

# School plan 2018-2020

## Longneck Lagoon Environmental Education Centre 5690



**LONGNECK LAGOON**  
ENVIRONMENTAL EDUCATION CENTRE

# School background 2018–2020

## School vision statement

### ***Longneck Lagoon Environmental Education Centre Vision***

To be leaders in the provision of learning experiences and resources that engage and challenge students while contributing to the development of responsible and environmentally literate citizens.

Longneck Lagoon EEC is one of 25 Environmental and Zoo Education Centres (EZEC) across New South Wales and the network collaborates for a range of purposes.

### ***EZEC Vision***

Leading environmental education to empower learners for a sustainable future.

## School context

LLEEC is located in Scheyville National Park, 12 kilometres north of Windsor. The National Park comprises 952 hectares of Cumberland Plain Woodland, surrounding a freshwater lagoon.

Scheyville National Park has a significant Aboriginal and European heritage. Aboriginal middens and camp sites can be found around the lagoon. European history dates back to 1794 when the area formed part of the Nelson Common. Impacts from this land use can be observed around the Longneck Lagoon catchment.

LLEEC offers a range of high quality curriculum based excursions and school visits for students K–12. Student leadership skills are developed through team building and leadership programs.

A number of enrichment programs are offered to students across the Western Sydney metropolitan area.

Educational programs are also delivered to students from NSW TAFE.

A range of teacher professional learning is offered for teaching staff through dedicated teacher professional learning programs and staff meetings.

LLEEC supports local school communities through the development and provision of resources and activities that build the capacity of schools for a sustainable future.

LLEEC engages with a wide range of collaborative partnerships with tertiary institutions, government and non-government organisations with the aim of developing and delivering quality educational programs for students and teaching staff.

## School planning process

Planning for the 2018 – 2020 Strategic School Plan began in 2017 with a number of consultative meetings. Stakeholders were invited to contribute future collaborative opportunities for consideration.

Relevant documents were considered as planning progressed, including the previous school plan, School Excellence Framework V2 and the Department of Education 2018–2022 Strategic Plan.

LLEEC staff were consulted during the process through staff meetings.

Collaborative discussions with EZEC Principals were held during 2017 identifying future directions across the 25 Environmental and Zoo Education Centres.

Professional conversations with the Director of Public Schools NSW, Principal School Leadership Officers and team members from CESE contributed to the development of the plan.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Empowered learners

**Purpose:**

To contribute to the development of responsible and environmentally literate citizens. This will be accomplished by providing a variety of engaging, stimulating and rich learning experiences and environments for students from a range of educational settings. New learning experiences and environments will be designed and implemented in collaboration with 'experts in their field of knowledge'.



**STRATEGIC  
DIRECTION 2**  
High quality teachers and  
leaders

**Purpose:**

To develop the capacity of LLEEC staff and those in our networks as learners, teachers and leaders in environmental and sustainability education enabling the development of responsible and environmentally literate citizens.

# Strategic Direction 1: Empowered learners

## Purpose

To contribute to the development of responsible and environmentally literate citizens. This will be accomplished by providing a variety of engaging, stimulating and rich learning experiences and environments for students from a range of educational settings. New learning experiences and environments will be designed and implemented in collaboration with 'experts in their field of knowledge'.

## Improvement Measures

Positive Behaviour for Learning data reflects increasing proportion of students demonstrating the core values of LLEEC.

Increased percentage of permanent, temporary and casual staff contributing to the development and delivery of programs that meet the diverse needs of learners.

## People

### Students

Demonstrate an understanding and following of the core values of LLEEC.

Engage in high quality targeted and differentiated learning programs that address outcomes.

### Leaders

Develop a deep understanding of PBL and how it can be embedded into the LLEEC context to address the specific needs of a range of learners.

### Staff

Demonstrate an improved understanding of the needs of a diverse range of students.

Apply improved knowledge and skills by developing targeted programs to meet needs of students with specific needs.

Develop the knowledge, skills and willingness to embed PBL core values and practices in teaching and learning.

Build skills in planning and running focus groups.

## Processes

Establish a research evidenced positive and consistent learning culture at LLEEC by embedding Positive Behaviour for Learning within the EEC context.

Develop, implement and evaluate a range of excursion/incursion programs that specifically meet the needs of diverse learners such as vision, language, culture, learning and behaviour.

## Evaluation Plan

Evaluate professional learning on Positive Behaviour for Learning.

Teacher feedback on Positive Behaviour for Learning resources developed for the EEC context.

Teacher and student feedback on programs developed to meet the diverse needs of specific learners.

Lesson observations by peers provide feedback on integration of Positive Behaviour for Learning practices.

Collect data on numbers of visiting schools that are Positive Behaviour for Learning schools.

Collect and collate data on behaviour management systems developed and utilised.

## Practices and Products

### Practices

Visiting teachers utilise the PBL pre-visit materials provided in order to maximise student engagement.

Students display behaviours reflecting PBL model on excursions in order to maximise learning.

LLEEC staff utilise the PBL core values and reward system to increase student engagement and learning.

LLEEC staff deliver targeted programs for students with diverse and specific needs.

### Products

All targeted programs meet the needs of students with diverse and specific needs such as vision impairment, behaviour, cultural diversity and learning needs.

LLEEC is recognised as a leader in delivering high quality programs for students with diverse needs.

PBL resources developed and distributed.

# Strategic Direction 2: High quality teachers and leaders

## Purpose

To develop the capacity of LLEEC staff and those in our networks as learners, teachers and leaders in environmental and sustainability education enabling the development of responsible and environmentally literate citizens.

## Improvement Measures

100% of LLEEC staff have increased knowledge of relevant syllabus K–12.

All teaching and learning programs are differentiated with appropriate pedagogies for a range of learning needs and outcomes.

## People

### Staff

Develop professionally by actively seeking out and/or engaging in professional learning that meets their needs.

Improve their knowledge and understanding of NESA syllabuses in order to build their capacity to deliver teaching and learning programs.

Demonstrate an understanding of the NESA registration process by developing a long term (5 or 7 year) professional learning plan.

### Leaders

Support staff as they develop career pathways and identify professional learning needs.

Ensure staff have access to high quality professional learning both within and beyond the school.

## Processes

Build on the school culture that values collegiality and professional sharing by developing a professional learning schedule that meets the needs of LLEEC staff.

Establish and utilise professional relationships with 'experts in their field' from a range of locations and sources to support the development and delivery of professional learning to meet the needs of LLEEC staff and the local learning communities and networks.

## Evaluation Plan

Reflect on and evaluate annual professional development plans and longer term professional learning plans.

Survey LLEEC staff on syllabus knowledge and confidence.

Survey teachers in order to evaluate the quality and relevance of professional learning attended.

Gather feedback on professional learning developed and delivered from participants.

Survey LLEEC staff on syllabus knowledge and confidence.

## Practices and Products

### Practices

LLEEC participates in, contributes to and at times leads a range of professional learning opportunities and professional networks.

Staff professional learning contributes to the successful completion of the school plan.

LLEEC professional learning schedules reflect the school plan and meet the identified professional learning goals of staff and of the centre in order to be recognised as a leading provider of quality learning experiences.

### Products

New and revised teaching and learning programs are high quality, syllabus relevant and reflect appropriate pedagogies in order to improve student outcomes.

Professional learning packages are developed and delivered that improve the capacity of LLEEC and other school staff to identify as high quality teachers and leaders.