

# School Excellence Plan 2025-2028

## **Dorroughby Environmental Education Centre 5683**



# School vision and context

## School vision statement

### **Dorroughby Environmental Education Centre's Vision Statement**

Supporting school communities in Sustainability Education, through the implementation of NSW Curriculum, to enable students to develop critical, creative and ethical thinking - empowering them to connect, succeed, thrive and learn as responsive informed citizens for a future, sustainable world.

### **Environmental and Zoo Education Centre's 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

*Dorroughby Environmental Education Centre (DEEC) is one of 24 Environmental Education and Zoo Education Centres (EZEC) supported by the NSW Department of Education (DoE). The centre is located 25 km North East of Lismore amongst rural farming communities. DEEC offers high quality field work and Sustainability Education programs for school students K-12. The Centre's programs are delivered on and off site, as incursions, excursions, camps or online lessons. The neighbouring property owner allows access to a large dam and a fully operational dairy farm for education purposes. DEEC offers overnight programs to school communities with dormitory accommodation. Offsite locations include Rocky Creek Dam, Nightcap National Park, Minyon, Ballina Flat Rock, Byron Bay, Brunswick Heads, Killen Falls, Cabarita Beach, Woody head, Evans Head and Iluka. The biomes at these locations include sclerophyll forest, littoral and subtropical rainforest, mangals, and rock platforms.*

*The centre supports school communities to implement Sustainability Education across the curriculum, with a strong emphasis on student led / inquiry based learning. Facilities at the centre include a water science lab that focuses on open ended science challenges and collaborative learning; a microscope and technology room that contains a main learning display unit, microscopes and iPads; a water saving garden, interactive 1880's school, Pocket Forest and plant propagation area, vegetable/ bush tucker gardens, class djembes, yarning circle and campfire area.*

*DEEC works collaboratively with the local school communities and the EZEC network. The centre is affiliated with the Northern Rivers Group of Environmental Educators (NRGEE), OzFish, Local Landcare groups, local councils, Lismore Aboriginal Educators Consultancy Group (AECG), and Rous Water.*

*DEEC strives to ensure that all students attending our programs are engaged, challenged with DEEC staff providing deep, authentic content knowledge. Connection to Country is important on 2 levels - a deep respect for the traditional owners of this country and how First Australians have lived sustainably for tens of thousands of years, and also to foster in students a love for, and inspire custodianship of, our country, our biodiversity, and our planet.*

# Strategic Direction 1: Curriculum

## Purpose

Promote learning excellence by embedding an evidence informed approach to quality teaching, curriculum planning, implementation and assessment. DEEC teaching and learning programming is responsive to the learning needs of students and syllabus requirements.

## Improvement measures

### Curriculum

Achieve by year: 2028

**Ongoing improvement in the *Learning Domain - Curriculum* Element of the school excellence framework self assessed and maintained as Excelling in 2028.**

## Initiatives

### Curriculum

With a focus on Geography, History, and Science and Technology DEEC will undertake Planning and Preparation; Implementation; and Embedding of NSW syllabus in accordance with DoE policy and timeline:

- 2025 - Implementation Phase - S6 Geography; Planning and Preparing Phase K-6 Science and Technology; Planning and Preparing Phase K-6 HSIE; Planning and Preparing Phase - S4-S5 Science; Planning and Preparing Phase S4-S5 - Geography
- 2026 - Embedding Phase - S6 Geography; Implementation Phase K-6 Science and Technology ; Implementation Phase - K-6 HSIE; Implementation Phase - S4-S5 Science; Implementation Phase S4-S5 - Geography; Planning and Preparing Phase- S6 Biology;
- 2027 - Embedding Phase - K-6 Science and Technology; Embedding Phase - K-6 HSIE; Embedding Phase - S4-S5 Science; Embedding Phase S4-S5 - Geography; Implementation Phase- S6 Biology; Planning and Preparing Phase S6 Earth and Environment
- 2028 - Embedding Phase S6 Biology; Implementation Phase- S6 Earth and Environment

These phases will include exploring, identifying, planning, implementing and embedding new Syllabus through building staff capacity, modifying DEEC programs to reflect changes, and ongoing refinements as a result of evaluative practice. This will ensure DEEC's programs are dynamic, culturally responsible, and in line with current syllabus requirements.

## Success criteria for this strategic direction

**Curriculum Provision** - DEEC's curriculum provision supports high expectations for student learning and nurtures student agency. Effective practices are enhanced by incorporating student voice and fostering learning alliances with other schools or organisations, such as Environmental and Zoo Education Centres, Local School networks, Environmental Educators and networks, and Aboriginal educators and organisations, where useful and practicable.

**Teaching and learning programs** at DEEC are dynamic, culturally responsible, and in line with current syllabus requirements, with adjustments made based on feedback and reflection.

**Differentiation-** teaching programs across DEEC show evidence of teachers collaborating, thinking critically and exercising their professional judgement in adjusting teaching and learning programs responsively, to address individual student needs and learning goals. All students are challenged, and all adjustments lead to improved engagement for learning.

**Literacy and Numeracy Focus** -DEEC employs a context based approach to teaching literacy and numeracy through the curriculum to students across all achievement levels and subject areas.

## Evaluation plan for this strategic direction

**Question:** To what extent has DEEC promoted learning excellence by embedding an evidence informed approach to quality teaching, curriculum planning, implementation and assessment. To what extent were DEEC teaching and learning programming responsive to the learning needs of students and syllabus requirements.

**D:** Evidence of:

- Anecdotal and formal feedback - analysis, reflection and adjustment.
- Consultation with school community leaders and outside alliances.

# Strategic Direction 1: Curriculum

## Evaluation plan for this strategic direction

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- Relevant staff PL.
- Programming reflecting syllabus changes.

**A:** Does the evidence reflect that DEEC has successfully promoted learning excellence by embedding an evidence informed approach to quality teaching, curriculum planning, implementation and assessment; and that DEEC's teaching and learning programming were responsive to the learning needs of students and syllabus requirements.

**I:** What future actions need to take place based on our analysis.

## Strategic Direction 2: Connect, Succeed, Thrive and Learn

### Purpose

Implement whole school processes that support the well-being of all students so they can connect, succeed, thrive and learn.

### Improvement measures

#### Connect, Succeed, Thrive and Learn

Achieve by year: 2028

**Improvement in the *Learning Domain - Wellbeing* element of the school excellence framework self assessed and validated as Excelling in 2028.**

#### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

### Initiatives

#### Connect, Succeed, Thrive and Learn

DEEC will lead improvement in the ***Learning Domain - Wellbeing*** of the school excellence framework, ensuring this element is self assessed and validated as Excelling in 2028 by:

- implementation of evidence based strategies that promote wellbeing in all students
- engaging in a consultation process with the visiting school community to support individual students' wellbeing needs
- employing school-wide behaviour management strategies that provide an optimal environment for learning.
- Connections with Nature are a school-wide focus

### Success criteria for this strategic direction

**Caring for Students:** DEEC staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students. Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance.

**A planned approach to inclusion and wellbeing:** DEEC has an embedded school-wide, culturally respectful, and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

**Individual learning needs:** Planning for learning is informed by information provided about students' wellbeing and learning needs, developed in consultation with school communities. DEEC staff are practiced at responding to learning needs as they become evident.

**Behaviour:** Positive and respectful relationships are evident throughout DEEC's learning opportunities - promoting student wellbeing and an optimal environment for learning. Connections with Nature are a school-wide focus.

### Evaluation plan for this strategic direction

**Question:** To what extent has DEEC implemented whole school processes that support the well-being of all students so they can connect, succeed, thrive and learn.

**D:** Evidence of:

- Ongoing processes and practices that promote student safety
- Implementation of strategies that promote wellbeing in all students
- Consultation with visiting school community.
- Relevant staff PL.
- Implementation of strategies that foster Connection to Nature

## Strategic Direction 2: Connect, Succeed, Thrive and Learn

### Evaluation plan for this strategic direction

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- School-wide culturally respectful practices.

**A:** Does the evidence reflect that DEEC has successfully implemented whole school processes that support the well-being of all students so they can connect, succeed, thrive and learn.

**I:** What future actions need to take place based on our analysis.