

School plan 2015-2017

Field of Mars Environmental Education Centre 5428



School background 2015–2017

School vision statement

Our vision inspires the organisation we want to become in the future. This vision was created through an alliance of the NSW DoE Environmental and Zoo Education Centre network.

To support 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 enable them to act as responsible citizens.

Our branding, “experience, engage, enable” is at the heart of why we exist. That is, to enable the immersion of all students in experiential learning in, about, and for the environment.

School context

The Field of Mars Environmental Education Centre (EEC) is one of 25 environmental education and zoo education centres operated by the NSW Department of Education.

An “Environmental Education Centre” is a teaching and learning facility operated by the Department which students attend to participate in educational programs relevant to all primary and secondary key learning areas and/or to receive specific instruction in field work, and which provides support to schools in implementing environmental education.” *2.18 NSW Teachers Award 2009.*

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

The FoM EEC teaching staff demonstrate specialist expertise in environmental and sustainability education K–12, building relationships across local schools and with visiting teachers to develop programs which address specific curriculum targets, tailored to the learning needs of all visiting students.

School planning process

The planning process is informed by the:

Melbourne Declaration on Educational Goals for Young Australians

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, 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.

School strategic directions 2015–2017

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.

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.

STRATEGIC DIRECTION 3

Partnerships to enable sustainability education

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

Development of new Geography programs for Stages ES1, 2, 3, 4, 5 and 6.

Development of pre, post and parallel activities and resources to support classroom teachers.

People

Students

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

Staff

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

Leaders

Ensure school leaders understand the need for sustainability education and support their teachers (and students) in developing a school culture focused on environmental sustainability and quality learning.

Processes

Develop and deliver environmental and sustainability education incursion and excursion programs and resources for NESA Syllabus.

Development of pre and post activities for centre programs, teaching and learning units and digital resources to support classroom teachers.

Evaluation Plan

Targeted post-visit surveys to review quality and delivery of new centre programs.

Staff reflection on delivery of programs.

Anecdotal evidence of program quality gathered from visiting staff and students.

Practices and Products

Practices

Demonstrate high quality teaching and learning practices informed through professional learning and research.

Increase collaboration within EZEC to identify and develop high quality environmental and sustainability education programs.

Products

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

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

Strategic Direction 2: Enhancing professional leadership, teaching and learning practices

Purpose

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

Improvement Measures

Development of teacher professional learning courses for Geography.

Development of professional learning courses to support learning outside the classroom.

Centre staff achieving/or maintaining accreditation at proficient, highly accomplished or lead teacher levels.

People

Students

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

Staff

Provide professional learning opportunities for EEC and school based 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.

Leaders

Provide a flexible professional learning catalogue for schools to provide targeted workshops that fit within schools' in-house staff development programs such as staff development days.

Processes

Enhance the capacity of EEC staff to meet DOE syllabus and policy requirements through targeted professional learning opportunities.

Provide quality teacher professional learning programs for classroom teachers and school leaders to support authentic learning in outdoor contexts.

Evaluation Plan

Regular reporting against milestones.

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

Practices and Products

Practices

Support EEC staff and classroom teachers in attaining and maintaining accreditation through professional learning 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.

Products

Increased provision of quality teacher professional learning programs to support authentic learning in outdoor contexts.

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

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

Strategic Direction 3: Partnerships to enable sustainability education

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

Increase in effective centre collaboration with EZEC network. Development of new partnership programs and initiatives within DOE

Development of new partnership programs and initiatives beyond DOE.

People

Students

Provide engaging and positive learning experiences that support authentic learning in outdoor and classroom contexts.

Staff

Ensure staff have the requisite knowledge, skills, values and attitudes to contribute and collaborate effectively with each other, with the EZEC network and with NSW teachers in order to drive a statewide improvement agenda for environmental and sustainability education.

Processes

Develop collaborative partnerships with a range of stakeholders to improve student learning in outdoor contexts.

Improve collaborative partnerships between EECs to improve student programs and professional learning.

Evaluation Plan

Regular reporting against the milestones.

Regularity of EZEC meetings.

EZEC Annual Conference and EEC Principal Conference attendance.

Number of partnerships maintained, enhanced and brokered.

Contact with community partners.

EZEC Strategic Communication plan.

Practices and Products

Practices

Develop new programs through the establishment and maintenance of partnerships from community and enterprise sectors.

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

FoM creates opportunities for classroom teachers to collaborate on program development.

FoM creates teacher exchange program between EECs to share pedagogical practice.

Products

EZEC Strategic Communication Plan is implemented.

Strategic Direction 1: Improving learning outcomes for all students

2016

Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1: Develop and deliver environmental and sustainability education incursion and excursion programs and resources for NESA Syllabus.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1	Develop and trail Stage 1 Geography Features of Places.	
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3	Develop and trail Stage 2 Geography Earths Environment Eucalypt Forest	
  	END TERM 3	Develop and trail Stage 2 Geography Earths Environment National Parks	
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE	Successful development and implementation of Stage 1 & 2 Geography programs	New Geography programs have been successful developed throughout the year.

Process 2: Development of pre and post activities for centre programs, teaching and learning units and digital resources to support classroom teachers.

Milestone		Evaluation	Resources
  	MID TERM 1	Begin research and development of the Needs of Living Things: Animals Multitouch Book	
  	END TERM 1		
  	MID TERM 2	Begin research and development of Australian Environments Multitouch Book – Eucalypt Forest	
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3	Begin research and development of Fieldwork K–6 Multitouch Book	
  	MID TERM 4	Begin developing teaching and learning units for new Geography programs.	

Strategic Direction 1: Improving learning outcomes for all students

2016		Project Leader/s:	Off track 	Implementation Delayed 	On track 
  	END TERM 4 ANNUAL MILESTONE	Development of three new Multitouch books.			

Strategic Direction 2: Enhancing professional leadership, teaching and learning practices

2016

Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1: Enhance the capacity of EEC staff to meet DOE syllabus and policy requirements through targeted professional learning opportunities.

Milestone		Evaluation	Resources
  	MID TERM 1	Participate in NSW Environmental Education Centre conference.	
  	END TERM 1	Participate in Geography Syllabus professional learning.	
  	MID TERM 2	Participate in STEM showcase.	
  	END TERM 2 MID-YEAR REFLECTION	Participate in Apple Distinguished Educators Global Institute.	
  	MID TERM 3	Participate in Aboriginal Connections professional learning.	
  	END TERM 3		
  	MID TERM 4	Participate in CPR/Anaphylaxis professional learning. Participate in Apple Configurator workshop.	
  	END TERM 4 ANNUAL MILESTONE	EEC staff have participated in a range of professional learning events.	

Process 2: Provide quality teacher professional learning programs for classroom teachers and school leaders to support authentic learning in outdoor contexts.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1	Develop and implement iBooks Author workshop for teachers.	Successful trail of iBooks Author workshop for teachers. Need to refine and submit for accreditation.
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3	Schedule Plugging into Nature: Learning Outside with iPad professional learning workshops.	
  	END TERM 3	Collaborate with NSW DOE consultants to develop and implement Geography and Inquiry Learning professional learning.	
  	MID TERM 4	Develop and implement Geography K-6 Fieldwork professional learning workshops.	Trail of afternoon workshops was successful. Need to develop and submit for accreditation.

Strategic Direction 2: Enhancing professional leadership, teaching and learning practices

2016

Project Leader/s:

Off track 

Implementation Delayed 

On track 



END TERM 4
**ANNUAL
MILESTONE**

Successful implementation and evaluation of new professional learning courses for teachers.

Strategic Direction 3: Partnerships to enable sustainability education

2016

Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1: Develop collaborative partnerships with a range of stakeholders to improve student learning in outdoor contexts.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1	Collaborate with Slide2Learn team for development of Slide2Learn conference.	
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3	Participate in national AAEE conference. Present at iPadpalooza conference.	
  	MID TERM 4	Initiate planning for NSW AAEE conference.	
  	END TERM 4 ANNUAL MILESTONE		

Process 2: Improve collaborative partnerships between EECs to improve student programs and professional learning.

Milestone		Evaluation	Resources
  	MID TERM 1	Collaborate with EECs to develop Environmental Education Centres Conference.	
  	END TERM 1	Assist EZEC communication team to develop annual milestones and goals outlined with the communication plan.	
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3	Collaborate with EECs to develop new Geography Fieldwork professional learning.	
  	END TERM 3		
  	MID TERM 4		

Strategic Direction 3: Partnerships to enable sustainability education

2016		Project Leader/s:	Off track 	Implementation Delayed 	On track 
  	END TERM 4 ANNUAL MILESTONE	Development of collaborative EEC professional learning programs.			

Strategic Direction 1: Improving learning outcomes for all students

2017

Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1: Develop and deliver environmental and sustainability education incursion and excursion programs and resources for NESA Syllabus.

Milestone		Evaluation	Resources
  	MID TERM 1	Develop and trial Stage 3 Geography Factors that Shape Places.	
  	END TERM 1	Conduct audit of existing secondary Geography programs and identify opportunities to support the new Geography Syllabus.	
  	MID TERM 2	Develop new Secondary Geography programs based on audit of syllabus.	
  	END TERM 2 MID-YEAR REFLECTION	Review development of new programs.	
  	MID TERM 3	Trail newly developed programs across each stage.	
  	END TERM 3	Continue evaluative measures of student programs across each stage.	
  	MID TERM 4	Collation and analysis of visitation and evaluative data collected across 2017.	
  	END TERM 4 ANNUAL MILESTONE	Successful development, trial, implementation and evaluation of Geography programs across each stage.	

Process 2: Development of pre and post activities for centre programs, teaching and learning units and digital resources to support classroom teachers.

Milestone		Evaluation	Resources
  	MID TERM 1	Develop and trial Stage 2 Science Feathers, Phasmids and Leaves. Begin research and development of energy and climate change based Multi-Touch books.	
  	END TERM 1	Develop content and timeline for Field of Mars EEC You Tube channel.	
  	MID TERM 2	Begin research and development of Australian Environments Mangroves Multi-Touch book. Revise all visit plans to include pre and post visit tasks. Move to Google Docs format.	
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3	Begin research and development of The Needs of Living Things – Plants Multi-Touch book.	

Strategic Direction 1: Improving learning outcomes for all students

2017		Project Leader/s:	Off track 	Implementation Delayed 	On track 
  	END TERM 3				
  	MID TERM 4	Begin research and development of Fieldwork 7–12 Multi–Touch book.			
  	END TERM 4 ANNUAL MILESTONE				

Strategic Direction 2: Enhancing professional leadership, teaching and learning practices

2017

Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1: Enhance the capacity of EEC staff to meet DOE syllabus and policy requirements through targeted professional learning opportunities.

Milestone		Evaluation	Resources
  	MID TERM 1	Understanding personalities and relationships professional learning. Geography Teachers Association Conference.	
  	END TERM 1	PDPs are aligned with School Plan and staff professional learning needs.	
  	MID TERM 2	EEC staff complete the Apple Teacher professional learning program.	
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3		
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

Process 2: Provide quality teacher professional learning programs for classroom teachers and school leaders to support authentic learning in outdoor contexts.

Milestone		Evaluation	Resources
  	MID TERM 1	Familiarisation with the use of MyPL to schedule and develop professional learning programs. Identify opportunities to provide authentic learning focused professional learning to schools.	
  	END TERM 1	Schedule new at centre, school and online professional learning programs.	
  	MID TERM 2		
  	END TERM 2 MID-YEAR REFLECTION	Identify gaps in professional learning programs offered to schools.	
  	MID TERM 3	Develop and schedule professional learning programs.	
  	END TERM 3		
  	MID TERM 4		

Strategic Direction 2: Enhancing professional leadership, teaching and learning practices

2017

Project Leader/s:

Off track 

Implementation Delayed 

On track 



END TERM 4
**ANNUAL
MILESTONE**

Successful development, trial, implementation and evaluation of teacher professional learning programs.

Strategic Direction 3: Partnerships to enable sustainability education

2017

Project Leader/s:

Off track  Implementation Delayed  On track 

Process 1: Develop collaborative partnerships with a range of stakeholders to improve student learning in outdoor contexts.

Milestone		Evaluation	Resources
  	MID TERM 1		
  	END TERM 1	Collaborate with Lane Cove National Park staff to develop new fieldwork sites to support FoM EEC programs. Investigate the redevelopment of the Field of Mars EEC website to share best practice in sustainability education.	
  	MID TERM 2	Collaborate with primary schools to develop teaching and learning programs (units of work) to support FoM EEC programs.	
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		
  	END TERM 3	NSW AAEE Conference.	
  	MID TERM 4		
  	END TERM 4 ANNUAL MILESTONE		

Process 2: Improve collaborative partnerships between EECs to improve student programs and professional learning.

Milestone		Evaluation	Resources
  	MID TERM 1	Attend, present and collaborate with peers across the 2017 EZEC annual conference to improve sustainability education across NSW.	
  	END TERM 1	Assist EZEC communication team to develop annual milestones and goals outlined within the Communication Plan	
  	MID TERM 2	Develop Learning Outside Adobe Connect Sessions Investigate teacher exchange between EECs to share pedagogical practice.	
  	END TERM 2 MID-YEAR REFLECTION		
  	MID TERM 3		

Strategic Direction 3: Partnerships to enable sustainability education

2017		Project Leader/s:	Off track 	Implementation Delayed 	On track 
  	END TERM 3				
  	MID TERM 4				
  	END TERM 4 ANNUAL MILESTONE				