

# School plan 2018-2020

## Rumbalara Environmental Education Centre 5740



# School background 2018–2020

## School vision statement

### Rumbalara EEC Vision

*Providing authentic learning experiences in, about and for the environment that enable students to make decisions and take actions for a sustainable future.*

### NSW Department of Education Environmental and Zoo Education Centres' Vision

*Leading environmental education to empower learners for a sustainable future.*

## School context

### Rumbalara EEC Context

Rumbalara EEC is located at Gosford on the Central Coast near Rumbalara Reserve. The school pays respect and acknowledges that it is on Darkinjung land. The Centre has no permanent student enrolments and instead services over 8000 students each from predominantly Central Coast Schools.

Rumbalara offers a variety of high quality field work and sustainability education programs for students K–12. There is a strong emphasis on student led/ inquiry learning with programs offered across the curriculum. The Centre's programs are also delivered off site with locations including Bouddi, Brisbane Water and Wyrabalong National Parks, Katandra Reserve, Copacabana and within schools' grounds. Aboriginal Education is a major focus of the Centre with all programs including Aboriginal perspectives and there is an Aboriginal Heritage program formally approved by Central Coast Regional AECG.

Rumbalara EEC also supports teachers on the Central Coast to deliver Sustainability Education through the provision of high quality professional learning.

Rumbalara EEC works closely with Central Coast schools and is a member of the Erina Learning Community and the Central Coast Environmental Education Network (CCEEN). The Centre has a partnership with Central Coast Council to deliver a 'Wise About Waste Program' and 'Future Council' (a civics and citizenship program).

## School planning process

The planning process is informed by the:

- Melbourne Declaration on Educational Goals for Young Australians
- School Excellence Framework
- DEC School Planning implementation guides and fact sheets and discussion with Principal School Leadership .

Consultation with key stakeholders included:

- REEC staff – reviewed previous plan, the new school planning processes and future directions
- Regional and local AECG
- EZEC Learning Community – discussed common goals and strategic directions that would support collaborative leadership in sustainability education.
- Central Coast School Sustainability Leaders & Central Coast Principals surveyed
- Community consultation –meeting to discuss future goals and directions
- Teachers – evaluations of Centre programs
- Students – evaluations of Centre programs

All information was evaluated and aligned to develop the Centre's priorities and the 2018–2020 School Plan.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Empower Learners

### Purpose:

To develop students environmental knowledge, skills, values and attitudes in creating environmentally literate citizens. This is accomplished through providing engaging and stimulating learning environments that empower learners to think and communicate creatively, collaboratively and critically to achieve positive environmental impact.

### Major SEFV2 links

- Learning – Curriculum, Assessment, Reporting
- Teaching – Effective Classroom Practice, Professional Standards, Learning and Development
- Leading– Educational Leadership, School Resources

## STRATEGIC DIRECTION 2 Develop Teacher Capacity

### Purpose:

To develop the capacity of Centre staff in addition to those within our networks as learners, teachers and leaders in environmental and sustainability education. This will be achieved through participation in, and the provision of, explicit professional learning that improves teaching practice, resulting in the development of environmental citizens.

### Major SEFV2 links

- Learning – Wellbeing, Curriculum, Assessment
- Teaching – Effective Classroom Practice, Professional Standards, Learning and Development
- Leading– Educational Leadership, School Resources, Management Practices and Processes

## STRATEGIC DIRECTION 3 Strengthen Partnerships

### Purpose:

To extend and strengthen partnerships with our networks and communities through effective communication and a culture of collaboration. The impact of these relationships drives the provision of authentic, relevant and unique experiences which enable students to be confident and creative environmental citizens.

### Major SEFV2 links

- Learning – Curriculum
- Teaching – Effective Classroom Practice
- Leading– Educational Leadership

# Strategic Direction 1: Empower Learners

## Purpose

To develop students environmental knowledge, skills, values and attitudes in creating environmentally literate citizens. This is accomplished through providing engaging and stimulating learning environments that empower learners to think and communicate creatively, collaboratively and critically to achieve positive environmental impact.

### Major SEFV2 links

- Learning – Curriculum, Assessment, Reporting
- Teaching – Effective Classroom Practice, Professional Standards, Learning and Development
- Leading – Educational Leadership, School Resources

## Improvement Measures

- Increased number of schools supported to engage students in sustainability education beyond the "field work day". (Base line data 2017 is three schools)
- Student work samples demonstrate to a greater extent the creative/ critical thinking processes based on ACARA Critical and Creative Thinking Continuum. (Base line 2018)

## People

### Staff

#### Rumbalara Staff

- Have the skills and capacity to develop critical and creative thinking processes in programs.
- Have the ability and capacity to learn processes to collect data and how to adjust programs based on the data.
- Develop understanding in visiting staff of the importance of their role in collecting assessment data.

### Staff

#### Central Coast teaching staff

- build understanding of using critical and creative thinking skills in integrating local environmental issues across the curriculum.

### Students

- build skills in critical and creative thinking.
- build understanding of local environmental issues across the curriculum and display active citizenship.

### Leaders

Understand the importance of longer term financial planning and allocate resources to address strategic priorities.

## Processes

Provide engaging new programs and review existing programs with a focus on critical and creative thinking.

Strengthen support for schools beyond the field work day through project based learning and authentic assessment procedures.

## Evaluation Plan

- survey of all programs for aspects of critical and creative thinking.
- visitation statistics.
- student and teacher participation surveys.
- student assessment data related to project based learning provided by REEC.
- student assessment data post field work.

## Practices and Products

### Practices

- Schools/ Teachers have a stronger reciprocal connection to the Centre.
- Programs are inquiry centred and students have choice in field work activities.
- Rumbalara teachers collect assessment information and measure the impact of programs. Data is used to modify and adjust programs.

### Products

- Programs include critical thinking and inquiry leaning.
- Programs reflect local issues and environments.
- Systems for collecting and using data are embedded in daily practice.

# Strategic Direction 2: Develop Teacher Capacity

## Purpose

To develop the capacity of Centre staff in addition to those within our networks as learners, teachers and leaders in environmental and sustainability education. This will be achieved through participation in, and the provision of, explicit professional learning that improves teaching practice, resulting in the development of environmental citizens.

### Major SEFV2 links

- Learning – Wellbeing, Curriculum, Assessment
- Teaching – Effective Classroom Practice, Professional Standards, Learning and Development
- Leading– Educational Leadership, School Resources, Management Practices and Processes

## Improvement Measures

- Increase in the number and type of professional learning opportunities offered to Central Coast teachers tracked through MyPL. (Baseline Data 2017 MyPL is 3 courses).
- 50% of main K–6 programs include adjustments to teaching and learning for students with specific learning needs. (Based on ten main primary

## People

### Staff

Rumbalara EEC Staff

- build skills to better support students with specific learning needs
- value collaborating and participating in professional learning with EZEC team in sustainability education
- understand accreditation pathways and value processes leading to maintenance or attainment of higher levels of accreditation.

### Staff

Central Coast Teaching Staff

- value the benefits of integrating sustainability education across the curriculum

### Leaders

The EZEC leadership team values and models a shared vision for strong educational leadership focussing on building teacher capacity and distributive leadership.

### Leaders

Rumbalara Principal

Understands effective mentoring and coaching practices enable teachers to grow through school and external networks.

## Processes

Embed practices that focus on supporting students with specific learning needs.

Further strengthen opportunities to collaborate and participate in professional learning with other EZEC staff.

Deliver a range of professional learning opportunities with a focus on integrating sustainability education to teachers K–12 across all KLA's.

## Evaluation Plan

Progress will be measured through MyPL, the PDP process and teacher accreditation.

Surveys of teachers attending professional learning.

Lesson plans and teaching programs.

Lesson observation sheets.

Rumbalara EEC Staff program evaluation.

## Practices and Products

### Practices

Rumbalara teachers effectively participate in professional learning opportunities in collaboration with EZEC.

Rumbalara teachers develop genuine professional learning goals reflecting professional standards and promoting growth.

Rumbalara teachers effectively make adjustments to programs and provide effective support for students with special learning needs.

Central Coast teachers are equipped with a range of teaching strategies to successfully integrate sustainability education.

### Products

Professional development is monitored and supported by a coordinated whole school approach.

Teaching and learning programs and teacher professional learning goals reflect professional standards.

Teaching and learning programs include adjustments for students with special learning needs..

Central Coast teachers' programs successfully integrate sustainability education into the curriculum.

# Strategic Direction 3: Strengthen Partnerships

## Purpose

To extend and strengthen partnerships with our networks and communities through effective communication and a culture of collaboration. The impact of these relationships drives the provision of authentic, relevant and unique experiences which enable students to be confident and creative environmental citizens.

### Major SEFV2 links

- Learning – Curriculum
- Teaching – Effective Classroom Practice
- Leading – Educational Leadership

## Improvement Measures

Increase in the number and quality of programs developed in collaboration with the EZEC Community of Schools and implemented by REEC. (Base line data 2017 is one collaborative program. Quality will be measured through Centre based survey to schools. with an aim of 10% increase in high to very high responses for curriculum, values and engagement questions).

Increase in the number of schools engaged in community learning projects. (Base line data 2017 is thirteen schools)

## People

### Parents/Carers

Develop an understanding of the value of environmental sustainability education and are active partners in caring for the local environment.

### Community Partners

Develop an understanding of the value of collaborating to deliver higher quality environmental sustainability education programs.

### Staff

Value the importance of collaborating with community and partners.

Build collaboration skills to engage with community and education partners.

### Students

Value the importance of their contribution to citizen science and community programs

### Leaders

Understand the positive impact community connections have on student learning and have the skills and capacity to build strong consultative and inclusive practices.

## Processes

Work collaboratively with EZEC and other relevant community organisations to develop engaging community learning projects with a Citizen Science Focus.

Implement a whole school approach to build stronger links with the community and engage the community with Rumbalara EEC programs and sustainability initiatives.

## Evaluation Plan

EZEC Collaborative Practices Team meeting minutes.

Community consultation meeting minutes.

CCEEN meeting minutes and agendas.

Annual Report.

Data contributed to Citizen Science Websites.

## Practices and Products

### Practices

Community and other environmental education partners collaborate effectively with the EZEC team to deliver high quality programs.

Rumbalara EEC and community work together to build a strong, positive and productive partnership that benefits students, staff and community members.

Collaborative partnerships with local and Regional AECG and Aboriginal Communities are evident with ongoing opportunities for consultation on how best to support Aboriginal Students.

### Products

Programs reflect local issues and citizen science data.

Positive, productive and respectful relationships are evident across the whole school community.

The school and its community regularly engage in consultative decision making practices.