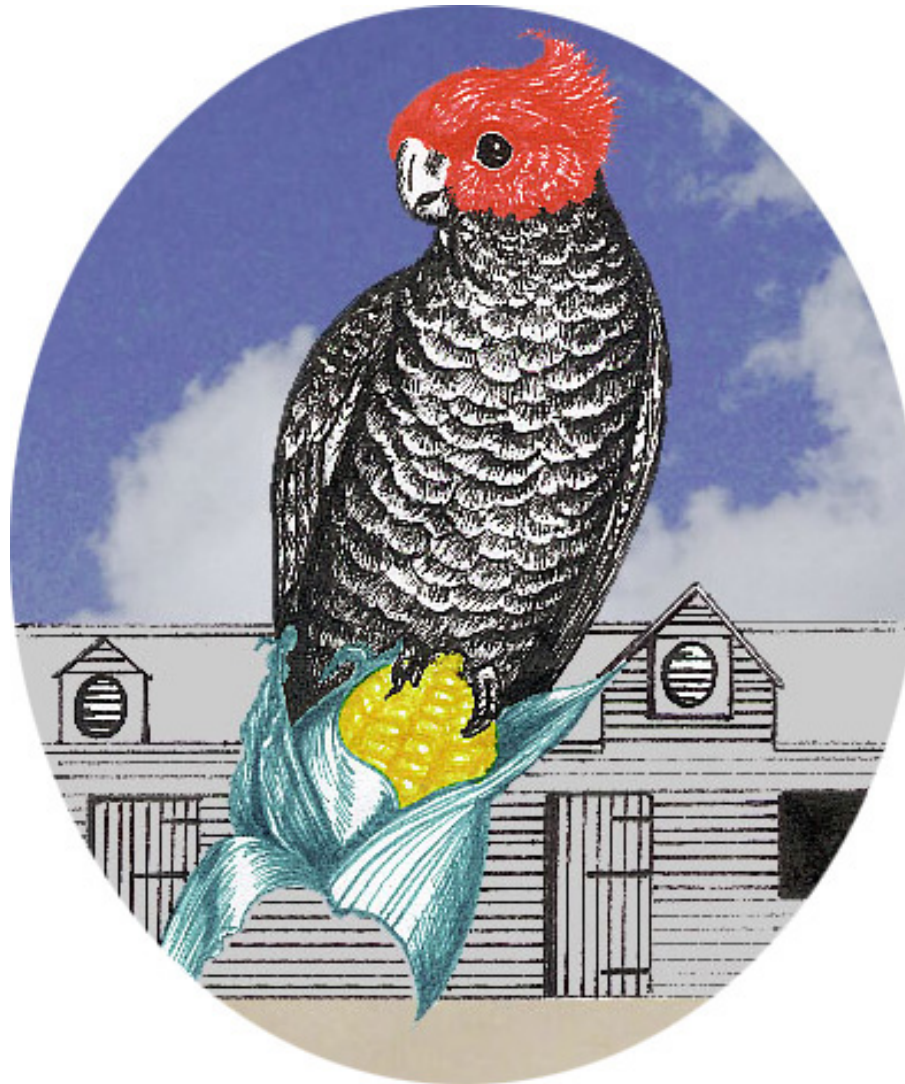


School plan 2018-2020

Camden Park Environmental Education Centre 5429



School background 2018–2020

School vision statement

Camden Park Environmental Education Centre (CPEEC) aims to provide a wide range of contextual learning opportunities that reinforce classroom learning and place an emphasis on values related to stewardship of the natural and built environment, animal ethics and sustainable food and fibre production.

Environmental and Zoo Education Centers (EZEC) Network Vision

Leading environmental learning to empower learners for a sustainable future.

School context

Camden Park Environmental Education Centre is one of 25 centres that make up the department's Environmental and Zoo Education Centre network. Each Centre has a unique emphasis and Camden Park EEC's location on the 1,600 ha rural property known as the Elizabeth Macarthur Agricultural Institute (EMAI), allows specialisation in farm-based, heritage and environmental field work. Belgenny Farm is part of the EMAI and one of Australia's most significant heritage sites while the EMAI itself is the state's most important livestock research and diagnostic facility. Much emphasis is placed on their significance in all teaching programs, as well as the importance of food and fibre production generally.

The Centre is also well known for its marine-based, environmental programs including snorkel training of students and teachers and the conduct of overnight, marine discovery expeditions. CPEEC facilitates the local Sustainable and Environmental Educators network (SEED). Through this network the Centre also facilitated Australia's first pilot of the international Eco-Schools program.

School planning process

Evidence to drive the planning process and articulate strategic directions.

The planning process is informed by the:

- Melbourne Declaration on Educational Goals for Young Australians
- National School Improvement Tool
- School Excellence Framework
- NSW Dept of Education Strategic Plan 2018–2022
- DEC School Planning guides and fact sheets
- CPEEC staff – previewed and discussed the new school planning processes and provided input for consideration of Strategic Directions and implementation
- EZEC Principals – collaborated on the 2018 – 2020 EZEC common goals and strategic directions for improvement and innovation in sustainability education to inform planning and support schools

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Optimising student learning

Purpose:

The educational success of student participation in centre programs will depend on a combination of factors including EEC and visiting teacher capacity, student engagement and the authenticity of the learning experience as well as curriculum relevance and effective teaching strategy. These factors are the more critical due to the relatively short exposure students have to the resources of the EEC and the subsequent narrow window of opportunity to create a positive impact on student development.



STRATEGIC DIRECTION 2

Effective Connections

Purpose:

Effective connections implies a level and frequency of communication that ensures all staff feel entirely apprised of events and plans that impact their centre; with a subsequent improvement in staff wellbeing and learning culture. The quality of professional relationships within the centre and between centre personnel and key partners will also benefit so that collaborative practice leads more often to genuine improvement of opportunity for students.

Strategic Direction 1: Optimising student learning

Purpose

The educational success of student participation in centre programs will depend on a combination of factors including EEC and visiting teacher capacity, student engagement and the authenticity of the learning experience as well as curriculum relevance and effective teaching strategy. These factors are the more critical due to the relatively short exposure students have to the resources of the EEC and the subsequent narrow window of opportunity to create a positive impact on student development.

Improvement Measures

Increased number of numeracy applications in K-6 programs.

Staff document evidence demonstrating their growth and attainment of PDP goals

Implement incursion programs in support of Learning for Sustainability either as a centre or collaboratively.

Feedback from visiting students and schools related to inclusion of numeracy strategies in programs

People

Staff

Staff understand that professional growth is attained through the achievement of goals and planning.

Staff understand the importance of establishing critical areas of support for local and other schools by reconciling school demands with the capacity of the centre in order to maximise the benefit of EEC resources to student learning.

Students

Students value the skills developed that will enable them to make informed, responsible decisions related to sustainability.

Community Partners

Partners collaborate with CPEEC to enable and build effective delivery of authentic, contextual learning opportunities.

Processes

Investigate local school preferences for product delivery and strategically incorporate. Review and adjust existing and new programs and highlight opportunities for application of numeracy and contributions to development of resilient, confident, young people with an appreciation of the natural world and the skills to live sustainably.

Staff implement a professional development plan (PDP) goal that links to the CPEEC strategic direction and supports individual growth

Evaluation Plan

Survey feedback of school executives' views on how the EEC can best support their schools.

Monitor EEC staff incursion into local schools in support of Learning for Sustainability programs

Review a proportion of EEC programs for "value-add" parameters.

Practices and Products

Practices

Collaborate with visiting teachers in determining opportunities for highlighting the importance and relevance of classroom learning as applied to the EEC provided context. High quality numeracy strategies are demonstrated within CPEEC programs.

Maintain a modus operandi that allows for the availability of centre staff to offer low cost incursions to schools, providing support for teachers and students in the development of environmental awareness and sustainable lifestyles. CPEEC consultation on programs leads to schools including CPEEC visits into their incursion calendar.

Products

Teaching programs incorporate numeracy strategies linked to real life context.

An established platform that allows for incursions and other initiatives to be offered to schools in support of learning for sustainability programs.

Strategic Direction 2: Effective Connections

Purpose

Effective connections implies a level and frequency of communication that ensures all staff feel entirely appraised of events and plans that impact their centre; with a subsequent improvement in staff wellbeing and learning culture. The quality of professional relationships within the centre and between centre personnel and key partners will also benefit so that collaborative practice leads more often to genuine improvement of opportunity for students.

Improvement Measures

New communication structures created and maintained with subsequent high level of teacher and EEC staff satisfaction.

Increase the number and variety of ways centre teaching staff collaborate with other EECs

Establish and develop the Barragal Learning Place

People

Staff

Personnel gain confidence with a better understanding of factors and developments relevant to the operation of their workplace and this inspires effective communication with schools and partners, greater initiative and productive dialogue that lead to enhanced student opportunity. This dialogue should support and be supported by formal structures where appropriate.

Community Partners

Regular dialogue with local Aboriginal Educational Consultative Groups (AECGs) improves inclusiveness, ensures program content is accurate and culturally respectful.

Community Partners

Formal and informal tools are developed with partners to establish understandings and effectively invest CPEEC resources.

Processes

Investigate and implement a focussed approach to Aboriginal education.

Investigate and take advantage of synergies and logistical opportunities with neighbouring centres in order to minimise costs and enhance professional learning.

Enhance communication within the centre, with the schools that seek to utilise the centre and with stakeholders in order to maximise staff well-being and optimise outcomes

Evaluation Plan

Teacher and staff surveys related to effectiveness of communication platforms.

Student and teacher surveys monitoring value of pedagogical and teacher professional learning (TPL) products.

Practices and Products

Practices

CPEEC staff seek to actively contribute to Aboriginal education for local schools.

Improve communication with and between centre staff and stakeholders in ways that provides support and feedback.

CPEEC pursues collaboration with neighbouring EECs to build strong partnerships that improve student learning outcomes and staff professional learning.

Products

Creation of an Aboriginal education platform providing new opportunities in Aboriginal studies, TPL, Research and Aboriginal student support.

Develop new, effective platforms for communication and consultation

Improved teaching practices and programs that support ongoing network structures with neighbouring EECs