School Plan 2015 – 2017

Field of Mars Environmental Education Centre
## School vision statement
Field of Mars EEC Vision:
Education for a sustainable future.

Environmental and Zoo Education Centres (EZEC) vision:
Supporting NSW Schools to implement sustainability education through meaningful learning experiences in and about the natural, built and cultural environment. We strive to be the leaders in providing students with the skills, values and opportunities to act as responsible citizens.

## School context
The Field of Mars Environmental Education Centre (EEC) is one of 25 environmental education and zoo education centres run by the NSW Department of Education and Communities.

EECs provide authentic contexts for exploring, investigating and understanding values, concepts and systems in the natural and made environments and equip students to design solutions to real world sustainability problems.

Field of Mars EEC is located in a reserve of remnant urban bushland in East Ryde. It offers programs to support schools and their communities with environmental and sustainability education. Programs are conducted on site at the Field of Mars Reserve, at other sites such as local reserves, in school grounds and via connected classrooms video conferencing technology.

The centre also provides support, advice and resources for teachers. It is used as a workshop venue for schools and other professional learning meetings.

In 2014 the centre supported 17775 students including many in rural and remote areas via video conferencing.

The Centre has multi-sectoral partnerships to enhance its capacity to create sustainable futures within our school communities.

## School planning process
The planning process is informed by the:
- 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
- Guidance by school planning experts in the Learning, High Performance and Accountability Unit
- EZEC Strategic Directions 2012-2014 Strong Partnerships for a Sustainable Future
- Australian Curriculum Project Final Report 2014
- The State of Education for Sustainability in Australia report – AESA
- Consultation with Key Stakeholders

FoM EEC teaching staff collaborated on the vision and initial planning process during staff development and planning days.

Reviewed Melbourne Declaration on Educational Goals for Young Australians, the National School Improvement Tool, Schools Excellence Framework and The State of Education for Sustainability in Australia report as the key drivers to the process.

Discussed the planning process with other Principals within EZEC working towards a shared vision and shared strategic directions.
Purpose:
At Field of Mars EEC we believe that for students to develop their potential as lifelong learners, leaders and sustainable global citizens they need to become confident, creative and critical problem solvers.

We believe this has flow-on benefits for social, environmental and economic sustainability at family, community, national and global levels.

Purpose:
At Field of Mars EEC we believe teaching and leadership quality is the strongest school-related factor that can improve student learning and achievement.

Through the provision of quality teacher professional learning for all EEC staff, classroom teachers and DEC leaders we have the ability to transform teaching and learning in outdoor and classroom contexts.

We aim to lead the delivery and development of authentic learning pedagogies to support 21st century students, classrooms and practices.

Purpose:
At Field of Mars EEC we believe that we can build stronger partnerships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice.

We aim to create, enhance and grow a school culture which is dynamic, equitable and sustainable, where all students, staff and partners are provided with opportunities to connect, succeed and thrive.
### Strategic Direction 1: Improving learning outcomes for all students

**Purpose**

At Field of Mars EEC we believe that for students to develop their potential as lifelong learners, leaders and sustainable global citizens they need to become confident, creative and critical problem solvers.

We believe this has flow-on benefits for social, environmental and economic sustainability at family, community, national and global levels.

**Improvement Measures**

**Student and teacher evaluation data shows:**

Positive learning experiences in natural and built environments that demonstrate meeting the needs of students.

**Other measures:**

- Critical review and update of all existing centre programs in line with client school needs and 21st century opportunities.
- Retirement of centre programs tied to legacy syllabuses.
- Generation of new program delivery methods as well as new programs.
- Development of pre, post and parallel activities/resources to augment client school classroom teaching.
- Increased support for centre and client school staff in achieving and/or maintaining accreditation at proficient, highly accomplished or lead teacher levels.
- New workflows for secondary programs.

### People

**Students**

Support students to develop the skills, knowledge and values needed to thrive as lifelong learners, leaders and responsible, productive sustainable citizens.

**EEC Staff**

Provide a high quality learning environment with authentic tasks, high expectations and substantive alignment with curriculum.

**Teachers utilising EEC services**

Work with visiting school staff to engage in the planning, pedagogies, delivery and evaluation of high quality fieldwork programs.

**School Executive and Curriculum Leaders:**

Ensure school leaders reinforce sustainability education as a school priority and support their teachers (and students) in developing a school culture focused on environmental sustainability and quality learning.

**Parents / Care givers**

Ensure parents are informed about the place and modus operandi of EEC programs.

**Enterprise Partners**

Liaise closely with organisations to add value to student learning programs.

**Community Partners**

Source new, and strengthen existing, partnerships to provide opportunities to enhance and redefine centre programs.

### Processes

Collaborate with EEC and EZEC staff to develop and deliver programs that promote student engagement and develop creative, critical and higher order thinking skills.

Maintain a workplace culture that celebrates high quality experiences, products and practices.

Regular consultation with teachers to determine the best mix of programs for their school’s scope and sequence and class contexts.

Provide teacher professional learning to enhance the capacity of school staff to program and deliver quality teaching and learning programs that support the sustainability cross curriculum priority.

Actively engage students in sustainability leadership programs that are meaningful, challenging and future focussed.

**Evaluation Plan**

- Reporting against milestones.
- Targeted post-visit surveys quality and delivery of new centre programs.
- Anecdotal evidence of program quality gathered from visiting staff and students.
- Develop evidenced based data for School Excellence Framework.

### Products and Practices

**Products - Field of Mars EEC will create:**

A large catalogue of experiential learning programs aligned with the NSW BOSTES Syllabus focused on authentic learning that are engaging and dynamic.

**Youth Environmental Networks and leadership programs in collaboration with EZEC.**

**World class digital resources to help students learn about, in and for environments and sustainability concepts.**

**Practices - Field of Mars EEC staff will:**

- Use differentiated learning and expanded the use of digital technologies in curriculum K-12.
- Enhance and extend the educational opportunities for rural students.
- Demonstrate high quality teaching and learning practices informed through individual programs of accredited and identified professional learning courses.
- Increase collaboration within EZEC to identify and develop high quality state-wide programs.
- Support student leadership in the environment through workshops and forums.
## Strategic Direction 2: Enhancing professional leadership, teaching and learning practices

### Purpose
At Field of Mars EEC we believe teaching and leadership quality is the strongest school-related factor that can improve student learning and achievement.

Through the provision of quality teacher professional learning for all EEC staff, classroom teachers and DEC leaders we have the ability to transform teaching and learning in outdoor and classroom contexts.

We aim to lead the delivery and development of authentic learning pedagogies to support 21st century students, classrooms and practices.

### Improvement Measures

#### Analysis of centre staff professional development processes show:
Centre and client school staff achieving and/or maintaining accreditation at proficient, highly accomplished or lead teacher levels.

#### Teacher professional learning events and course evaluations show:
Centre PL courses meet the current needs of teachers and inform their future professional learning plans.

#### Evaluation of centre staff data show:
Professional development plans (PDP’s) that meet the needs of the teacher.

#### Other measures:
A library of teacher digital PL portfolios that showcase practical classroom technology implementation strategies

Teachers organising and attending centre programs rewarded have their organisational practice rewarded and extended by centre TPD programs

### People

#### Students
Provide engaging and positive learning programs that are curriculum that develop deep knowledge, skills, values and attitudes to become responsible environmental citizens.

#### EEC Staff
Provide professional learning opportunities for EEC staff to gain the knowledge and skills to help teachers successfully integrate environmental education and the sustainability cross curriculum priority into their teaching and learning programs and practices.

#### Teachers utilising EEC services
Offer a variety of high quality professional learning opportunities to support NSW teachers to integrate authentic learning and environmental education into their teaching and learning practices.

#### School Executive and Curriculum Leaders:
Maintain a flexible service for schools to provide targeted workshops that fit within schools’ in-house staff development programs such as staff development days.

#### Parents / Care Givers
Contribute to community learning events and programs.

#### Enterprise Partners
Liaise closely with organisations to add value to professional learning programs.

#### Community Partners
Where appropriate Community partners such as universities, consultants, local governments, NGOs and societies invited to contribute to professional learning programs.

### Processes

#### Strengthen staff performance development to foster a culture that recognises and delivers high expectations for learning, teaching and leadership.

#### Teachers regularly review, revise and evaluate teaching and learning programs including assessment opportunities.

#### Visiting teachers contribute to the documentation of teaching strategies as a shared digital resource.

#### Collaboration with EZEC network to share successful teaching practices and PL courses.

#### EEC staff participate in PL targeted to their professional needs using the Performance & Development Plan.

#### Increased staff knowledge of the process strands of BOSTES Curriculum and a corresponding increase in capacity to enhance teaching programs for higher order learning.

### Evaluation Plan

Regular reporting against milestones.

Post visit surveys on FoM EEC program relevance, quality and delivery.

Lesson plans to incorporate observation, assessment and reflection.

Teachers use of pre- and post- learning resources.

Anecdotal evidence of PD and teaching program methodology discussed with visiting staff.

### Products and Practices

#### Products - Field of Mars EEC will create:
Increased provision of quality teacher professional learning programs to support authentic learning in outdoor contexts.

EEC collaborate with EZEC for an increase in the number of PL courses delivered to teachers.

Documented teaching programs for all topics offered by FoM EEC.

#### Development of state wide teacher networks focussing on EE and authentic learning.

#### Performance and Development Plans for staff linked to the School Plan.

#### Practices - Field of Mars staff will:
Enhance the capacity of teachers to deliver environmental and sustainability education through new professional learning opportunities.

Support teachers in attaining and maintaining accreditation through the PL courses offered by FoM EEC and EZEC.

Demonstrate high quality teaching and learning practices evidenced through professional observations, use of enquiry based teaching strategies, visiting teachers’ feedback and professional dialogue.
### Purpose
At Field of Mars EEC we believe that we can build stronger partnerships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice.

We aim to create, enhance and grow a school culture which is dynamic, equitable and sustainable where all students, staff and partners are provided with opportunities to connect, succeed and thrive.

### Improvement Measures

<table>
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<tr>
<th>Staff evaluation data show:</th>
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<tr>
<td>Increase in effective centre collaboration with EZEC network portfolio groups.</td>
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| Development of new partnership programs and initiatives within DEC. |

| Development of new partnership programs outside DEC. |

| Student and school teacher evaluation from partnership programs show: |
| Effective and authentic learning. |

| Increasing participation in EEC programs. |

### People

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<td>Provide engaging and positive learning experiences that support authentic learning in outdoor and classroom contexts.</td>
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<th>EEC Staff</th>
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<td>Ensure staff have the requisite knowledge and skills to contribute effectively to, and collaborate across, the EZEC network and with NSW teachers in order to drive a statewide improvement agenda for environmental and sustainability education.</td>
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<th>Teachers utilising EEC services</th>
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<td>Engage school staff in a range of high quality programs, projects and activities with community organisations and learning partners.</td>
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<th>School Executive and Curriculum Leaders</th>
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<td>Ensure school leaders are aware of the role of EZEC in supporting teaching and learning.</td>
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<th>Parents / Care Givers</th>
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<tr>
<td>Parents/caregivers are encouraged to provide feedback and offer suggestions for partnership opportunities.</td>
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<td>Existing and potential learning partnership are nurtured and included in discussions and direction/goal settings.</td>
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<th>Community Partners</th>
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<tbody>
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<td>Existing and potential partnerships are nurtured and included in discussions and long term direction and goal settings.</td>
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### Processes

| Regular meetings with EZEC to develop and implement the Communication Plan in collaboration with Engagement & Communication Directorate. |

| FoM EEC and EZEC uses social media to connect with the NSW community. |

| Review, reflect and improve current programs and support services in collaboration with a variety of partners. |

| Contribute to the development of exemplary programs utilising the EZEC portfolios to improve the collaboration within the network. |

| Networking with local community of schools to improve the delivery of environmental and sustainability education. |

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<th>Evaluation Plan</th>
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<td>Regular reporting against the milestones.</td>
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| Regularity of EZEC meetings. |

| EZEC Annual Conference and EEC Principal Conference attendance. |

| Number of partnerships maintained, enhanced and brokered. |

| Contact with community partners. |

| EZEC marketing and engagement plan. |

### Products and Practices

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<th>Products - Field of Mars EEC will create:</th>
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<td>Strengthened partnerships within EECs to improve student environmental programs.</td>
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| Develop and implement a Strategic Communication Plan EZEC is developed and implemented. |

| FoM EEC and EZEC have credibility as expert sources in supporting student learning outcomes for environmental/ sustainability education. |

| Communities of best practice and networks that assume shared responsibility for promoting environmental and sustainability education. |

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<th>Practices - Field of Mars EEC staff will:</th>
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<td>Establish and maintain strong authentic partnerships from a variety of sources.</td>
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| Develop new programs through the establishment and maintenance of partnerships from a number of community and enterprise sectors. |

| Demonstrate systems leadership and innovation in new and better ways of delivering public education. |

| Collaborate with EZEC network to share existing programs and expertise in the delivery of sustainability and environmental education programs. |