School plan 2015 – 2017

Rumbalara EEC 5740

- Learning for environmental sustainability
- Fostering Quality Teaching
- Environmental sustainability through strong connections
## School vision statement

Students become global citizens contributing to the ecological sustainability of planet earth as a result of the experiences in, about and for the environment provided by Rumbalara EEC (REEC).

### NSW department of Education Environmental and Zoo Education Centres’ Vision

To support NSW Public Schools in implementing sustainability education through meaningful learning experiences in, about and for the environment.

We strive to be leaders in providing students with the skills, values and opportunities to act as responsible citizens.

## School context

Rumbalara EEC is one of 25 Environmental and Zoo Education Centres (EZEC) operated by the NSW Department of Education and Communities (DEC). Together these centres form a learning community that lead schools in the implementation of environmental and sustainability education. They provide students with experiential learning opportunities in natural and built environments and professional learning and support for teachers and school communities.

The centre is located at the entrance to Rumbalara Reserve and just a short walk from the central business district of Gosford. Our facilities support the delivery of fieldwork programs and the production of environmental education resources. They include a connected classroom, environmental resource library, field studies laboratory and bushwalking trails.

The Centre particularly encourages and supports environmental sustainability in Central Coast public school communities. As a result of our services they will be:

- more aware and appreciative of local and global environments;
- more knowledgeable about the causes of environmental problems;
- more skilled in communicating to environmental decision makers; and
- more actively involved in caring for the environment.

## School planning process

Evidence to drive the planning process and articulate strategic directions.

The planning process is informed by the:

- Melbourne Declaration on Educational Goals for Young Australians
- National School Improvement Tool
- School Excellence Framework
- Public Schools NSW Strategic Directions - *Creating Futures Together* 2015–2017
- DEC School Planning guides and fact sheets
- Action Research on *Evaluation of Environmental Education programs*
- Principal School Leaders in the Learning, High Performance and Accountability Unit including Kerry Moore and Gerry Mclaughin

Consultation with key stakeholders:

- REEC staff – reviewed previous plan, the new school planning processes and future directions
- EZEC Learning Community – discussed common goals and strategic directions that would support collaborative leadership in sustainability education.
- Central Coast School Sustainability Leaders surveyed
- Central Coast Principals - surveyed
- Teachers - evaluations of Centre programs
- Students - evaluations of Centre programs
Purpose:
Providing experiences in the environment that develop a deep understanding and ability to think critically, creatively and ethically for environmental sustainability.

Purpose:
Building the capacity of teachers to deliver quality environmental education experiences in, about and for the environment.

Purpose:
Forging strong networks by leading and inspiring a culture of collaboration and innovation to achieve environmental sustainability.
## Strategic Direction 1: Learning for sustainability

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<th>Purpose</th>
<th>People</th>
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<td><strong>Why do we need this strategic direction and why is it important?</strong></td>
<td><strong>How do we develop capabilities?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
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<tr>
<td>To provide students with learning experiences in the environment that develop their deep understanding and ability to think critically, creatively and ethically for environmental sustainability.</td>
<td><strong>Students:</strong> have a greater understanding of the environment through stimulating and meaningful programs.</td>
<td>• Engage with schools and their learning communities to develop the environmental sustainability components of the curriculum.</td>
<td>• All REEC programs aligned to new syllabuses and new programs developed to meet the emerging needs of schools</td>
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<td><strong>Staff – REEC:</strong> develop and maintain a high level of contemporary knowledge and skills relevant to program development and implementation.</td>
<td>• Use program evaluations, syllabus implementation schedules and requests from schools to identify programs for review and development.</td>
<td>• 20% improvement in satisfaction ranking of pre and post visit material.</td>
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<td><strong>Staff - Teachers utilizing REEC services:</strong> Provided with resources that prepare students for REEC programs, reinforces their learning experiences and develops teacher knowledge and skills.</td>
<td>• Collaborate with classroom teachers, other EE Centres and DEC consultants in reviewing and developing programs.</td>
<td>• 25% improvement in student environmental knowledge, skills and attitudes as a result of participation in REEC programs.</td>
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<td><strong>Parents / care givers:</strong> Assisted in preparing for excursions and recognising student achievement.</td>
<td>• Student assessment process introduced to improve the evaluation of teaching programs.</td>
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<td>Improvement Measures</td>
<td><strong>Leaders:</strong> Support school sustainability leaders integrate environmental education into the curriculum.</td>
<td><strong>How do we measure?</strong></td>
<td></td>
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<td>• All REEC programs aligned to new syllabuses.</td>
<td>• The number of new and revised programs implemented</td>
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<td>• On-line student pre and post program assessment facility</td>
<td>• Teachers evaluation of programs</td>
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<td>• Improved pre and post excursion resources</td>
<td>• Comparison of students pre and post testing results</td>
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*Note: this links to the first bullet-points (•) in the Products and Practices column*
### Strategic Direction 2: Fostering Quality Teaching

#### Purpose
Why do we need this strategic direction and why is it important?

To build the capacity of teachers to deliver quality environmental education experiences in, about and for the environment.

#### Improvement Measures
- More environmental sustainability professional learning opportunities for teachers.
- Increase in the number of schools contributing to the ‘Green Schools’ web based directory of best practice.

*Note: this links to the first bullet-points (✓) in the Products and Practices column*

#### People
How do we develop capabilities?

**Students:** Knowledge and skills are enhanced by quality teaching and learning programs.

**Staff – REEC:** Increase professional knowledge and skills to support the delivery of relevant and contemporary teaching programs.

**Staff – DEC Central Coast:** Provide access to locally relevant resources, information and support for the implementation of quality environmental education programs.

**Community Partners:** Identify opportunities for collaboratively supporting schools.

**Leaders:** EZEC principals meet regularly to support and deliver professional learning across NSW.

#### Processes
How do we do it and how will we know?

- Offer a range of professional learning opportunities in the delivery of environmental and sustainability education to teachers from K – 12 across KLA’s.
- Collaborate with EZEC network to share successful teaching practices and courses.
- Deliver materials that support classroom learning.
- Provide resources to support school sustainability leaders.
- Encourage and facilitate the inter-school sharing of environmental sustainability practices.

#### Products and Practices
What is achieved?

- Deliver at least 3 new professional learning courses for schools.
- 20% increase in schools sharing best practice school sustainability initiatives through ‘Green schools’ on the REEC website.
- All teachers participating in REEC programs receive pre and post-visit teaching support materials.

*How do we measure?*

- The number of PL courses delivered and how they were rated by the participants.
- The number of schools sharing their initiatives in ‘Green Schools’ on the REEC website.
- Teacher evaluations of pre and post visit materials.
### Strategic Direction 3: Environmental sustainability through strong connections

#### Purpose

**Why do we need this strategic direction and why is it important?**

To forge strong networks by leading and inspiring a culture of collaboration and innovation to achieve environmental sustainability

#### People

**How do we develop capabilities of our people to bring about transformation?**

**Students**
Facilitate collaborative opportunities for students.

**REEC Staff**
Support REEC staff to contribute effectively to EZEC portfolios, and to work with local partnerships.

**Schools Staff**
Provide generous support and service, well-informed advice and facilitate a sharing of achievements.

**Partnerships – Local**
Encourage new and strengthen existing partnerships

#### Processes

**How do we do it and how will we know?**

- Host networking events to facilitate effective local connections.
- Improved use of ICT
- Contribute to the maintenance of a strong and effective EZEC network
- Support student initiatives

**Strong and effective environmental sustainability networks through:**

- Improved communication with school sustainability leaders.
- New programs being delivered with partner organisations.
- Facilitated opportunities for student environment leaders.

#### Products and Practices

**What is achieved?**

- At least two new collaborative programs are developed and implemented.
- Evaluations of the effectiveness of the EZEC community are 90% positive.

**How do we measure?**

- REEC support evaluated by school sustainability leaders
- The number of programs delivered in collaboration with other organisations
- The EZEC community monitors and reflects on its effectiveness in coordinating and delivering environmental sustainability education and professional learning opportunities.

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**Note:** this links to the first bullet-points (✓) in the **Products and Practices** column.