

Strategic Improvement Plan 2021-2024

Bournda Environmental Education Centre 5679



School vision and context

School vision statement

Bournda Environmental Education Centre (BEEC) Vision Statement

A highly skilled, vibrant and inclusive Environmental Education Centre, working collaboratively with schools to ensure that students are actively engaged in meaningful and challenging learning experiences that build wellbeing and the capacity to lead rewarding lives as engaged citizens in a complex and dynamic society.

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, sustainability and wellbeing programs across a range of key learning areas.

BEEC is an active member of the DoE's Environmental and Zoo Education Centres (EZEC) learning community, comprised of 23 EECs and 2 zoo education facilities providing leadership in environmental and sustainability education. EZEC works collaboratively to support NSW Public Schools to implement sustainability education through meaningful learning experiences in, about and for the natural, built and cultural environment; we strive to be leaders in providing students with the skills, values and opportunities to act as responsible citizens.

BEEC services a large catchment of K-12 public schools across rural south-east NSW, providing high quality teaching and learning programs and engaging learning opportunities for students, consistent with the Department's Environmental Education Policy for Schools and Rural and Remote Strategy.

.Programs are offered at schools and at other off-site locations as required. Popular overnight programs for students are offered, with camping available at the NPWS 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 productive partnerships to enhance curriculum opportunities for students in our rural communities and plays a key role in the Sapphire Coast Learning Community of Public Schools (SCLC). Membership of the Sapphire Coast Regional Science Hub and Sustainability Education Network (SCRSHSEN) has provided valuable community support for National Science Week and STEM activities. The Principal is a key member of a community bike group (Bega Tathra Safe Ride) working towards improved active transport infrastructure and positive road safety education and student wellbeing outcomes.

BEEC works with local Aboriginal communities to provide support for schools in the delivery of Aboriginal education and has identified the establishment of an Aboriginal Education advisory group as a key improvement.

BEEC supports schools to meet the requirements of the Environmental Education Policy for Schools which supports effective environmental education programs in NSW public schools, provides guidelines on managing school resources in accordance with ecological sustainability and is a starting point for addressing global environmental issues.

The school has completed a situational analysis that has identified four areas of focus for this strategic improvement plan: Aboriginal Education; the Disability Strategy; High Performance and Gifted Education and Climate Change Education.

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It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

Our strategic directions are:

1. Student growth and attainment in learning, engagement and wellbeing
2. Leading improvement, innovation and change

Strategic Direction 1: Student growth and attainment

Purpose

To improve opportunities for schools to access high quality teaching and learning programs that enhance student learning, engagement and wellbeing by empowering students to make a positive contribution to sustainability and their local environment.

Improvement measures

Target year: 2024

All High Potential, Gifted and Creative (CAT) programs include pre and post student performance assessment and BEEC wellbeing measures, with greater than 90% of students reporting positive affect for success, advocacy, and sense of belonging.

Target year: 2024

The Climate change education program is embedded in the scope and sequence of partner schools and wellbeing measures show greater than 90% of students reporting positively on their success, advocacy, and sense of belonging at school.

Initiatives

Assessing student growth and attainment

BEEC culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community, meeting mandatory requirements for assessment of student performance and program evaluation. Student performance and wellbeing data is systematically collected, analysed and reported to teachers, students and parents in collaboration with other schools to address system targets.

Climate change education resources

Establish partnerships with universities, government agencies and other organisations to develop climate change teaching and learning resources that will support curriculum implementation and development of the general capabilities at BEEC and the local community of schools.

Success criteria for this strategic direction

- Assessment data is collected, analysed and reported on a regular and planned basis.
- Data related to the growth, achievement and wellbeing of students is used to analyse and evaluate the effectiveness of differentiated programs and provisions. (HPGE Policy, 1.2, 1.2.2, 3.7.1)
- All students articulate, understand and achieve their stated learning goals and are extended beyond their current level of mastery. (HGPE Policy, 1.4.1)
- Schools contribute to the review of the BEEC CAT Program
- BEEC and school CAT partnership demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF, Learning, Learning Culture, High Expectations)
- BEEC CAT Programs.. "are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement" (SEF, Learning, Curriculum, Teaching and Learning Programs)
- BEEC CAT Programs .. "show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning." (SEF, Learning, Curriculum, Differentiation)
- Students and parents understand the assessment approaches used in the BEEC CAT Programs and their benefits for learning. (SEF, Learning, Assessment, Student engagement)
- BEEC CAT Program reporting to parents has been enhanced in response to feedback received. (SEF, Learning, Reporting, Parent Engagement)
- BEEC CAT Program uses "...internal ...assessments..to assess student progress and achievement against syllabus outcomes" (SEF, Learning, Student performance measures, internal and external measures against syllabus standards)
- There is a coordinated effort by school staff to

Success criteria for this strategic direction

engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement (SEF, Teaching, Data skills and use, Data use in planning)

- Schools utilise climate change education resources and report enhanced outcomes in student learning, engagement and wellbeing.
- School incorporate climate change education in their relevant curriculum scope and sequences.
- Teachers are proficient in their teaching and learning of literacy, meeting the needs of students in their subject/stage (SEF, Teaching, Professional standards, Literacy and numeracy focus)

Evaluation plan for this strategic direction

Questions:

1. Are our programs having a positive impact on student growth and attainment?
2. Do BEEC evaluative practices provide meaningful information to schools and parents on student growth and attainment in learning and wellbeing?
3. Do our programs contribute positively to student wellbeing?

Data

- Teacher, student and parent feedback on the BEEC programs is collected, analysed and reported.
- Schools give feedback on the usefulness of student assessment data collected during BEEC programs.
- Numbers of schools participating in climate change education program.
- Student and teacher evaluation of climate change teaching and learning activities and resources.

Analysis (How are we going? How do we know?)

Evaluation plan for this strategic direction

Data will be regularly collected, collated, analysed and shared with our schools to ensure that our improvement measures are met and relevant improvements to programs are made.

By 2022, 25% of our Creative and Talented (CAT) programs include pre and post student performance assessment and BEEC wellbeing measures, with greater than 90% of students reporting positive affect for success, advocacy, and sense of belonging.

By 2023 50% of our Creative and Talented (CAT) programs include pre and post student performance assessment and BEEC wellbeing measures, with greater than 90% of students reporting positive affect for success, advocacy, and sense of belonging

Evaluation of the climate change education teaching and learning resource pilot shows a positive effect on student learning, engagement and wellbeing, and provides data to participating schools on progression in reading and numeracy.

Evaluation data is used to refine the climate change teaching and learning resource, including additional measures to increase the percentage of students achieving expected growth in reading and numeracy.

Implications (Where to next?)

Systematic use of evaluation data and assessment information will guide improvements to BEEC programs and will provide a valuable source of additional information to schools on student growth and attainment.

Strategic Direction 2: Leading improvement, innovation and change

Purpose

To generate dynamic partnerships with schools to improve, innovate and deliver quality teaching and learning, with a focus on Aboriginal Education, Disability support, sustainability and environmental education.

Improvement measures

Target year: 2024

Establish an Aboriginal Education Team to improve implementation of the Aboriginal Education strategy, with a focus on developing programs where greater than 90% of teachers and students agree that employment of Aboriginal specialists to deliver Aboriginal Education programs has contributed positively to cultural identity, attendance, belonging and expectations.

Target year: 2024

Evaluation data shows increased participation by special needs students and greater than 95% of teachers and students agree to the statement that "the BEEC program supported students with special needs" with greater than 95% of students reporting positively on their success, advocacy, and sense of belonging in BEEC programs.

Initiatives

Building Aboriginal involvement in Aboriginal Educational programs

BEEC will explore strategies to more effectively support Aboriginal students. Setting up a Aboriginal Education Advisory Team and working closely with AECG, the Lands Council and other groups and individuals to design and deliver teaching and learning resources that demonstrate "Walking Together, Working Together" with the Aboriginal community, consistent with the Aboriginal Education strategy and policies of the Department.

Implementation of the Disability Standards

The Disability Standards for Education Leaders training and a review of the D of E Disability Strategy has highlighted areas for improvement in enrolment, participation and curriculum access. By focusing on how we implement the Disability Strategy and apply the Disability Standards we can ensure better access to our programs and provide greater levels of support for all students.

Success criteria for this strategic direction

- The school has implemented evidence-based change to whole school practices for Aboriginal Education and Disability support, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF, Learning, Wellbeing, a planned approach to wellbeing)
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. (SEF Learning, Curriculum, Differentiation)
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (SEF, Leading, Educational Leadership, Community Engagement)
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. (SEF, Leadership, Management Practices and Processes, Community satisfaction)

Evaluation plan for this strategic direction

Questions:

1. Are our programs inclusive?
2. Do our programs contribute positively to student wellbeing?
3. Do our programs demonstrate engagement with our community?

Data

- Teacher, student, parent and community evaluation data collected, analysed and reported in the BEEC Booking system
- Refine collection of participation data on students with disability

Evaluation plan for this strategic direction

- Aboriginal Education Team feedback
- School participation in Aboriginal Education programs
- Number of partnerships
- Number of Aboriginal Education programs offered
- Number of programs utilising Aboriginal education specialists

Analysis (How are we going? How do we know?)

Evaluation of the Aboriginal Education program, co-designed with the Aboriginal Education Team and delivered by Aboriginal educators, show positive affect on advocacy, belonging and expectations.

Program evaluation data is regularly collected, collated, analysed and shared with our schools and demonstrates compliance with the Disability Standards, with high levels of agreement with the statement that "the BEEC program supported students with special needs" and that greater than 95% of students report positively on their success, advocacy, and sense of belonging in BEEC programs.

Implications (Where to next?)

Systematic use of evaluation data will guide improvements to BEEC programs and ensure that we continue to provide valuable support to schools by providing inclusive educational opportunities.