We strive to be the leaders in providing students with the skills, values and opportunities to act as responsible citizens.

School context

The Warrumbungle National Park Environmental Education Centre (WNPEEC) is one of 25 Environmental and Zoo Education Centres (EZEC) operated by the NSW Department of Education and Communities (DEC).

These specialised schools make up a learning community that lead schools in the implementation of environmental and sustainability education through experiential learning opportunities in both built and natural environments. They also provide support and advice to teachers and school communities (including professional learning opportunities) to assist them to integrate environmental education objectives across Key Learning Areas and sustainably manage school grounds and resources.

WNPEEC is located in the Warrumbungle National Park in the central west of NSW. The Centre aims to inspire young people to experience and connect with the natural world and encourage the development of positive behaviour changes towards its protection.

WNPEEC offers a variety of high quality fieldwork and environmental and sustainability education programs for school students K–12.

The Centre's programs are delivered in the National Park, at nearby sites or in schools. In school communities the Centre assists schools with environmental audits, resources material and staff development.

School planning process

Evidence to drive the planning process and articulate strategic directions. Planning is informed by Melbourne Declaration on Educational Goals for Young Australians, National School Improvement Tool, School Excellence Framework, PublicSchools NSW Strategic Directions – Creating Futures Together 2015–2017 and DEC School Planning guides and fact sheets. The new school plan was also informed through a consultative process key stake holders:

Local Principals – received an on–line evaluation about the operations of the WNPEEC. Further PL at network meetings, Community of School meetings and PPA meetings provided further consultative opportunities.

WNPEEC teacher clients – all teachers who had booked a program during the previous year received an online evaluation of WNPEEC's role in delivering environmental and sustainability education. WNPEEC Staff including causal teachers, collaborated on the school vision and initial three year planning process during staff development and planning days

EZEC Network – The EEC and Zoo Principals Conference provided an initial planning opportunity and included the notion of collaboration of the network's strategic directions 2015–2017 for improvement and innovation in sustainability education to NSW Public Schools.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Improve learning outcomes for all students.

Purpose:

The WNPEEC works to develop students' potential as life long learners. We believe to do this we need to nurture their abilities to think critically, creatively and ethically. We strive for a citizenry that is literate, numerate and socially, environmentally and culturally responsible. Enhance professional leadership, teaching and learning practices.

STRATEGIC DIRECTION 2

Enhance professional leadership, teaching and learning practices.

Purpose:

At the WNPEEC we believe teaching and leadership quality is the strongest school-related factor that can improve student learning and achievement. Through the provision of quality teacher professional learning for all EEC staff, classroom teachers and DoE leaders we have the ability to transform teaching and learning in outdoor and classroom contexts. We aim to be at the forefront in the delivery and development of authentic learning pedagogies to support 21st century students, classrooms and practices.

STRATEGIC DIRECTION 3

Building stronger partnerships to achieve systems improvement

Purpose:

At WNPEEC, we believe that we can build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice. We aim to create, enhance and grow a school culture which is dynamic, equitable and sustainable, where all students, staff and partners are provided with opportunities to connect, succeed and thrive.

Strategic Direction 1: Improve learning outcomes for all students.

Purpose

The WNPEEC works to develop students' potential as life long learners. We believe to do this we need to nurture their abilities to think critically, creatively and ethically. We strive for a citizenry that is literate, numerate and socially, environmentally and culturally responsible. Enhance professional leadership, teaching and learning practices.

Improvement Measures

Student and teacher evaluation data shows:

Positive learning experiences in natural environments that demonstrate meeting the needs of students.

Critical review and update of existing centre programs in line with client school needs and 21st century opportunities

Development of pre and post excursion activities/ resources to enhance client school classroom teaching

Support for centre and client school staff in achieving and/or maintaining accreditation at proficient, highly accomplished or lead teacher levels.

People

Students

Support students to develop skills knowledge and values needed to thrive as lifelong learners, leaders and responsible citizens.

Staff

EZEC Staff

Provide a high quality learning environment with authentic learning tasks, high expectations and substantive alignment with curriculum.

Teachers using EEC services

Work with visiting school staff to engage in the planning, pedagogies, delivery and evaluation of high quality field work programs.

Leaders

Ensure school leaders reinforce sustainability education as a school priority and support their teachers and students in developing a school culture inclusive on environmental sustainability and quality learning.

Parents/Carers

Ensure parents are informed about the place and modus operandi of EEC programs

Community Partners

Liaise closely with organisations to add value to student learning programs. Source new, and strengthen existing, partnerships

Processes

1a – Collaborate with EEC and EZEC staff to develop and deliver programs that promote student engagement and develop creative, critical and higher order thinking skills.

1b – Maintain a workplace culture that celebrates high quality experiences, products and practices.

1c – Regular consultation with client teachers to determine the best mix of programs for their school's scope and sequence and class contexts.

1d – Provide teacher professional learning to enhance the capacity of school staff to program and deliver quality teaching and learning programs that support the sustainability cross curriculum priority.

1e – Actively engage students in sustainability leadership programs that are meaningful, challenging and future focused.

Evaluation Plan

Reporting against milestones. Targeted post-visit surveys quality and delivery of new centre programs. Anecdotal evidence of program quality gathered from visiting staff and students. Continue to develop and collect evidenced based qualitative and quantitative data for School Excellence Framework.

Practices and Products

Practices

WNPEEC will:

Use differentiated learning and expand the use of digital technologies in curriculum K-12.

Demonstrate high quality teaching and learning practices informed through individual programs of accredited and identified professional learning courses.

Increase collaboration within EZEC to identify and develop high quality state-wide programs.

Support student leadership in the environment through workshops and forums.

Products

WEEC will create:

A catalogue of experiential learning programs aligned with the NSW BOSTES Syllabus focused on authentic learning that are engaging and dynamic. Youth Environmental Networks and leadership programs in collaboration with EZEC. Digital resources to help students learn about, in and for environments and sustainability concepts.

Strategic Direction 1: Improve learning outcomes for all students.

Improvement Measures

People

to provide opportunities to enhance and redefine centre programs.

Processes

Practices and Products

Strategic Direction 2: Enhance professional leadership, teaching and learning practices.

Purpose

At the WNPEEC we believe teaching and leadership quality is the strongest school-related factor that can improve student learning and achievement. Through the provision of quality teacher professional learning for all EEC staff, classroom teachers and DoE leaders we have the ability to transform teaching and learning in outdoor and classroom contexts. We aim to be at the forefront in the delivery and development of authentic learning pedagogies to support 21st century students, classrooms and practices.

Improvement Measures

Analysis of centre staff professional development processes show:

WNPEEC maintaining accreditation at proficient, highly accomplished or lead teacher levels.

Teacher professional learning events and course evaluations show:

Centre PL courses meet the current needs of teachers and inform their future professional learning plans.

Evaluation of centre staff data show:

Professional development plans (PDP's) that meet the needs of the teacher.

Teachers organising and attending centre programs have their organisational practice rewarded and extended by centre TPD programs

Teacher professional learning events and course evaluations show: Centre PL courses meet the current needs of teachers and inform their future professional learning

People

Students

Provide engaging and positive learning programs that are curriculum based that develop deep knowledge, skills, values and attitudes to become responsible environmental citizens.

Staff

EEC Staff

Provide professional learning opportunities for EEC staff to gain knowledge and skills to help teachers successfully integrated environmental education and the sustainability cross curriculum priority into teaching, learning programs and practices.

Teachers utilising EEC services

Offer a variety of high quality professional learning opportunities to support NSW/teachers to integrate authentic learning and environmental education into their teaching and learning practices.

Leaders

Maintain a flexible service for schools to provide workshops that fit within schools' in-house staff development programs such as staff development days.

Parents/Carers

Contribute to community learning events and programs.

Community Partners

Enterprise Partners

Processes

2a – Strengthen staff performance development to foster a culture that recognises and delivers high expectations for learning, teaching and leadership.

2b – Teachers regularly review, revise and evaluate teaching and learning programs including assessment opportunities.

2c – Visiting teachers contribute to the documentation of teaching strategies as a shared digital resource.

2d – Collaboration with EZEC network to share successful teaching practices and PL courses.

2e – EEC staff participate in PL targeted to their professional needs using the Performance & Development Plan.

2f – Increased staff knowledge of the process strands of BOSTES Curriculum and a corresponding increase in capacity to enhance teaching programs for higher order learning.

Evaluation Plan

Regular reporting against milestones. Post visit surveys on WNPEEC program relevance, quality and delivery. Lesson plans to incorporate observation, assessment and reflection. Teachers use of pre- and post- learning resources. Anecdotal evidence of PD and teaching program methodology discussed with visiting staff.

Practices and Products

Practices

WNPEEC staff will:

Enhance capacity of teachers to deliver environmental and sustainability education programs through new professional learning opportunities.

Support teachers in attaining and maintaining accreditation through the PL courses offered by WNPEEC and EZEC.

Demonstrate high quality teaching and learning practices evidenced through professional observations, use of enquiry based teaching strategies, visiting teachers' feedback and professional dialogue.

Products

WNPEEC will create:

Quality teacher professional learning programs developed to support authentic learning in outdoor contexts and environmental and sustainable education. WNPEEC collaborate with EZEC for an increase in the number of PL courses delivered to teachers.

Documented teaching programs for all topics offered by WNPEEC. Development of state wide teacher networks focusing on EE and authentic learning. Performance and Development Plans for staff linked to the School Plan.

Strategic Direction 2: Enhance professional leadership, teaching and learning practices.

Improvement Measures

plans.

Teachers organising and attending centre programs have their organisational practice rewarded and extended by centre TPD programs

People

Liaise where possible with organisations to add value to PL programs.

Community Partners

Where appropriate Community partners such as universities, consultants, local governments, NGOs invited to contribute to professional learning programs.

Processes

Practices and Products

Strategic Direction 3: Building stronger partnerships to achieve systems improvement

Purpose

At WNPEEC, we believe that we can build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice. We aim to create, enhance and grow a school culture which is dynamic, equitable and sustainable, where all students, staff and partners are provided with opportunities to connect, succeed and thrive.

Improvement Measures

Staff evaluation data show:

Increase in effective centre collaboration with EZEC network portfolio groups.

Development of new partnership programs and initiatives within DEC.

Development of new partnership programs outside DEC.

Student and school teacher evaluation from partnership programs show:

Effective and authentic learning. Increasing participation in EEC programs.

Involvement in Sustainability Outreach

Greater collaboration with other EZECs to deliver system improvements

People

Students

Provide engaging and positive learning experiences that support authentic learning in outdoor and classroom contexts.

Staff

EEC Staff

Ensure staff have the requisite knowledge and skills to contribute effectively to, and collaborate across, the EZEC network and with NSW teachers in order to drive a statewide improvement agenda for environmental and sustainability education.

Teachers utilising EEC services

Engage school staff in a range of high quality programs, projects and activities with community organisations and learning partners.

Leaders

Ensure school leaders are aware of the role of EZEC in supporting teaching and learning.

Parents/Carers

Parents/ caregivers are encouraged to provide feedback and offer suggestions for partnership opportunities.

Community Partners

Enterprise Partners

Existing and potential learning partnership are nurtured and included in discussions

Processes

3a – Regular meetings with EZEC to develop and implement the Communication Plan in collaboration with Engagement & Communication Directorate.

3b – WNPEEC and EZEC uses social media to connect with the NSW community

3c – Review, reflect and improve current programs and support services in collaboration with a variety of partners.

3d – Contribute to the development of exemplary programs utilising the EZEC portfolios to improve the collaboration within the network.

3e – Networking with local community of schools to improve the delivery of environmental and sustainability education.

Evaluation Plan

Regular reporting against the milestones. Regularity of EZEC meetings. EZEC Annual Conference and EEC Principal Conference attendance. Number of partnerships maintained, enhanced and brokered. Contact with community partners. EZEC marketing and engagement plan.

Practices and Products

Practices

Establish and maintain strong authentic partnerships from a variety of sources.

Develop new programs through the establishment and maintenance of partnerships from a number of community and enterprise sectors.

Demonstrate systems leadership and innovation in new and better ways of delivering public education.

Collaborate with EZEC network to share existing programs and expertise in the delivery of sustainability and environmental education programs.

Products

Strengthened partnerships within EECs to improve student environmental programs
 .Develop and implement a Strategic Communication Plan EZEC. WNPEEC and EZEC have credibility as expert sources in supporting student learning outcomes for environmental/ sustainability education.
 Communities of best practice and networks that assume shared responsibility for promoting environmental and sustainability education.

Strategic Direction 3: Building stronger partnerships to achieve systems improvement

Improvement Measures

People

and direction/ goal settings.

Community Partners

Existing and potential partnerships are nurtured and included in discussions and long term direction and goal settings.

Processes

Practices and Products

Strategic Direction 1: Improve learning outcomes for all students.

2017

Project Leader/s: Leedham

Off track  Implementation Delayed  On track 

Process 1: 1a – Collaborate with EEC and EZEC staff to develop and deliver programs that promote student engagement and develop creative, critical and higher order thinking skills.

1b – Maintain a workplace culture that celebrates high quality experiences, products and practices.

1c – Regular consultation with client teachers to determine the best mix of programs for their school’s scope and sequence and class contexts.

1d – Provide teacher professional learning to enhance the capacity of school staff to program and deliver quality teaching and learning programs that support the sustainability cross curriculum priority.

1e – Actively engage students in sustainability leadership programs that are meaningful, challenging and future focused.

Milestone		Evaluation	Resources
  	MID TERM 1	Continue developing new WNPEEC geography programs with the collaboration of other EZECs and Water and Dark Sky Citizen Science Programs with other partners to improve learning for all students.	
  	END TERM 1	Review of OEH Water Quality Citizen Science program and commencement of Dark Sky Outreach Pilot Education Program. Young Leaders of the West Program finalised ready for delivery.	
  	MID TERM 2	Young Leaders of the West Program finalised and evaluated. Sustainability Outreach Program organised and ready for delivery.	
  	END TERM 2 MID-YEAR REFLECTION	One stage 5 Geography program written, delivered and evaluated. Sustainability Outreach Program completed and evaluated. Taronga Zoo Mobile itinerary set and partner schools organised.	
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

Strategic Direction 2: Enhance professional leadership, teaching and learning practices.

2017

Project Leader/s: Leedham

Off track  Implementation Delayed  On track 

Process 1: 2a – Strengthen staff performance development to foster a culture that recognises and delivers high expectations for learning, teaching and leadership.

2b – Teachers regularly review, revise and evaluate teaching and learning programs including assessment opportunities.

2c – Visiting teachers contribute to the documentation of teaching strategies as a shared digital resource.

2d – Collaboration with EZEC network to share successful teaching practices and PL courses.

2e – EEC staff participate in PL targeted to their professional needs using the Performance & Development Plan.

2f – Increased staff knowledge of the process strands of BOSTES Curriculum and a corresponding increase in capacity to enhance teaching programs for higher order learning.

Milestone	Evaluation	Resources
 MID TERM 1 Undertake paddling NSW training to meet DoE requirements to have students on moving and flat water. This will allow diversification in program delivery and assist other EZECs with programs. Present what the WNPEEC has to offer for Sydney schools at the Geography Teacher Association conference.		
 END TERM 1 Provide leadership for Casual Teacher to develop and deliver programs with assistance and support. Have a clear understanding of WNPEEC's contribution to the English Transitions Concept Hub and provide valuable input for community schools. Have Paddling NSW flat water and moving water guide qualifications. At least two WNPEEC Teachers have Remote Area First Aid qualification.		
 MID TERM 2 Develop Stage 5 Geography and Science quality teaching programs and resources that align with student and teacher needs.		
 END TERM 2 MID-YEAR REFLECTION Using both qualitative and quantitative data sources, provide an evaluation to determine what are the WNPEEC areas of priority to review and modify.		
 MID TERM 3		
 END TERM 3		
 MID TERM 4		
 END TERM 4 ANNUAL MILESTONE		

Strategic Direction 3: Building stronger partnerships to achieve systems improvement

2017

Project Leader/s: Leedham

Off track  Implementation Delayed  On track 

Process 1: 3a – Regular meetings with EZEC to develop and implement the Communication Plan in collaboration with Engagement & Communication Directorate.

3b – WNPEEC and EZEC uses social media to connect with the NSW community

.3c – Review, reflect and improve current programs and support services in collaboration with a variety of partners.

3d – Contribute to the development of exemplary programs utilising the EZEC portfolios to improve the collaboration within the network.

3e – Networking with local community of schools to improve the delivery of environmental and sustainability education.

Milestone		Evaluation	Resources
  	MID TERM 1	Continue to build and strengthen partnerships. This includes, OEH/ WNPEEC Water Quality Testing, Dark Sky Outreach Program, Young Leaders, community schools etc.	WPPN meeting, collaborative projects, email, grants
  	END TERM 1	Evaluate OEH/ WNPEEC Water Quality Testing and finalise Dark Sky Outreach Program and Young Leaders Program.	
  	MID TERM 2	Evaluate OEH/ WNPEEC Water Quality Testing and finalise Dark Sky Outreach Program and Young Leaders Program.	
  	END TERM 2 MID-YEAR REFLECTION	Finalise Sustainability Outreach, deliver Dark Sky Outreach Program and evaluate Young Leaders Program.	
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

Key funding initiatives: progress monitoring of initiatives, impact and resources

2017

Off track  Implementation Delayed  On track 