



School plan 2018-2020

Penrith Lakes Environmental Education Centre 5752



School background 2018–2020

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

Leading environmental education to empower learners 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.

PLEEC Work Culture Ethos:

Collaboration

Enthusiasm

Opportunity

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 still underway that will see the Centre move into the completed Penrith Lakes Scheme. Penrith Lakes Development Corporation and the state government continue to negotiate the future of the scheme and PLEEC is unable to relocate until these negotiations are completed.

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 experiences, resources and risk assessments.

School planning process

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

DoE's 2016 PLEEC External Validation process and principal's participation in 2017 'peer principal' external validation process.

Collaborative discussions and meetings with other EZEC Principals.

Teacher and student 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:

- 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 strategic directions 2018–2020



STRATEGIC DIRECTION 1 Empower Learners

Purpose:

Facilitate high quality learning through the development of learning experiences that are authentic and model quality teaching, so students can become engaged, empowered and responsible citizens with the necessary 21st century skills capable of positively influencing their future.



STRATEGIC DIRECTION 2 Develop 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 Strengthen 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: Empower Learners

Purpose

Facilitate high quality learning through the development of learning experiences that are authentic and model quality teaching, so students can become engaged, empowered 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 = 19 quality programs).
- A 20% increase in the number of students participating in the Centre programs from 7200 to 8600', (the main increase coming from our new incursion programs to be developed and offered to schools).

People

Staff

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

Parents/Carers

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

Students

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

Processes

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

Professional learning for PLEEC staff in innovative pedagogies to support new program development, delivery and evaluation.

Ongoing program evaluation feedback from teachers and students.

Evaluation Plan

Regular reporting against milestones

Post visit student and teacher surveys on PLEEC program quality/delivery

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

PLEEC EV panel's recommended 'impact assessment' student surveys in order to measure our direct impact on student learning

NSW EZEC consultation on programs

Practices and Products

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

Products

Increased number of quality programs for a variety of stages and KLA's as measured by teacher and student evaluations (Baseline data = 19 quality programs).

A 20% increase in the number of students participating in the Centre programs from 7200 to 8600', (the main increase coming from our new incursion programs to be developed and offered to schools).

Strategic Direction 2: Develop 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

- Maintain or increase the number of teachers participating in (EfS) based training from 352 to 400
- 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

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/Carers

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 NESA syllabuses 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

Teacher evaluations of PLEEC's EfS based training

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

Practices and Products

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

Products

Maintain or increase the number of teachers participating in (EfS) based training from 352 to 400.

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

Strategic Direction 3: Strengthen 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 7 to 10
- 10 + schools participating in an in-school (EfS in the curriculum) PLEEC led project
- 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 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 lead schools in delivering EfS in their everyday curriculum, and sustainability in their general school operations (resources and grounds management).

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 systems

Processes

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

Networking with professional EZEC community

Evaluation Plan

Regular reporting against milestones.

Number of educational programs delivered with the support of partners

EZEC Annual Staff 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

Practices and Products

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

Products

- Increased number of partnerships with non-DEC organisations from 7 to 10
- 10 + schools participating in an in-school (EfS in the curriculum) PLEEC led project
- PLEEC relocation to a permanent site within the completed Penrith Lakes Scheme

Strategic Direction 3: Strengthen Partnerships

People
and practices.