

Strategic Improvement Plan 2023-2026

Penrith Lakes Environmental Education Centre 5752



School vision and context

School vision statement

Our vision:

'We aim to deliver high quality curriculum based learning experiences for all students and empower them to effect positive changes for a sustainable future'.

NSW Environmental and Zoo Education Centres' Vision Statement

To support NSW Public 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

Penrith Lakes Environmental Education Centre PLEEC is one of 24 Environmental and Zoo Education Centres EZEC operated by the NSW Department of Education DoE. PLEEC actively collaborates across this network to set directions and develop the organisation for environmental and sustainability education.

In 2014 PLEEC relocated to the Sydney International Regatta Centre SIRC on a temporary lease agreement due to Penrith Lakes Development Corporation PLDC requesting back the founding site after 18 years of tenure. Future permanent relocation plans are still underway that will see the centre move into the completed Penrith Lakes Scheme. PLDC and the state government continue to negotiate the future of the scheme and PLEEC is unable to relocate until these negotiations are completed.

The centre is distinguished by our unique local partnerships that have been formed with Catholic Education Office, SIRC, Penrith City Council and The Western Sydney Social Sciences Teachers Association WeSSSTA.

PLEEC programs are designed to address primary and secondary key learning areas, including fieldwork and sustainability education as a cross-curriculum priority. PLEEC's unique location within SIRC that is part of the greater Penrith Lakes Scheme and at the foothills of the Blue Mountains National Park, all combine to form an ideal learning environment.

Schools using PLEEC services are drawn primarily from the Western Sydney Metropolitan area. Teachers booking PLEEC are offered support (including phone conversations, pre-excursion visits, written confirmation, program advice and online support via the PLEEC website), to ensure the service we provide meets their needs. Communication covers logistics, special needs of students, syllabus links, learning experiences, resources and risk assessments.

As a result of our situational analysis, our big ticket items for the next four years include:

- Establishing more systematic student impact data collection and it's analysis processes, so we can track student learning and our impact on a more regular basis with more quality data.
- Increasing the type of quality programs on offer at PLEEC, based on the research evidence evaluated.
- Reviewing all of our current programs to suit the new NSW 'curriculum review' syllabuses and the new PLEEC relocation site and its local context.
- Further building the capacity of all staff (PLEEC and inschool teachers) through both direct TPL opportunities and more explicit collaborative teaching and learning practices as part of the PDP cycle.
- More focus on workforce planning for the future sustainability of all PLEEC programs both inschools and at the centre. We aim to have two full-time teachers on site and a Kitchen Gardens AP managing the inschool programs and four teachers.

School vision and context

School vision statement

School context

- Establishing a world class 'Centre of Excellence' in environmental education and sustainability with high quality and innovative physical facilities that will best cater to our locally contextualised programs and outdoor learning experiences. This new PLEEC facility will be 'future proofed' and will be able to cater to more visiting schools than ever before as the demand for outdoor 'real world' programs continues to grow.

Strategic Direction 1: Student growth and attainment

Purpose

Facilitate and measure high quality teaching and learning through the development of authentic experiences that model the School Excellence Framework, so all students can be engaged and empowered to achieve more educational and wellbeing outcomes.

Improvement measures

All programs include formative assessment student data collection and analysis process to track student learning and our impact.

Achieve by year: 2026

100% of PLEEC programs include formative assessment student data collection and analysis processes to track student learning and our impact.

Increase the number of students participating in both onsite and in school PLEEC programs from baseline data of 7800 to 9000 students annually. Increase the number of quality programs on offer at PLEEC from the current baseline of 27 to 32.

Achieve by year: 2026

Increase the number of students participating in both onsite and in school PLEEC programs from baseline data of 7800 to over **10,000** students annually.

Increase the number of quality programs on offer at PLEEC from the current baseline of 27 to **32**.

A range of evidence supports our assessment/validation in the element of curriculum at excelling. PLEEC program reviews.

Achieve by year: 2026

A range of evidence supports our assessment/validation in the element curriculum at sustaining and growing. (Curriculum review considerations).

A range of evidence supports our

Initiatives

Formative assessment and program evaluation

Regular formative assessment student achievement data collection and analysis processes are established and evaluated.

Greater student reach and more quality programs

Establish a 'Centre of Excellence' in environmental education and sustainability with high quality and innovative physical facilities that cater to locally contextualised programs and outdoor learning experiences.

This will lead to an increase in the number of students participating onsite and in schools and in an increase in a number of quality programs on offer.

Program review

Curriculum provision and teaching and learning programs are dynamic showing evidence of revision based on feedback, consistent and reliable data and are reviewed in line with NESA requirements, in particular with new syllabus implementation.

Success criteria for this strategic direction

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Strategies implemented reflect research on best practice and include ongoing monitoring of success. **(SEF - Data skills and use - Data Use in Planning).**

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. **(SEF - Assessment - Formative Assessment - Excelling).**

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. **(SEF - Curriculum - Curriculum Provision - Excelling).**

A new world class PLEEC 'Centre of Excellence' in environmental education and sustainability with high quality and innovative physical facilities is operating and delivering high quality authentic learning experiences K-12, built upon the elements of the School Excellence Framework and What Works Best. **(SEF - School Resources- Excelling).**

Evaluation plan for this strategic direction

Improvement measures will be evaluated through the following data sources:

- students number data
- student impact surveys /formative assessment
- program reviews, numbers and effectiveness
- schools usage data
- centre progress and development and usage data
- school and teacher evaluation.

Strategic Direction 1: Student growth and attainment

Improvement measures

assessment/validation in the element of school resources at excelling. New centre.

Achieve by year: 2026

A range of evidence supports our assessment/validation in the element of school resources at excelling. (New centre is delivered).

Evaluation plan for this strategic direction

Analysis and implications

At least once per term, the SD1 team will gather, annotate, analyse and upload evidence to SPARO to inform our future activities and directions.

Strategic Direction 2: Develop teacher capacity

Purpose

Build and enhance teacher capacity, both at PLEEC and inschools, as learners and leaders across the curriculum, wellbeing and sustainability pedagogies. Teachers will empower students and school communities towards productive, healthy and sustainable citizenship.

Improvement measures

All PLEEC staff achieve professional goals as per Australian Teacher Performance and Development Framework.

Achieve by year: 2026

All PLEEC staff achieve professional goals as per Australian Teacher Performance and Development Framework.

Increase the number of teachers participating in education for sustainability based professional learning from 176 to 250.

Achieve by year: 2026

Increase the number of teachers participating in education for sustainability based professional learning from 176 to 250 across the school plan cycle.

Increase PLEEC workforce from 2.6 FTE teachers to 3.6 FTE teachers at the centre and from 3.8 FTE Kitchen Garden teachers to 5.0 FTE full-time Kitchen Gardens teachers, including an AP position to lead the Kitchen Gardens program.

Achieve by year: 2026

Increase PLEEC workforce from 2.6 FTE teachers to 3.6 FTE teachers at the centre and from 3.8 FTE Kitchen Garden teachers to 5.0 FTE full-time Kitchen Gardens teachers, including an AP position to lead the Kitchen Gardens program.

Initiatives

PLEEC Professional learning and development

Staff effectively collaborate in the provision of quality teaching and learning experiences.

High performing teaching staff as measured by the Australian Professional Standards for Teachers APST via rigorous PDP and practice observations.

Increase school teacher capacity

Teaching staff demonstrate and share their expertise within their school and with other schools. Increase the number of teachers participating in education for sustainability and wellbeing based professional learning from 176 to 250.

Increase PLEEC student participation

Increase PLEEC impact in the local and state-wide educational community via increased program promotion and student participation in both in centre and inschool programs, through the delivery of high quality and authentic learning experiences.

Success criteria for this strategic direction

The school has a high performing teaching staff as measured against the APST standards, whose capacities are continually built to ensure every student experiences high quality teaching. **(SEF - Professional Standards - Improvement of Practice).**

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. **(SEF - Learning and development - Expertise and Innovation).**

PLEEC is recognised as an expert in the provision of educational, wellbeing and sustainability learning.

Evaluation plan for this strategic direction

Improvement measures will be evaluated through the following data sources:

- PDP's
- observation records
- PL schedule, attendance data and evaluations
- staff recruitment records
- external recognition.

Analysis and implications

At least once per term, the SD2 team will gather, annotate, analyse and upload evidence to SPARO to inform our future activities and directions.