

# School plan 2015-2017

## Gibberagong Environmental Education Centre 5714



# School background 2015–2017

## School vision statement

*shaping environmental citizens through meaningful connections in, about and for the environment*

“Shaping” refers to the why of what we do – through our programs we shape our learners beliefs and world views about the natural world. By feeling like they are part of the natural world, our learners will have a stronger platform for environmental action.

How we do this is through engaging our learners about and for the environment – quality teaching and learning programs that improve learning outcomes for students and teachers and enable active and informed citizens.

What we do is to provide support for teachers and school communities by connecting students with nature in some of the most unique and inspiring places in the world and by providing environmental and sustainability support programs in schools and on–line.

## School context

Gibberagong Environmental Education Centre (GEEC) is a Department of Education and Training school located at Bobbin Head in the Ku–ring–gai Chase National Park.

The school aims to inspire young people to experience and connect with the natural world and encourage the development of positive behavioural changes towards its protection.

GEEC offers a variety of high quality field work and environmental and sustainability education programs for school students K–12. The Centre's programs are delivered at four main excursion locations in northern Sydney or can be tailored to programs within and around schools.

Overnight programs for students are also offered at three sites, including dorm–style accommodation at the Gibberagong facility and camping available at the magnificent Basin location.

GEEC also delivers teacher professional learning opportunities for staff both at the Centre and within schools. Schools can also book the Gibberagong facility for their Staff Development Days.

GEEC is an active member in the following communities of schools; EZEC, Keerawall, Turramurra, Asquith and the P5 (made up of small schools).

## School planning process

Evidence to drive the planning process and articulate strategic directions.

Planning is informed by Melbourne Declaration on Educational Goals for Young Australians, National School Improvement Tool, School Excellence Framework, Public Schools NSW Strategic Directions – Creating Futures Together 2015–2017 and DEC School Planning guides and fact sheets.

The new school plan was also informed through a consultative process with the following key stakeholders:

- Local Principals – received an on–line evaluation of Gibberagong EEC and how we were viewed in the local school community.
- GEEC teacher clients – all teachers who had booked a program during the previous three years received an on–line evaluation of Gibberagong EEC on the role of the Centre in the local school community
- GEEC Staff – all GEEC staff, including causal teachers, collaborated on the school vision and initial three year planning process during staff development and planning days
- EZEC Network –the EEC and Zoo EC Principals Conference provided an initial planning opportunity and included the notion of collaboration of the network's strategic directions 2015–2017 for improvement and innovation in sustainability education to NSW Public Schools. Further VC's, including guidance from Principal School Leadership – Murray Campbell and Betty Harper, who advocated a collaborative approach to strategic planning.

# School strategic directions 2015–2017



**STRATEGIC  
DIRECTION 1**  
Empowering learners

**Purpose:**

Engage learners through unique and immersive learning programs that empower them to act as responsible citizens to sustain and improve natural and cultural environments.



**STRATEGIC  
DIRECTION 2**  
Building teacher capacity

**Purpose:**

Build the capacity of school staff and school teachers as learners, teachers and leaders in environmental and sustainability education.



**STRATEGIC  
DIRECTION 3**  
Strong and sustainable  
partnerships

**Purpose:**

Develop and strengthen community partnerships to provide authentic, relevant and unique environmental education experiences for students.

# Strategic Direction 1: Empowering learners

## Purpose

Engage learners through unique and immersive learning programs that empower them to act as responsible citizens to sustain and improve natural and cultural environments.

## Improvement Measures

All new and established Geography, Science and History programs meet the new syllabus requirements.

All GEEC K–10 Geography and History programs are supported by pre and post excursion learning.

All GEEC programs are engaging and have activities that enable students to take a greater ownership of their learning.

All programs have integrated Aboriginal content and learning activities.

## People

### Students

Provide engaging and positive learning opportunities and experiences that engage and connect students to be part of the natural world.

Provide learning programs that are curriculum identified, student-centred and inquiry-based.

### Staff

Staff–EEC

Develop a highly skilled teaching staff through a program of personalised professional development through a range of strategies that focus on feedback, self-evaluation and sharing of practice.

Staff – School

Teachers participate in the planning, delivery and evaluation of our programs.

### Community Partners

Source new, and strengthen existing, partnerships to provide opportunities to enrich programs and enhance the quality and quantity of learning experiences.

### Leaders

Provide professional learning support to school leaders, in curriculum and environmental education, through community of schools partnerships.

## Processes

Develop pre and post visit excursion learning packages for K–10 History/Geography programs

Develop learning activities within programs that are less teacher-led and have a student-focused approach, enabling students to take greater ownership of their learning

Audit and revise existing or create new K–10 programs for the requirements and intent of the new Geography, History and Science syllabus. Promote, trial and evaluate these programs.

## Evaluation Plan

Regular reporting against milestones

Visiting teacher evaluation of program via on-line survey

Collection of student work samples

## Practices and Products

### Practices

The review of 5 selected K–10 programs involves teacher discussions, planning and trialling of different ways of teaching to decrease the amount of teacher-directed learning activities

Staff Developments Days, afternoon TPL sessions, morning/afternoon staff meetings and use of Google docs are all practices employed to increase the collaboration between staff when reviewing, trialling and evaluating programs

### Products

Pre and post excursion packages developed for all K–10 History/Geography programs

Gibberagong teacher outlines for the elected 5 programs have less teacher-directed activities

All new Geography/History programs have been trialled, evaluated and updated

# Strategic Direction 2: Building teacher capacity

<b>Purpose</b>
Build the capacity of school staff and school teachers as learners, teachers and leaders in environmental and sustainability education.
<b>Improvement Measures</b>
GEEC teachers have access to professional learning that meets their learning and accreditation requirements
All GEEC staff have PDP's that meet their accreditation needs and the goals of the School Plan
Staff in schools are supported with TPL by GEEC that meets their teaching and learning requirements

<b>People</b>
<b>Students</b>
Provide engaging and positive learning programs that are curriculum identified and develop student deep knowledge, skills, values and attitudes to become responsible environmental citizens.
<b>Staff</b>
Staff – EEC
Provide TPL opportunities for GEEC staff to develop and deliver quality student learning programs
Provide support for those demonstrating the desire and capability to achieve leadership status
Staff – School
Offer a diversity of high quality professional learning opportunities to support the curriculum and environmental/sustainability education
<b>Community Partners</b>
Community partners contribute to professional learning programs where appropriate
<b>Leaders</b>
Encourage school leaders to utilise EZEC professional learning opportunities to develop a school culture focused on environmental responsibility

<b>Processes</b>
Provide GEEC staff with opportunities to engage in high quality professional learning.
Support teachers in schools with TPL opportunities that are curriculum-driven and enrich teaching and learning in the classroom.
<b>Evaluation Plan</b>
Regular reporting against milestones
A link to an on-line surveys is provided to all visiting teachers at the end of a GEEC TPL program
A link to an on-line surveys is provided to all visiting teachers at the end of a GEEC learning program
GEEC teachers are surveyed at the end of the year to evaluate the effectiveness of the TPL they are provided

<b>Practices and Products</b>
<b>Practices</b>
All Gibberagong staff attend EZEC Annual Conference
Collaborate with EZEC learning community to develop and deliver professional learning in fieldwork and inquiry learning to support new syllabus.
Develop and deliver professional learning for schools in Aboriginal education in consultation with local community members.
Gibberagong staff attend targeted TPL for and share with other staff at Staff Development Days, staff TPL sessions, through social media and email.
Establishment of the Gibberagong Teachers Network.
<b>Products</b>
PDP's completed by all GEEC staff and evaluated at completion of cycle.

# Strategic Direction 3: Strong and sustainable partnerships

## Purpose

Develop and strengthen community partnerships to provide authentic, relevant and unique environmental education experiences for students.

## Improvement Measures

Collaborate with three Communities of Schools to deliver student learning programs.

Increased collaboration with the EZEC Community of Schools for improved professional practice.

Increased collaboration with the AECG and other non-teaching partner organisations.

## People

### Students

Provide engaging and positive learning opportunities and experiences that that make authentic connections with real world environmental concepts

### Staff

Gibberagong Staff

Ensure GEEC staff have the requisite knowledge and skills to contribute effectively to, and collaborate across the EZEC network, Communities of Schools and with other partners.

### Staff

Local School Staff

Provide support and opportunities for teachers so they have the requisite knowledge and skills to contribute effectively to, and collaborate with GEEC and other partners on programs that will provide students with quality and effective contextual learning

### Community Partners

Source new (and strengthen existing) partnerships to provide opportunities to enrich programs and enhance the quality and quantity of learning experiences

## Processes

Collaborate with EZEC to deliver strategies that strengthen sharing of teaching and learning programs, strategic planning, TPL and student leadership.

Collaborate with Communities of Schools to design and deliver programs that engage local networks to provide authentic learning opportunities for students.

Strengthen existing partnership with AECG to deliver programs, camps and TPL with an Aboriginal focus

## Evaluation Plan

Regular reporting against milestones

GEEC teachers PL survey

Student work samples

Partnership program evaluations

## Practices and Products

### Practices

AECG representative works with GEEC to deliver student programs and TPL programs

Collaborate with EZEC learning community to develop and deliver professional learning in fieldwork and inquiry learning to support syllabus implementation

On-going development and implementation of Community of Schools programs ie the Powerful Project

### Products

A list of local Aboriginal words, endorsed by community, are used in programs.

Camps for Aboriginal students, in conjunction with local Aboriginal community

A Strategic EZEC plan that can be incorporated into the Gibberagong school plan

# Strategic Direction 1: Empowering learners

2017

Project Leader/s: David Smith

Off track  Implementation Delayed  On track 

## Process 1: Develop pre and post visit excursion learning packages for K–10 History/Geography programs

Milestone		Evaluation	Resources
  	MID TERM 1 Develop and trial Stage 2 Earth's Environment Support Package Develop and trial Stage 3 Factors that Shape Places Support Package	On–line survey for teacher Student work samples	na
  	END TERM 1		
  	MID TERM 2 Develop and trial Stage 4 Landscapes and Landforms Support Package Develop and trial Stage 5 Coastal Processes Support Package	On–line survey for teacher Student work samples	
  	END TERM 2 <b>MID-YEAR REFLECTION</b>		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4 Develop and trial Stage 2 Bush Journal Support Package	On–line survey for teacher Student work samples	
  	END TERM 4 <b>ANNUAL MILESTONE</b> Successful development and evaluation of support packages for of the five identified new Geography/History programs	On–line survey for visiting teachers indicate that they are using the support packages to enhance student learning prior and after the excursion/field trip Student work samples indicate students are using the pre–visit and pot–visit support package	

## Process 2: Develop learning activities within programs that are less teacher–led and have a student–focused approach, enabling students to take greater ownership of their learning

Milestone		Evaluation	Resources
  	MID TERM 1 All staff attend EEC Conference – attend workshops for learning activities Target programs for the year: Stage 2 National Parks, Stage 1 Features of Places and Stage 2 Plants in Action	Conference Evaluation	Cost of attending EEC Conference for all staff
  	END TERM 1 Review target programs Review Geography kits to include student instructions Update plant ID book		

# Strategic Direction 1: Empowering learners

2017

Project Leader/s: David Smith

Off track  Implementation Delayed  On track 

  	MID TERM 2	Stage 1 Features of Places and Stage 2 National Parks reviewed and updated to reflect student choice  Programs trialled and evaluated		
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Assess all updated programs Update Teacher Information sheets, Staff Outline Sheets and resources to reflect changes	On-line survey for visiting teachers indicate student engagement Student work samples and videoing of engaged students	
  	MID TERM 3	All Gibberagong staff trained on new programs at Term 3 Staff Development Day		
  	END TERM 3			
  	MID TERM 4			
  	END TERM 4 <b>ANNUAL MILESTONE</b>			

**Process 3:** Audit and revise existing or create new K-10 programs for the requirements and intent of the new Geography, History and Science syllabus. Promote, trial and evaluate these programs.

Milestone		Evaluation	Resources	
  	MID TERM 1	Trial revised Earth's Environment – A Local Endangered Bird program and evaluate.  Revise Stage 5 Coastal Processes program.  Attend GTA Conference.	On-line survey for teacher Student work samples	GTA Conference – \$500.00 + \$320 for staff relief
  	END TERM 1	Trial Stage 3 Factors That Shape Places program and evaluate.  Trial updated Stage 5 Coastal Processes program and evaluate.  Update Stage 4 Landscapes and Landforms program and evaluate.	On-line survey for teacher Student work samples	
  	MID TERM 2	Trial and evaluate updated Stage 4 Landscapes and Landforms program	On-line survey for teacher Student work samples	
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Assess all four updated programs Update Teacher Information sheets, Staff Outline Sheets and resources to reflect changes		
  	MID TERM 3	All Gibberagong staff trained on new programs at Term 3 Staff Development Day	Evaluation of staff after SDD	Temp and casual staff approx. \$2000.00 for SDD

# Strategic Direction 1: Empowering learners

2017		Project Leader/s: David Smith		Off track 	Implementation Delayed 	On track 
  	END TERM 3	Review and trial the Stage 2 Bush Journal program	On-line survey for teacher Student work samples			
  	MID TERM 4	Trial and evaluate the Stage 2 Bush Journal program				
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Successful trial, implementation and evaluation of the five identified new Geography/History programs. All identified programs have updated Program Outlines, Student Resources and Staff Teaching Outlines	Staff have indicated they are able to teach each program On-line survey for visiting teachers indicate that the program meets their needs teacher Student work samples indicate students have achieved the outcomes of the program			

# Strategic Direction 2: Building teacher capacity

2017

Project Leader/s: David Smith

Off track  Implementation Delayed  On track 

## Process 1: Provide GEEC staff with opportunities to engage in high quality professional learning.

Milestone		Evaluation	Resources	
  	MID TERM 1	GEEC teachers have attended, presented and collaborated at EZEC conference	EZEC Conference online evaluation	Cost of all staff attending
  	END TERM 1	GEEC staff have completed PDP's . Two GEEC teachers attend GTA Conference – information shared at staff meeting and via electronic media	GTA Conference evaluation	Cot of sending two staff members to conference
  	MID TERM 2	GEEC teachers attend identified TPL (on-going)		tbc
  	END TERM 2 MID-YEAR REFLECTION	Staff mid-year PDP assessment completed		
  	MID TERM 3	GEEC teachers attend identified TPL (on-going). Staff attend Term 3 SDD and have an opportunity to present a session		tbc
  	END TERM 3	GEEC teachers attend identified TPL (on-going)		tbc
  	MID TERM 4	GEEC teachers attend identified TPL (on-going)		tbc
  	END TERM 4 ANNUAL MILESTONE	Staff have completed the PDP annual report and have had their professional learning needs met	Staff annual survey indicates they have had their professional learning needs met	

## Process 2: Support teachers in schools with TPL opportunities that are curriculum-driven and enrich teaching and learning in the classroom.

Milestone		Evaluation	Resources	
  	MID TERM 1	GEEC teachers attend EZEC conference and sessions that provide opportunities for professional learning programs for schools		
  	END TERM 1	PL session on using the new MyPL system Deliver The New Geography Syllabus TPL afternoon sessions for schools (on-going)	Staff on-line evaluations for all PL programs	
  	MID TERM 2	Deliver Cultural Awareness SDD to Anzac Park PS Deliver The New Geography Syllabus TPL afternoon sessions for schools (on-going)	Staff on-line evaluations for all PL programs	

## Strategic Direction 2: Building teacher capacity

2017		Project Leader/s: David Smith		Off track 	Implementation Delayed 	On track 
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Deliver The New Geography Syllabus TPL afternoon sessions for schools (on-going)	Staff on-line evaluations for all PL programs			
  	MID TERM 3	Deliver Cultural Awareness SDD to Turramurra PS  Deliver The New Geography Syllabus TPL afternoon sessions for schools (on-going)	Staff on-line evaluations for all PL programs			
  	END TERM 3	Deliver The New Geography Syllabus TPL afternoon sessions for schools (on-going)	Staff on-line evaluations for all PL programs			
  	MID TERM 4	Deliver The New Geography Syllabus TPL afternoon sessions for schools (on-going)	Staff on-line evaluations for all PL programs			
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Review of the evaluations of the Professional Learning programs offered by the Centre. Planning for future Professional Learning programs the Centre may offer.	na		na	

# Strategic Direction 3: Strong and sustainable partnerships

2017

Project Leader/s: David Smith

Off track  Implementation Delayed  On track 

**Process 1:** Collaborate with EZEC to deliver strategies that strengthen sharing of teaching and learning programs, strategic planning, TPL and student leadership.

Milestone		Evaluation	Resources
  	MID TERM 1	Attend and collaborate at the EZEC Conference	
  	END TERM 1	Attend the EZEC Collaborative Practices meeting to draft goals for the 2017 plan. Attend EZEC Principals term VC	
  	MID TERM 2	Collaboration with EZEC Principals at CESE workshop for 2018–2020 planning	
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Attend the EZEC Collaborative Practices meeting to review and plan collaborative activities for 2017 Attend EZEC Principals term VC	
  	MID TERM 3		
  	END TERM 3	Attend the EZEC Collaborative Practices to review current activities and continue planning for 2018–2020 plan. Attend EZEC Principals term VC	
  	MID TERM 4	Attendance and presentation at the EZEC Principals Conference	
  	END TERM 4 <b>ANNUAL MILESTONE</b>	The EZEC Community have completed two youth leadership programs. The EZEC Community have developed an EZEC Community of Schools Plan for 2018–2020	

**Process 2:** Collaborate with Communities of Schools to design and deliver programs that engage local networks to provide authentic learning opportunities for students.

Milestone		Evaluation	Resources
  	MID TERM 1	Meeting with Turramurra Community of Schools Principals to plan 2017 Backyard Buddies program	
  	END TERM 1	Draft Backyard Buddies program complete	
  	MID TERM 2	Turramurra Community of Schools Backyard Buddies program plan completed. Development of all resources	
  	END TERM 2 <b>MID-YEAR REFLECTION</b>	Completion of the Year 9 mentor training and half of the primary program.	

# Strategic Direction 3: Strong and sustainable partnerships

2017		Project Leader/s: David Smith		Off track	Implementation Delayed	On track
	MID TERM 3	<p>Completion of all Gibberagong days for primary students.</p> <p>Commencement of STEM project building by primary schools.</p> <p>Mid term meeting for Community of Schools to review program.</p> <p>Planning for showcase day.</p>				
	END TERM 3	<p>Project completion</p> <p>Evaluations sent to students, mentors, teachers and parents.</p>				
	MID TERM 4	<p>Meeting to review the project and evaluations.</p> <p>Planing for 2018.</p>				
	END TERM 4 <b>ANNUAL MILESTONE</b>	<p>Powerful Project Backyard Buddies completed.</p> <p>Evaluations are positive.</p> <p>Draft program for 2018 completed, dates locked in.</p>				
<b>Process 3: Strengthen existing partnership with AECG to deliver programs, camps and TPL with an Aboriginal focus</b>						
Milestone		Evaluation		Resources		
	MID TERM 1	Attend quarterly meeting for Ryde AECG				
	END TERM 1	Complete draft of Aboriginal boys and girls camp				
	MID TERM 2	<p>Attend quarterly meeting for Ryde AECG</p> <p>Contact all Aboriginal community members and book them for the camps</p>				
	END TERM 2 <b>MID-YEAR REFLECTION</b>	Aboriginal boys and girls camp program planning complete.				
	MID TERM 3	<p>Attend quarterly meeting for Ryde AECG</p> <p>Aboriginal boys and girls camp registration information sent out. Places for camps have been allocated. Attendees details completed. Catering/WHS requirements completed.</p>				
	END TERM 3	<p>Camps completed.</p> <p>Evaluations distributed.</p>	Evaluation of camps for all attendees and also community members.			Funds \$3000 provided by Rotary • (\$0.00)

# Strategic Direction 3: Strong and sustainable partnerships

2017		Project Leader/s: David Smith		Off track 	Implementation Delayed 	On track 
  	MID TERM 4	Attend quarterly meeting for Ryde AECG. Review of camps. Report drafted for sponsors.				
  	END TERM 4 <b>ANNUAL MILESTONE</b>	Aboriginal boys and girls camps evaluated, reviewed and planning commencing for 2018 program.				