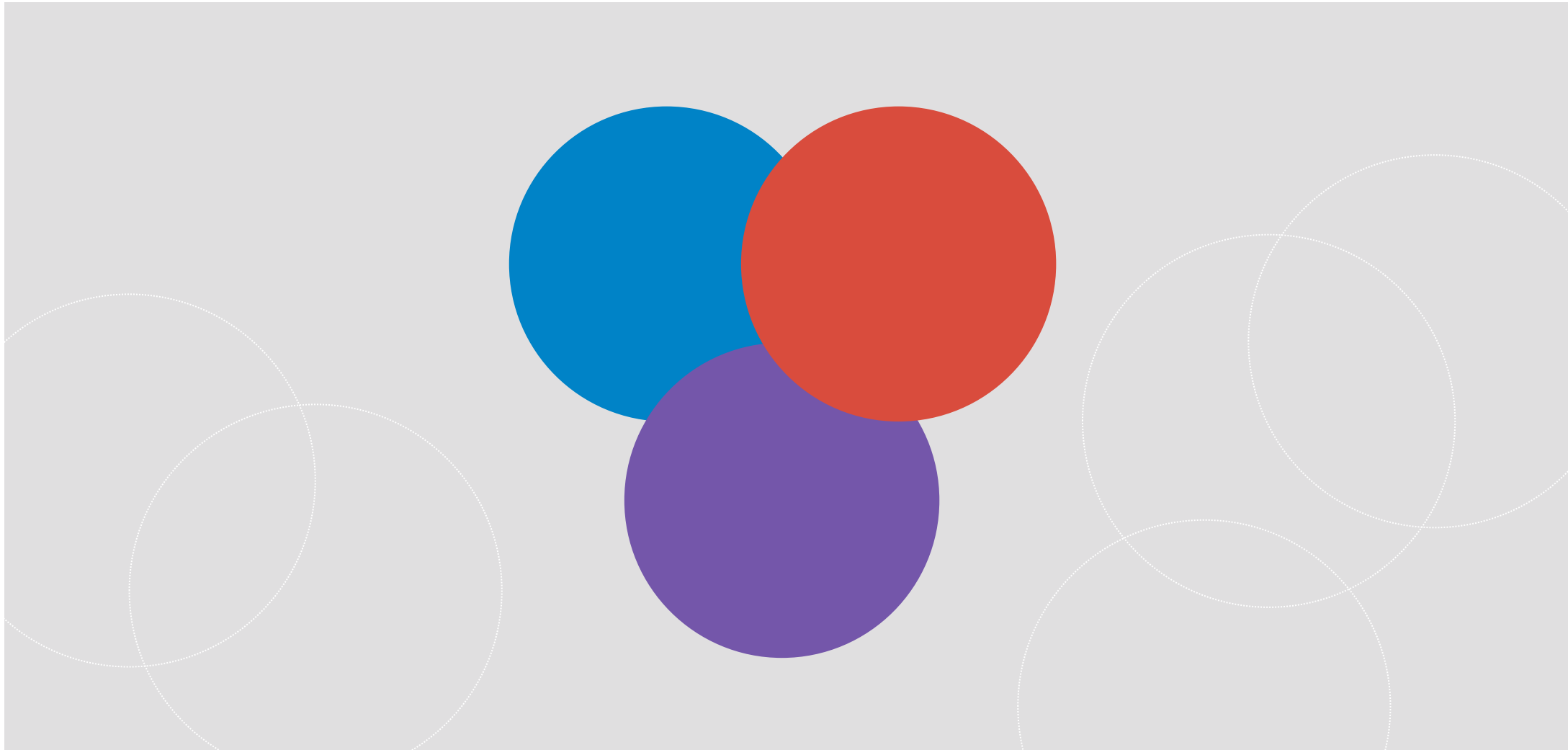


School plan 2015 – 2017

Penrith Lakes Environmental Education Centre (PLEEC)





School vision statement

Our motto:

'Education for a Sustainable Future'

Our vision:

'We aim to deliver high quality curriculum based learning experiences for all students and empower them to effect positive changes for a sustainable future'.

EZEC Mission Statement

Strong partnerships for a sustainable future

EZEC Vision

To support NSW Public Schools to integrate sustainability education into all aspects of the school operations, curriculum, teaching and learning, physical surroundings and relationships with the local community.

School context

Penrith Lakes Environmental Education Centre (PLEEC) is one of twenty five Environmental and Zoo Education Centres (EZEC) operated by the NSW Department of Education and Communities (DEC). PLEEC actively collaborates across this network to set directions and develop the organisation for environmental and sustainability education.

In 2014 PLEEC relocated to the Sydney International Regatta Centre (SIRC) on a temporary lease agreement due to Penrith Lakes Development Corporation (PLDC) requesting back the founding site after eighteen years of tenure. Future permanent relocation plans are now underway that will see the Centre move into the completed Penrith Lakes Scheme.

The Centre is distinguished by our unique local partnerships that have been formed with Catholic Education Office, Sydney International Regatta Centre (SIRC), Penrith City Council and The Western Sydney Social Sciences' Teachers Association (WeSSSTA).

PLEEC programs are designed to address primary and secondary key learning areas, including fieldwork and sustainability education as a cross-curriculum priority. PLEEC's unique location within (SIRC) that is part of the greater Penrith Lakes Scheme and at the foothills of the Blue Mountains National Park, all combine to form an ideal learning environment.

Schools using PLEEC services are drawn primarily from the Western Sydney Metropolitan area. Teachers booking PLEEC are offered support (including phone conversations, pre-excursion visits, written confirmation, program advice and online support via the new PLEEC website) to ensure the service we provide meets their needs. Communication covers logistics, special needs of students, syllabus links, learning

School planning process

Meetings and input from all teaching staff (current and previous, including the former Principal) and SASS staff.

Collegial school planning meetings with EEC's in proximity (Brewongle and Longneck Lagoon).

Collaborative discussion with EZEC Principals.

Teacher evaluations of PLEEC programs.

Collegial discussions with visiting teachers on what they believe are important future directions for the centre.

School surveys / consultations with schools on identifying future directions and opportunities.

Analysis of the Melbourne Declaration on 'Educational Goals for Young Australians' as well as DEC's 'School Excellence Framework'.

Meetings and input from key stakeholders that included the Sydney International Regatta Centre (SIRC), Catholic Education Office (CEO), Penrith City Council and Western Sydney Social Sciences Teacher Association (WSSSTA).

Work with Education Director, Public Schools, Hawkesbury and Principal School Leadership.

Consultation sessions also included:

- NSW Department of Environment and Heritage
- Regional Centre of Expertise (RCE) - University of Western Sydney
- Keep Australia Beautiful – 'Eco Schools Australia'
- Industry professionals from 'Education for Sustainability'
- Hawkesbury Environmental Educators Network (HEEN)

School background 2015 - 2017



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experiences, resources and risk assessments.
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Penrith Lakes Environmental Education Centre

STRATEGIC
DIRECTION 1

**Empowered
Learners**

Purpose:

Engage and empower students to effect a positive change for sustainable futures through learning experiences that are authentic and model quality teaching.

Facilitate quality learning so students are informed, active and responsible citizens with the necessary 21st century skills capable of positively influencing their future.

STRATEGIC
DIRECTION 2

**Enhanced Teacher
Capacity**

Purpose:

Engage and empower teachers to effect a positive change for sustainable futures for themselves and their learning communities.

Build and enhance staff capacity as learners, teachers and leaders in 'Education for Sustainability' (EfS) by improving knowledge, understanding and values in sustainability content and pedagogies to enable 21st century citizenship in students.

STRATEGIC
DIRECTION 3

**Sustainable
Partnerships**

Purpose:

Ensure innovative and strategic support to schools in learning for sustainability.

Demonstrate sustainable operations through collaboration and innovation, thereby building capacity of learning communities for sustainable futures.

Strategic Direction 1: Empowered Learners

Purpose

Engage and empower students to effect a positive change for sustainable futures through learning experiences that are authentic and model quality teaching.

Facilitate quality learning so students are informed, active and responsible citizens with the necessary 21st century skills capable of positively influencing their future.

Improvement Measures

- ❖ Increased number of quality programs for a variety of stages and KLA's as measured by teacher and student evaluations (Baseline data = 11 quality programs).
- ❖ A 50% increase in the number of students attending the centre from 4800 to 7200

People

Students

Students engaged in specialised and quality teaching programs that develop the necessary knowledge, attitudes and skills required for 21st century citizenship.

Staff – PLEEC

Build teacher capacity via ongoing and focussed professional learning to deliver quality 'Education for Sustainability' (EfS) and environmental education programs.

Parents/Caregivers

Parents and caregivers are encouraged to attend, participate in, and provide feedback on learning programs

Community Partners

Existing partnerships are enhanced and new partnerships developed for the benefit of all students and their learning

Leaders

EZEC leaders collaborate with school leaders to improve student outcomes

Processes

Development of diverse and quality curriculum based fieldwork and sustainability education programs that are aligned with NSW BOSTES syllabuses

Professional learning for PLEEC staff in innovative pedagogies to support program evaluations and new program development and delivery

Program evaluation feedback from teachers and students

Evaluation Plan

Regular reporting against milestones

Post visit teacher surveys on PLEEC program quality/delivery

Anecdotal evidence on program quality and delivery gathered from staff (during visits)

A post visit continuum of feedback from students and staff about student progress in direct relation to learning experiences at PLEEC

EZEC consultation on programs

Products and Practices

Products

Increased number of quality programs for a variety of stages and KLA's as measured by teacher and student evaluation (baseline data to be established in 2015)

A 50% increase in the number of students attending the centre from 4800 to 7200

Practices

PLEEC teachers regularly review and revise teaching and learning programs

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

All PLEEC learning environments are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption

High quality teaching and learning practices demonstrated within all PLEEC programs

Strategic Direction 2: Enhanced Teacher Capacity

Purpose

Engage and empower teachers to effect a positive change for sustainable futures for themselves and their learning communities.

Build and enhance staff capacity as learners, teachers and leaders in 'Education for Sustainability' (EfS) by improving knowledge, understanding and values in sustainability content and pedagogies to enable 21st century citizenship in students.

Improvement Measures

- ❖ Increase the number of teachers participating in (EfS) based training from 0 to 15
- ❖ All staff achieve professional goals as per Australian Teacher Performance and Development Framework

People

Students – Students engaged in quality learning experiences that inspire and develop the necessary knowledge, attitudes and skills that enable them to affect positive change in the 21st century.

Staff – schools

Engaging and empowering teachers with the necessary knowledge and skills that effectively leads to 'EfS' and achievement of more learning outcomes

Staff – PLEEC

PLEEC staff access professional learning that facilitates improved professional practice and become leaders in supporting the professional learning of other teachers

PLEEC staff model 'EfS' and quality pedagogy

Parents/Caregivers

Visiting parents/caregivers are encouraged to contribute to the sustainable practices and actions of their school

Community Partners

Learning partners are involved in the development and (where appropriate) the delivery of professional learning

Leaders

EZEC leaders collaborate to ensure best practice in all areas drawing upon research and evidence

Processes

Provide teacher professional learning that inspires teachers and builds their professional capacity to deliver the new Australian Curriculum and implement sustainability as a cross curricular priority area

PLEEC staff engage in professional learning that builds their capacity to deliver 'EfS' in schools

PLEEC staff reflect and set professional goals as per Australian Teacher Performance and Development Framework

Evaluation Plan

Regular reporting against milestones

Number of schools delivering successful sustainability teaching and learning programs

Evaluation of the school programs implemented

Professional learning accessed and effective delivery of various 'EfS' programs

Development of teacher PDP's

Beginning teacher yearly support plans are developed, implemented and aligned with PDP

Products and Practices

Products

Increase the number of teachers participating in (EfS) based training from 0 to 15

All PLEEC staff achieve professional goals as per Australian Teacher Performance and Development Framework

Beginning teacher transitions effectively into to the permanent teaching role

Practices

PLEEC teachers actively share learning from targeted professional development with others

PLEEC teachers are actively engaged in planning their own professional development to improve their performance

PLEEC is recognised as expert in the provision (EfS) professional learning

Beginning teacher DoE funds are used effectively to support the beginning teacher

Strategic Direction 3: Sustainable Partnerships

Purpose

Ensure innovative and strategic support to schools in learning for sustainability.

Demonstrate sustainable operations through collaboration and innovation, thereby building capacity of learning communities for sustainable futures.

Improvement Measures

- ❖ Increased number of partnerships with non-DEC organisations from 2 to 5
- ❖ Increased number of schools attending and participating in PLEEC special events (baseline of 0 established in 2015)
- ❖ PLEEC relocation to a permanent site within the completed Penrith Lakes Scheme

People

Students

Engage either directly with partners (NGO's, Government Organisations and EZEC Community); or have support from partners that help facilitate quality learning and 21st century responsible and productive citizenship.

Staff – PLEEC

PLEEC staff utilise partners to draw upon current research, data, evidence and evaluation to inform planning and teaching practice. PLEEC staff work in collaboration with partners to enhance and deliver programs for schools.

PLEEC staff assist schools to deliver services in an ecologically sustainable way

PLEEC staff foster current partnerships and build new ones to support permanent PLEEC relocation and student learning

Community Partners

Partners bring their knowledge and expertise to help build staff capacity by engaging in and delivering professional learning that can be used to improve learning practices for students

Leaders

Facilitation of networking opportunities for leaders with EZEC, community of schools, professional organisations, and Principals Network groups that will allow for collaboration to develop efficient

Processes

Strengthening new and existing partnerships that result in collaborative projects which support student learning and a permanent PLEEC relocation

Organisation of PLEEC special events

Networking with professional EZEC community

Evaluation Plan

Regular reporting against milestones.

EZEC Annual Conference / Principal's Conference attendance

Evaluation of partnerships with external organisations and their involvement in programs, projects and events delivered by PLEEC

PLEEC teaching staff actively contribute to professional dialogue, policy and products

Products and Practices

Products

Increased number of partnerships with non-DEC organisations from 2 to 5

Increased number of schools attending and participating in PLEEC special events from 0 to 3.

PLEEC relocation to a permanent site within the completed Penrith Lakes Scheme

Practices

PLEEC establishes active partnerships and works collaboratively to ensure continuity of learning for students

PLEEC has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students

The use of PLEEC facilities is optimised within the local community, to best meet the needs of students and the local community



systems and practices.

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