



School plan 2018-2020

Gibberagong Environmental Education Centre 5714



School background 2018–2020

School vision statement

Gibberagong School Vision

shaping environmental citizens through meaningful connections in, about and for the environment

Environmental and Zoo Education Centres (EZEC) Vision

leading environmental education to empower learners for a sustainable future

School context

Gibberagong Environmental Education Centre (GEEC) is a Department of Education and Communities school located at Bobbin Head in the Ku-ring-gai Chase National Park.

Our programs aim to inspire young people to experience and connect with the natural world and encourage the development of positive behavioural changes towards its protection.

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 northern Sydney or at sites near or within schools.

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 **collaboration** with the following partners: EZEC, Keerawall, Turramurra, Asquith, AECG and the P5 (made up of small schools).

School planning process

The planning process was informed by consultation with:

- Local Community of Schools Principals and Teachers
- Teacher and student program evaluations
- GEEC staff
- AECG

The planning process was also informed by:

- the School Excellence Framework
- DEC School Planning implementation guidelines

The Principals of the Environmental and Zoo Education Centres worked collaboratively during 2017 to develop common strategic directions for the 2018–2020 plan. This included workshops on school planning (Principal Conference, CESE planning day, Collaborative Practices Team meetings), collaborating on planning documents in Google Drive and completing surveys.

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

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, Data Skills and Use, Professional Standards, Learning and Development
- Leading– Educational Leadership, School Resources

Improvement Measures

Increase the numbers of students engaged in environment and sustainability learning and leadership programs.

All learning programs are engaging, meet syllabus requirements and support the classroom learning activities.

People

Students

- Build an understanding of sustainability issues and display active citizenship
- Develop their knowledge and understanding through curriculum identified learning programs.

Staff

- Build an understanding of sustainability issues and display active citizenship
- Develop their knowledge and understanding through curriculum identified learning programs.

Community Partners

- Develop an understanding of embedding sustainability within their schools learning and leadership programs
- Increase their capacity to build teaching and learning programs that reflect the understanding developed at GEEC TPL.

Leaders

- Provide professional learning support to Centre staff to develop their knowledge and understanding of current and anticipated curriculum.

Processes

Sustainability Support – provide engaging sustainability learning and leadership support programs for local schools.

Curriculum Support – provide learning programs that are engaging, meet syllabus requirements and support the classroom learning activities.

Evaluation Plan

- Regular reporting against milestones
- Visiting teacher evaluation of program via on-line survey
- Project evaluations
- TPL evaluations
- GEEC teacher surveys
- Collection of student work samples

Practices and Products

Practices

Schools/Teachers will have access to an increased number of sustainability support programs.

Centre programs will be engaging, reflect classroom learning activities and meet syllabus requirement.

Products

A series of incursion programs that support sustainability student learning.

A series of incursion programs that support sustainability student learning.

Sustainability network that provides sustainability support for teachers from local schools.

Local adaptation of Ecoschools program.

New and existing programs meet syllabus requirements.

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, Data Skills and Use, Professional Standards, Learning and Development
- Leading– Educational Leadership, School Resources, Management Practices and Processes

Improvement Measures

Increase the number of teachers that are registered in Professional Learning support programs.

100% of staff feel supported in their professional development and career aspirations and successfully reach goals identified in PDP's.

People

Staff

- Complete the PDP process
- Have a thorough knowledge of new curriculum documents through targeted PL opportunities.

Community Partners

- Develop an understanding of embedding sustainability within their schools learning and leadership programs
- Increase their capacity to build teaching and learning programs that reflect the understandings developed at GEEC TPL

Leaders

- Provide professional learning support to Centre staff to develop their knowledge and understanding of current and anticipated curriculum.

Processes

Professional Learning Support – Support teachers in schools with TPL opportunities that are curriculum–driven and enrich teaching and learning in the classroom.

Staff Professional Learning – GEEC staff engage in PL that targets their PDP goals and the school goal of deepening their curriculum knowledge

Evaluation Plan

- Regular reporting against milestones
- Visiting teacher evaluation of program via on–line survey
- Project evaluations
- TPL evaluations
- GEEC teacher surveys
- Collection of student work samples

Practices and Products

Practices

Schools/Teachers will have access to an increased number of GEEC TPL programs that enable the integration of sustainability education into teaching programs.

GEEC staff develop PL goals reflecting professional standards and promoting growth.

Products

Sustainability and learning outside the classroom professional learning programs for schools.

The Local Teachers Sustainability network that provides sustainability support for teachers from local schools.

PDPs that are achievable and reflect the professional and personal goals of staff

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

Improvement Measures

All GEEC staff are supported and have increased collaborative practices within the EZEC Community of Schools.

Increase the number of collaborative projects, extent of engagement and feedback from stakeholders developed in partnership with local community organisations.

Increase the number of collaborative programs, extent of engagement and feedback from stakeholders with our local community of schools.

People

Students

- Will make authentic connections with real world environmental concepts through engaging and positive learning opportunities and experiences

Staff

- Have opportunities to contribute effectively to, and collaborate across, the EZEC network, Communities of Schools and with other partners.

Community Partners

- Provide support and opportunities for teachers so they have the requisite knowledge and skills to contribute effectively to, and collaborate with GEEC and other partners on programs that will provide students with quality and effective contextual learning
- Contribute to partnership programs to enrich and enhance the quality of learning experiences for schools.

Leaders

- Provide opportunities for Centre staff to develop connections with partners

Processes

EZEC Collaboration Project – Work collaboratively with EZEC to develop innovative programs, curriculum support and student leadership.

Local Community Engagement – Develop or strengthen partnerships with local organization ie AECG, Councils, businesses

Community of Schools – Programs Develop new and deepen existing partnerships with local communities of schools

Evaluation Plan

- Regular reporting against milestones
- Meeting minutes
- TPL evaluations
- GEEC teacher surveys
- Collection of student work samples

Practices and Products

Practices

All staff are actively collaborating with the EZEC network to deliver high quality programs.

GEEC staff will make re-establish and strengthen connections with local community organisations ie Hornsby and Ku-ring-gai Council.

Explore opportunities to engage new and established communities with innovative programs.

Deepen the collaboration with the AECG to support Aboriginal students and Aboriginal learning programs.

Products

Students learning and TPL programs developed in collaboration with EZEC are implemented at GEEC.

Aboriginal student camp.

Student leadership program.

Community of Schools Engagement program.

TPL and student learning programs for Communities of Schools.