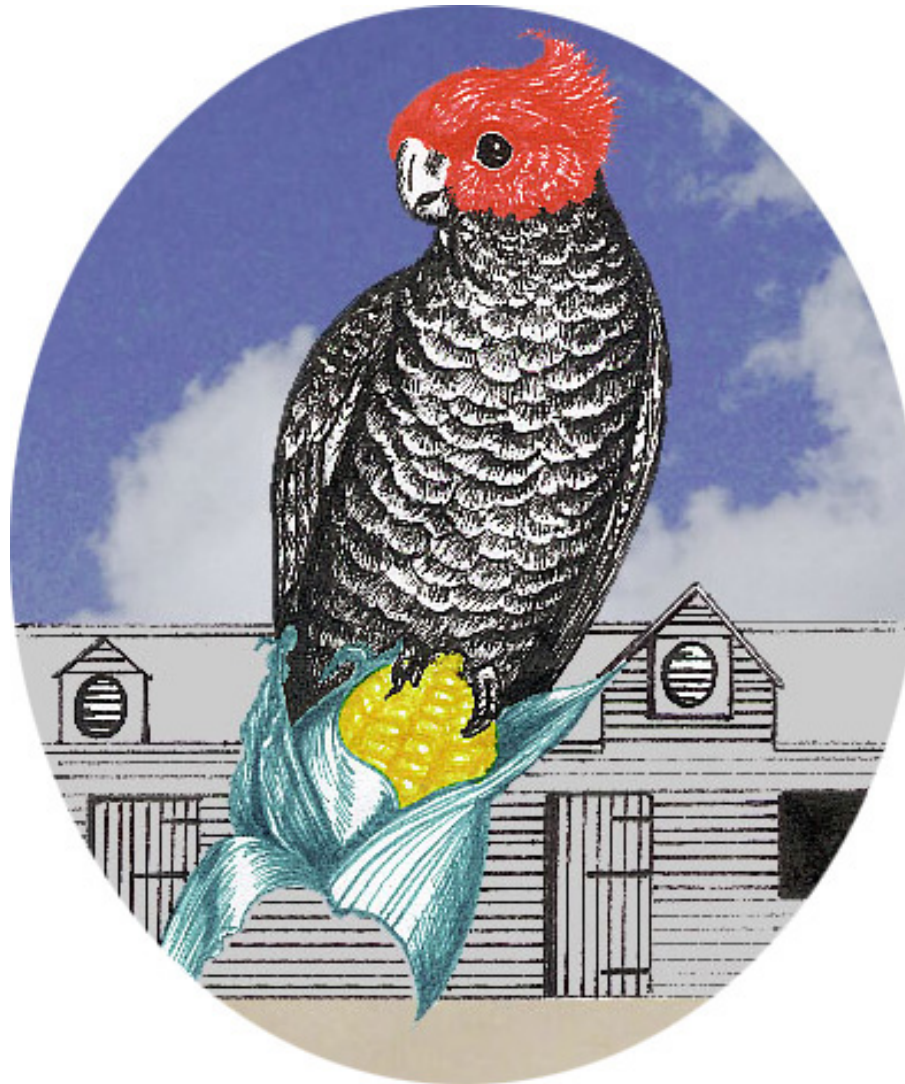


Strategic Improvement Plan 2021-2024

Camden Park Environmental Education Centre 5429



School vision and context

School vision statement

As a centre of excellence in student achievement, Camden Park Environmental Education Centre (CPEEC) aims to provide a wide range of inclusive contextual outdoor learning opportunities that reinforce classroom based learning in Science, History and Geography, while increasing the literacy and numeracy capabilities of students. Our experiential learning opportunities place an emphasis on values related to stewardship of the natural and built environment, animal ethics and sustainable food and fibre production., acting as leaders in environmental education to empower learners for a more sustainable future.

School context

Camden Park Environmental Education Centre (CPEEC) is one of 25 centres that make up the department's Environmental and Zoo Education Centre network. It has a staffing entitlement of 1 full time Teaching Principal, a School Administrative Manager 4 days per week, a General Assistant 1 day per week, and carefully manages finances to ensure the employment of specialist temporary teachers in order to cater to the many teachers and students that look toward CPEEC for experiential learning support.. CPEEC is located on Dharawal country on a 1,600 ha rural property known as the Elizabeth Macarthur Agricultural Institute (EMAI), allowing specialisation in farm-based, heritage and environmental field work. EMAI is the state's most important livestock research and diagnostic facility, and much emphasis is placed on its significance in all teaching programs. Our school is built on many years of collaborative relationships between key stakeholders, including our schools and Department of Primary Industry personnel

CPEEC offers outdoor education and high quality experiential learning opportunities to K-12 students that support learning outcomes across many key learning areas, with its location on a working farm enabling the ability to support senior Agriculture students through the provision of mandatory fieldwork opportunities in dairying and beef production. As a result, CPEEC maintains strong relationships with NSW Agricultural high schools who annually visit CPEEC for this unique type of student support.

A large number of schools attend our centre annually, with schools from across the Sydney and Illawarra regions, representing students from many different backgrounds. Given the setting, students often engage in learning activities that many have never experienced before, from learning about local Aboriginal history, working with livestock or simply just connecting with nature in a wide, open green space. The centre works closely with visiting teachers to ensure that the learning needs of visiting students are addressed during field trip experiences.

CPEEC remains an important support structure to teachers involved in the Eco-Schools program, and are administrators of a registered Professional Learning Eco-Schools course that provides 40 hours of accreditation to participants upon completion.

The Centre is also well known for its marine-based, environmental programs including snorkel training of students and teachers through overnight, Science based marine discovery expeditions.

Through a comprehensive situational analysis, two focus areas for school improvement have been identified:

- Student Growth and Attainment
- Culturally Rich Curriculum

These provide the foundations of the Strategic Directions that will guide Camden park EEC into the future.

School vision and context

School vision statement

School context

In order to facilitate improvement in these identified areas. Camden Park EEC will work towards closely aligning experiential learning opportunities with classroom based learning, to create a more cohesive approach to student learning support. The integration of enhanced literacy and numeracy links in programs will allow for the development of skills and capabilities within the space of outdoor and sustainability learning, providing greater support for student achievement. CPEEC will rely on data collection techniques and analysis methodologies to assure coherence with classroom based experiences and enable differentiated approaches to teaching and learning that will benefit all students.

Strategic Direction 1: Student Growth and Attainment

Purpose

Assist and nurture both academic and personal student growth and responsibility through the provision of engaging and contextual multi-dimensional outdoor learning and sustainability education opportunities. Through maximising effective use of available resources, analysis of student progress and achievement data and the alignment of learning programs with classroom based priorities, Camden Park EEC will facilitate experiential learning opportunities to students in Science, History and Geography that will support relevant application and development of literacy and numeracy skills.

Improvement measures

Target year: 2024

SEF SaS reflects progression, achieving "Excelling" in the theme "Data Use in Teaching" within the element of "Data Skills and Use

Target year: 2024

40% increase in annual centre attendance by schools in local networks.

Initiatives

Data Informed Teaching

Camden Park EEC will collect meaningful student data to assist in future planning. The collection and appropriate analysis of this data will improve student learning support through:

- ensuring a more streamlined and targeted approach to teaching, learning and specific outcomes
- encouraging increased levels of collaboration with schools and visiting teachers
- assisting with the development of new and relevant student learning opportunities
- encouraging continuous improvement in pedagogies and teacher self assessment and reflection on best practice

Curriculum Knowledge

All Camden Park EEC programs are linked to curriculum and reflect the needs of visiting schools. Camden Park EEC programs will focus on Curriculum Knowledge and engagement through:

- literacy and numeracy development and application opportunities delivered within experiential learning programs
- Ongoing review and assessment of currency in learning programs to ensure cohesion with Curriculum and outcome requirements
- Professional learning to support effective classroom practice and collaborative practice with other EEC's to foster a shared understanding of innovative ways that an EEC can promote Quality Teaching practices for improved student outcomes

Success criteria for this strategic direction

- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions
- Teaching and learning programs are dynamic, and show evidence of revisions based on feedback on observations of teaching practices, and consistent and reliable pre and post activity student assessment
- An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.
- Measurable increase in uptake of CPEEC programs due to alignment with visiting schools priorities, supporting literacy and numeracy development in students

Evaluation plan for this strategic direction

Have we successfully collected and utilised data to inform our teaching practice in the delivery of curriculum supportive experiential learning opportunities that engage students and support the development of literacy and numeracy skills?

Evaluation will be evidence based, and focus upon indicators of proven success. The process will consist of analysis of both internal and external data, with collaboration of CPEEC staff conducting triangulation and interpretation of data and responding to results.

Data sources include

- SEF SaS
- Teacher observations
- Student visitation numbers and new school uptake
- Pre and Post learning experience on site assessment
- Student feedback

Evaluation plan for this strategic direction

- Visiting teacher feedback
- CPEEC Staff feedback
- Teacher surveys/Classroom impact observations
- Engagement observations/Video/Photographs

The analysis and triangulation of data will occur twice per term, with the interpretation of results used to inform responses to student needs and future directions. Annual reporting on progress will be published in the Annual School Report at the end of Term 1 each year.

Strategic Direction 2: Culturally Rich Curriculum

Purpose

The provision of inclusive, engaging and contextual multi-dimensional outdoor education and sustainability learning opportunities in Science, History and Geography that support achieving KLA specific outcomes for all students. Programs are culturally relevant and appropriate, and developed and implemented in a way that ensures sensitivity and greatest impact.

Improvement measures

Target year: 2024

20% increase in attendance by Aboriginal student groups and Aboriginal Education program development and delivery.

Target year: 2024

SEF SaS indicates progression, achieving "Excelling" in the theme of "Differentiation" in the element of Curriculum.

Initiatives

Partnerships

To support schools effectively, Camden Park EEC places significant importance on maintaining productive relationships with key stakeholders. These include partnerships with our schools, EZEC Network, AECG personnel, Department of Primary Industries personnel, Universities and local Councils. In support of the delivery of a Culturally Rich Curriculum, CPEEC will endeavour to:

- Strengthen partnerships and raise profile with our local AECG
- Seek AECG guidance during the development of the "Barragal Learning Place", an Aboriginal Education annexe of CPEEC
- Take advantage of relevant PL opportunities both internally and externally to the EZEC network, attending conferences, meetings and online PL sessions
- Provide school based curriculum support via incursion programs, delivery of workshops at school based events and Professional Learning to teachers
- Collaborate with schools and EECs as PL opportunities, demonstrating and observing best practice
- Strengthen ties with local schools and offer support with student learning experiences targeting school/teacher identified areas of need
- Maintain connections with local councils in order to create and support local teacher networks for sustainability educators
- Build upon clear communication channels with DPI Management to ensure high level support for education programs.

Inclusive Outdoor Education

Provision of accessible outdoor and sustainability based experiential learning opportunities to K-12 students across all DoE school types. CPEEC will accomplish this by:

Success criteria for this strategic direction

- 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 .
- The school's curriculum provision supports high expectations for student learning and the curriculum is enhanced by learning alliances with other organisations. Productive and consultative relationship with AECG established, resulting in programs with a focus on Aboriginal Education in outdoor learning opportunities, and successful uptake of these programs
- Regular instances of collaborative practice between EZECs
- The coordination and maintenance of a well established network of teachers focussed upon environmental education, regularly participating in professional dialogue and sharing ideas and resources
- Experiential outdoor learning programs contain explicit links to literacy outcomes and development
- Camden Park being highly regarded as a centre of excellence in the provision of environmental and outdoor education, with regular visits from, and collaborations with, local schools, teachers and students.

Evaluation plan for this strategic direction

Have our partnerships increased our capacity to ensure every student achieves the best possible learning outcomes from a visit to the centre, and has this been supported through the development and delivery of culturally relevant and inclusive learning opportunities?

CPEEC staff will regularly analyse various data sources in evaluation of the progress of these initiatives in supporting the provision of inclusive, engaging and culturally respectful and relevant outdoor education and sustainability learning opportunities. These data sources

Strategic Direction 2: Culturally Rich Curriculum

Initiatives

- ensuring currency in pedagogies and relevant knowledge requirements through Professional Learning opportunities and interpretation of the most recent research on outdoor education ideologies and best teaching practice.
- maintain affordable excursion charges
- When financially viable, ensure access to suitable teaching personnel to cater to large groups, equipped with relevant outdoor education and sustainability knowledge.
- Provide differentiated learning programs that align with visiting school priorities, with embedded capacity to support literacy and numeracy outcomes in experiential learning
- Strengthen relationships with SSPs and schools in low socio economic areas or those with significant EALD percentages, and provide support in Outdoor Education for teachers unable to access CPEEC facilities
- Continue to promote awareness of CPEEC as an institution of student learning.

Evaluation plan for this strategic direction

will include:

- Guidance and feedback on Aboriginal Education programs from Aboriginal Education and Wellbeing Officers
- Teacher and student feedback and evaluation analysis
- Visitation data and retention/uptake percentages
- On site engagement and assessment of learning observations
- Number and type of learning opportunities presented by synergies with stakeholders

The analysis and triangulation of data will occur twice per term, with the interpretation of results used to inform responses to student needs and future directions. Annual reporting on progress will be published in the Annual School Report at the end of Term 1 each year.