



# Strategic Improvement Plan 2021-2024

## Rumbalara Environmental Education Centre 5740



## School vision and context

### School vision statement

---

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

### School context

---

#### Rumbalara EEC Context

Rumbalara Environmental Education Centre (REEC) is located in Gosford on the Central Coast near Rumbalara Reserve. The school pays respect to and acknowledges Aboriginal peoples as the traditional custodians of the land. The centre has no permanent student enrolments, instead provides services over 8000 students 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 mostly delivered off site with locations including Bouddi, Brisbane Water and Wyrribalong National Parks, Katandra Reserve, Copacabana and within schools' grounds. Aboriginal Education is a major focus of the centre, with all programs including Aboriginal perspectives. The centre is a member of Coinda Local AEEG.

Rumbalara EEC supports teachers on the Central Coast to deliver sustainability education through the provision of high quality professional learning and the development of integrated curriculum units. To help us achieve this goal, Rumbalara EEC has partnered with the Central Coast Academy of STEM Excellence. REEC is a member of the Erina Learning Community and the Central Coast Environmental Education Network (CCEEN). The centre partners with Central Coast Council to deliver the programs 'Wiping Out Waste' and 'Future Council' (a civics and citizenship program).

Engagement with the community was an important feature of our previous school plan and will continue to be developed further in the next planning cycle. REEC seeks to increase collaboration with the Aboriginal community. One of our initiatives will be to develop a Reconciliation Action Plan, which will help to improve curriculum based around Aboriginal perspectives. New programs will be developed that will be responsive to community needs.

Through our community consultation process, Rumbalara EEC has identified a need to support schools to develop integrated curriculum units with a STEM design and sustainability focus. REEC teachers will be trained in the STEM Design process and develop integrated units with the STEM education project officer. Schools will be supported to implement the units into their schools scope and sequence.

Our assessment of the schools excellence framework has identified a need for the centre to improve our assessment and data collection. REEC will engage with academics from the University of Newcastle to research the impact of REEC programs on Central Coast students. This will allow us to use research and evidence based strategies and innovative thinking to improve curriculum design.

Work will also take place to include a 'wellbeing' and student leadership program. Quiet time and connection with nature will be a focus of more REEC programs. A new program focused on student leadership and physical activity in nature will be developed and a more specific leadership program will also be developed to support students to run leadership programs in their school and to make sustainability changes.



## Strategic Direction 1: Quality Learning Environment

### Purpose

To strengthen learning alliances across our network and drive improvement in quality learning environments that increase student engagement, knowledge and ability to take action to solve environmental issues.

### Improvement measures

#### Target year: 2021

New integrated curriculum units implemented with another two schools to demonstrate high student engagement and knowledge and ensure they are self sustainable by the end of the year (baseline data is one school in 2020).

#### Target year: 2021

A further two schools participating in professional learning on integrating the STEM design process into the newly developed integrated units, ensuring individual school independence (baseline data is one school in 2020).

#### Target year: 2021

A rigorous process of measuring and gathering base line and trajectory data has been embedded.

### Initiatives

#### Integrated curriculum units.

Work collaboratively to provide real-world STEM educational opportunities, with a sustainability focus, to enhance students' skills and general capabilities to make decisions and take action for the future.

- Develop integrated units of work using the STEM Design process and include local sustainability issues.
- Rumbalara EEC deliver professional learning.
- Develop a collaborative and supportive learning community focused on delivering integrated curriculum units with a STEM and sustainability focus.

#### Data collection Process

Ensure a process that measures the impact of REEC programs which can be used as informative base line data for future research projects.

- Engage and collaborate with university academics in defining a research project.
- Professional learning on data driven pedagogical practices in relation to sustainability education delivered by REEC.
- Pilot and evaluate new methodology.

### Success criteria for this strategic direction

An integrated approach to quality teaching, curriculum planning and delivery and assessment which promotes learning enrichment and enhancement.

All students involved in the programs can articulate and understand the STEM design process.

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

The centre has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

### Evaluation plan for this strategic direction

#### Question:

To what extent have our purposes been achieved and how effective were the integrated curriculum units and professional learning? Was an effective process for measuring the impact of our programs developed and did we meet the learning needs of students in delivering the STEM design process. What are the implications for future program development?

#### Data

Evaluation from teachers involved in delivering curriculum units.

Evaluation and interviews from students involved in the programs.

Field work evaluations related to the teaching of the units.

High quality student work samples that demonstrate understanding.

#### Analysis

Regular pause period to collect and analyse data

Respond to professional learning activities.

End of year reflection on data sessions.

**Implications**

After reflection determination will be made on future directions.

---

## Strategic Direction 2: Collaborative Leadership

### Purpose

To build the capacity of students and community to become leaders in implementing sustainability practices and support a culture of high expectations and community engagement resulting in measurable improvements.

### Improvement measures

#### Target year: 2024

Successful student leadership pilot program with a trajectory of twelve or more schools.

#### Target year: 2024

Students implement successful change at their school that demonstrates an embedded culture of improved sustainability actions.

#### Target year: 2022

100% implementation of identified reconciliation action plan actions.

#### Target year: 2024

Professional learning is approved by AECG with at least ten teachers attending each year it's delivered.

### Initiatives

#### Student Leadership

Develop a student leadership program that empowers students to develop and implement a sustainability action plan and develop skills, knowledge and understanding.

- Collect evidence from schools annually to determine the ongoing degree of the sustainability action.
- Student leadership training in collaboration with parents
- Teacher professional learning

#### Engagement with Aboriginal Community

Development of a RAP with AECG and local Aboriginal community and implementation of identified RAP actions.

- Collaborate with RAP committee.
- Professional learning opportunities
- Strengthen collaboration with the local and Regional AECG Groups

### Success criteria for this strategic direction

- Demonstrated commitment by the school leaders and whole school towards sustainable practices.
- Students leaders collaborate with other student leaders from other schools to share ideas for sustainability changes.

Aboriginal and Torres Strait Islander People are recognised and valued by REEC by:

- being authentically engaged in development and delivery of professional learning
- being authentically engaged in developing and delivering teaching and learning activities.
- strengthened collaboration with the local and Regional AECG Groups

### Evaluation plan for this strategic direction

#### Question:

To what extent have goals been achieved? To what extent have students led sustainability changes in their school? Did teachers involved in the program receive professional learning and support to assist their leaders? How effectively have we engaged with the Aboriginal community?

#### Data

Evaluations from students involved in the student leadership program.

Improvement in base line data from schools.

Evaluation from teachers involved in Caring for Country professional learning.

Evaluation of effectiveness of Reconciliation Action Plan.

#### Implications

After reflection, determination will be made on future directions.