



School plan 2018-2020

Bournda Environmental Education Centre 5679



School background 2018–2020

School vision statement

Bournda EEC Vision

A highly skilled, vibrant and inclusive Environmental Education Centre, where students are actively engaged in meaningful and challenging learning experiences that build resilience, wellbeing and the capacity to contribute as responsible citizens in an ecologically sustainable society.

NSW Department of Education Environmental and Zoo Education Centres' (EZEC) Vision

Leading environmental education to empower learners for a sustainable future.

School context

Bournda EEC (BEEC) is a Department of Education (DoE) facility located within Bournda National Park, a superb natural setting ideally suited for the delivery of environmental education and sustainability programs across a range of key learning areas.

We service a large catchment of K–12 schools across rural south–east NSW. Programs are also offered in schools and at other off–site locations as required. Overnight programs for students are offered, with camping available at the Hobart Beach Camping Ground and the Field Studies Hut.

BEEC also delivers professional learning opportunities for teachers, assists schools with environmental audits and provides teaching resources to support student fieldwork activities.

BEEC has developed many partnerships to enhance curriculum opportunities for students in our rural communities. BEEC works closely with local Aboriginal communities to provide support for schools in the delivery of Aboriginal education.

School planning process

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 2018–2022
- DE School planning guides and fact sheets
- Action research on evaluation of environmental education programs
- Guidance by school planning experts in the Learning, High Performance and Centre for Education Statistics and Evaluation (CESE)
- Australian Curriculum Project Final Report 2014

Consultation with key stakeholders:

- BEEC staff – previewed and discussed the new school planning documentation and processes.
- The EZEC Principals' Conference provided planning opportunities and collaboration on the network's strategic directions for improvement and innovation in sustainability education.
- Teachers – evaluations of BEEC programs
- Students – evaluations of BEEC programs
- Sapphire Coast Learning Community (SCLC) planning events
- Far South Coast Network of Schools planning support and activities with Principal colleagues coordinated by the D of E Education Director
- Guidance from Principal Support Leaders

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Empowering students

Purpose:

Every student participating in Bournda EEC programs will be actively engaged in meaningful, challenging and future focused learning experiences to achieve and thrive as learners, leaders and responsible citizens.



**STRATEGIC
DIRECTION 2**
Develop teacher capacity

Purpose:

Develop teacher capacity through focused training and development in environmental / sustainability education, with the EZEC network, communities of schools, Principals' networks and partner organisations.

Strategic Direction 1: Empowering students

Purpose

Every student participating in Bournda EEC programs will be actively engaged in meaningful, challenging and future focused learning experiences to achieve and thrive as learners, leaders and responsible citizens.

Improvement Measures

Develop digital resources, including online assessment tools to measure student achievement, to support pre-visit and post-visit activities for programs.

Develop a curriculum guide to support the strategic needs of schools

People

Staff

Understand how BEEC programs are part of the continuum of learning in our client schools

Students

See links between their classroom learning and have opportunities to demonstrate their learning.

Leaders

Visiting teachers ensure that pre-visit and post-visit activities link with the fieldwork program

Community Partners

Provide resources and expertise that enhance the quality of learning experiences

Parents/Carers

Access information about BEEC activities to support their child's learning.

Processes

Work with school leaders in the planning, delivery, assessment and evaluation of programs to ensure they meet student needs.

Work strategically with teachers to identify opportunities for students to participate in engaging learning activities e.g. project based learning.

Evaluation Plan

School participation in BEEC programs as reflected in visitation data.

Teacher participation in professional learning activities.

Student and teacher feedback on activities.

Student work samples are collected.

Practices and Products

Practices

BEEC teaching staff will develop a strategic approach to implementing programs which support explicit student outcomes and needs.

Teachers regularly review and analyse a range of data sources, including assessment information, to assess the impact of programs on student outcomes.

Products

A curriculum guide will be developed and available to schools to identify Bournda EEC programs and activities that support their strategic needs.

Digital resources, including tools for collecting and using student achievement data, will be provided to support BEEC programs.

Strategic Direction 2: Develop teacher capacity

Purpose

Develop teacher capacity through focused training and development in environmental / sustainability education, with the EZEK network, communities of schools, Principals' networks and partner organisations.

Improvement Measures

Increase teacher professional learning opportunities for teachers.

Increased number of schools using online tools to record sustainability data through citizen science.

People

Staff

BEEC staff

- support the professional learning of colleagues at the Centre and in schools.
- Assist teachers to implement sustainability projects at school

Community Partners

Are actively engaged in assisting teachers to deliver best practice teaching and learning activities that support student learning outcomes.

Leaders

Recognise the value of authentic contexts for engaging students and community in collaborative, project based learning.

Students

Students work collaboratively with teachers and community to achieve positive environmental outcomes in their learning.

Processes

Develop and strengthen structures that provide opportunities for teachers to gain knowledge of BEEC resources and expertise to support students.

BEEC models best practice in citizen science projects that schools can utilise for engaging learning opportunities for their students. e.g. project based learning (PBL)

Evaluation Plan

- TPL workshop evaluation data.
- School bookings for TPL programs.
- Student feedback data on program activities.
- Teacher and student feedback on online resources.
- Survey school participation in citizen science activities.

Practices and Products

Practices

BEEC staff liaise with schools to identify teacher professional learning (TPL) needs.

BEEC staff foster collaboration with a range of partner organisations in citizen science projects.

Products

Increase of staff utilising BEEC TPL opportunities , as indicated by MyPL registrations.

Online resources are easily accessible for schools implementing citizen science projects.