

Wambalang Environmental Education Centre

Annual Report



2016

WAMBANGALANG

Environmental Education Centre

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Introduction

The Annual Report for **2016** is provided to the community of **Wambangalang Environmental Education Centre** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kristy Robberts

Principal

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Message from the Principal

In 2016, Wambangalang Environmental Education Centre (WEEC) observed a change in the role of School Principal. I would like to acknowledge Sue Haining for her Principalship for the majority of 2016 and I was proud to undertake the role of relieving Principal for the remainder of the school year.

Throughout my tenure in 2016, there were many exciting opportunities for collaboration, professional learning and the delivery of programs that enhanced student learning across the curriculum, in addition to enhancing their life skills, general capabilities and wellbeing. Participation in the External Validation process was a rewarding experience for myself as a leader, as well as the school community. The process provided a wonderful opportunity for collaboration with students, visiting teachers, Principal Support Leadership Officers, local Principals, Directors and colleagues from other EECs. In addition to this it provided a platform for Wambangalang EEC to demonstrate the significant contribution we make to our learning communities. Wambangalang EEC is excelling in the area of collaborative partnerships and this is an area that we are looking forward to expanding further into 2017.

Wambangalang EEC looks forward to working with many more teachers, students and partners in the 2017 school year.

School background

School vision statement

Wambangalang EEC Vision Statement

Empowering learning communities to reconnect with, value and sustain our natural and cultural heritage.

Wambangalang Environmental Education Centre also supports the Mission and Vision of the EZEC Network (Environmental and Zoo Education Centres)

EZEC Mission Statement

Strong partnerships for a sustainable future.

EZEC Vision

To support NSW Public Schools to implement sustainability education through meaningful learning experiences in and about the natural, built and cultural environments.

Wambangalang EEC will work with other Environmental Education & Zoo Education Centres (EZEC), teachers, communities of schools and partners to implement sustainability education through meaningful learning experiences in, about and for 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 in an ecologically sustainable society.

School context

Wambangalang Environmental Education Centre (WEEC) works within a network of 26 Environmental and Zoo Education Centres (EZEC) in the provision of services to NSW Department of Education (DoE) schools.

WEEC is set on 25ha and is a small dynamic school, within a travelling stock route reserve consisting of a regenerating endangered ecological community of box gum grassy woodland. It sits within the broader natural and cultural landscape of Central Western NSW that is traditionally home to the Wiradjuri people. More recently the local landscape has been employed in broad acre stock and crop farming to sustain Australia's food requirements. These are also considered natural and cultural assets.

WEEC has no enrolments, but accepts bookings for students from K–12. The school provides best practice programs which support many key learning areas, in addition to supporting student welfare and wellbeing within the context of Environmental and Sustainability Education.

WEEC provides high quality fieldwork and environmental and sustainability education to students from the local area as well as those in many rural and remote areas of Western NSW. All programs are designed to immerse students in both the minutiae and the broader physical and cultural aspects of the local landscape. WEEC aims to develop an awareness of stepping beyond the unspoken or intrinsic environmental values embedded in its programs to promote conscious professional development for visiting teachers and positive behaviour change for students and school communities. WEEC delivers professional learning opportunities for teaching staff via centre programs, collaborative opportunities with other local agencies and through opportunities for schools to book the centre for their staff development days.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

*The results of this process indicated that in the School Excellence Framework domain of Learning, Wambalang Environmental Education Centre is **Delivering**.*

The body of evidence presented to support this claim includes: teacher and student evaluations, site inductions, school rules, programs and associated resources, photo elicitation methods, program booking processes, risk assessments, media clips, the WEEC School Plan, student assessment tasks and student work samples.

This evidence suggests that WEEC's successfully collaborates with visiting teachers in order to obtain information about specific educational goals and to address the needs of identified student groups. This provided great opportunity to successfully inform and tailor our programs to meet the needs of the students and teachers in attendance. An analysis of student and teacher feedback suggests that WEEC consistently promotes Quality Teaching practice through the provision of engaging learning environments and activities that cater to a variety of interest areas. The evidence also suggests the promotion of elements relating to wellbeing, as students make connections with one another and the environment. Teachers suggested WEEC provide well managed learning spaces with high expectations for all students to succeed across a variety of curriculum areas and the experiential teaching processes prepares students as future environmental citizens and leaders.

We found the use of video products along with teacher and student evaluation data invaluable as evidence in demonstrating elements of this Domain. We would like to consider future strategies for measuring student performance over time, as this is a current challenge in our context. This would, however, be extremely valuable in measuring the on-going success of our programs.

*The results of this process indicated that in the School Excellence Framework Domain of Teaching Wambalang Environmental Education Centre is **Delivering**, with elements of Sustaining and growing in Effective Classroom Practice and Collaborative Practice.*

The body of evidence presented to support this claim includes: teacher and student evaluations, conference agendas, site inductions, teacher self-evaluations, media clips, staff meeting minutes, student assessment tasks, student work samples, program debrief notes, professional learning and Performance and Development Samples.

WEEC demonstrates excellence in teaching through a commitment to the implementation of sustainability and environmental education through evidence based teaching strategies. As indicated through both teacher and student surveys, learning opportunities are engaging and support the learning that occurs back at school. Surveyed teachers have indicated the support of WEEC teachers in taking on a shared responsibility for student learning during program development, implementation and assessment (where appropriate). WEEC's specialist staff members have shown to be extremely knowledgeable across the broad range of curriculum areas that they teach and demonstrate high levels of commitment to their practice. They achieve this through; engaging in education and industry based professional learning, undertaking self-reflection practices and through direct observation by peers (visiting teachers) during every lesson they teach through the WEEC evaluation process.

WEEC also collaborates with the EZEC learning community in the identification, sharing and application of these strategies.

*The results of this process indicated that in the School Excellence Framework domain of Leading Wambalang Environmental Education Centre is **Delivering**.*

The body of evidence presented to support this claim includes: self-assessments, PDPs, evidence of camps and outreach programs, sample curriculum documents, community use agreements, professional learning, teacher and student evaluations, video products, school plan, annual report, maintenance schedules and school financial information.

WEEC demonstrates an excellent culture of collaboration, in particular through the EZEC learning community. Within this network there is a culture of high expectation in experiential teaching and learning, which is underpinned by a shared sense of responsibility with visiting teachers and schools for excellence in student engagement and learning. WEEC promotes an ethos of self-improvement, with systems in place for reflection on performance and opportunities for professional learning. Staff at WEEC go above and beyond for the schools that visit and to also integrate sustainability and environmental education into the local community.

Areas identified for improvement for leadership at WEEC include greater reporting to all levels of the organisation regarding the strategic directions for the school, so that these are front of mind. This will be introduced at teacher staff meeting. WEEC would also like to generate more community participation in the reporting and processes of the school.

The external validation process has provided an opportunity to demonstrate the capacity for WEEC to contribute to significant outcomes in student learning and Wellbeing, across the curriculum and across stages K–12. It has also provided the school with an opportunity to critically reflect on processes and practices and to identify areas of future improvement.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Environmental and Sustainability Education Outcomes for all Students

Purpose

Engage and empower students to effect a positive change for sustainable futures through learning experiences that are authentic and model quality teaching.

Facilitate quality learning so students are informed, active and responsible citizens with the necessary 21st century skills capable of positively influencing their future.

Overall summary of progress

In 2016 Wambangalang EEC made some key progress in the development of new environmental and sustainability focussed programs, including the inclusion of pre and post excursion activities. Key partnerships were developed and collaboration opportunities undertaken within the EZEC network as well as with community partners such as Dubbo City Council, UNE, NetWaste, OEH and Royal Botanic Gardens. These partnerships allow us to develop rich and authentic experiential learning opportunities for students. Throughout the year a standardised evaluation tool was utilised to identify future programming requirements and areas of achievement. The WEEC teaching team began to trial different and more effective ways of obtaining this data and other methods of evaluation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase quality of feedback on positive learning experiences, including effectiveness of pre and post visit learning activities to incorporate environmental and sustainability education outcomes	<p>In 2016 a Teacher Evaluation Survey was developed in collaboration with the EZEC Network. This survey was modified to suit our context, including additional questions. The 2016 teacher survey incorporates a question relating to the inclusion of pre and post learning and assessment opportunities. 20 Teachers responded to the 2016 Survey and these responses reflect a desire for these to be included. This will inform our planning process for 2017. Part of the ongoing review of programs includes the maintenance of program equipment, in particular for kayaking, low ropes courses and archery.</p> <p>Collaborate with Taronga Western Plains Zoo staff in enhancing animal exhibits and welfare on site.</p>	<p>Money spent to upgrade the bird aviary \$800</p> <p>Registration and maintenance of Sustainability Trailer \$535</p> <p>1 x day casual release to analyse annual data set in preparation for external validation \$460</p> <p>Maintenance of jungle gym \$183</p> <p>Kayak repairs \$390</p> <p>Repair to ropes course (including annual inspection) \$3975</p> <p>Additional funds allocated to GA wages to ensure the maintenance and safety of the school grounds and learning environments \$21524.93</p>
10% increase in the diversity of differentiated excursion and in-school programs and activities offered by the centre	Throughout 2016, WEEC staff have undertaken initial consultation with scientists at ANU to participate in their citizen science project: The Future Keepers. This project aims to reveal how species that provide core ecosystem functions will respond to a changing climate. This program more broadly includes partners from CSIRO Darwin, Copenhagen and North Carolina. At this stage the ant warming chamber has been installed within the	External funding of program resources for ant warming chamber and materials for seasonal experimentation. Data analysis is also undertaken by ANU and can be provided to us for student analysis. \$0

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% increase in the diversity of differentiated excursion and in-school programs and activities offered by the centre	school grounds, and the scientific methodology provided, in preparation for the development of a student program. WEEC staff have participated within the E-Water Steering committee. Through this role, staff have provided advice to Office of Environment and Heritage on curriculum/education requirements for their new website. The information to be constructed as part of their program will enable WEEC to ensure that student programs (specifically those relating to threatened ecosystems) will contain contextual research and up to date information.	1 x day casual release for WEEC staff to attend initial concept meeting in Dubbo with OEH \$460 2 x casual release days were used in preparation of these programs \$920
20% of new programs to include pre and post visit excursion activities/resources to enhance environmental and sustainability education outcomes	In 2016 WEEC developed and delivered a number of new programs. Some of these included the implementation of pre and post-visits to schools to consolidate student learning. WEEC Teacher collaborated with other EECs to develop the QR Traditional Use Tree Hunt program. This program provides a differentiated learning experience and incorporates Aboriginal perspectives and new digital technologies. This program has been internally promoted and through its trial in 2016, the program has been evaluated and revised as required. The Digital Woodlands program was developed in collaboration with Field of Mars EEC and meets outcomes from the Science and English syllabi. The finished products of these programs are printed and displayed within various schools. Narromine PS included these artworks within the annual show and one of these won a prize. The Digital Woodlands program was also used within the Sustainability Outreach program in Term 3 in Bourke. The school sustainability trailer was taken and the images were printed using the solar powered trailer to run the computer and printer. The Stage 1 Geography program Our Place was developed and trialled throughout Term 3 of 2016. This program includes both pre-and post visit resources, student workbooks and video evaluation strategies. The program utilised the EZEC resource K-6 Geography Toolkit in its development. WEEC has noted a trend in teachers wanting to include environmental and sustainability programs which incorporate the use of digital technology, therefore the above program meets the needs of visiting teachers. These programs are also mapped to 8 –ways of Learning Aboriginal pedagogies. In 2017 WEEC plans to incorporate these programs as part of packages to be promoted to schools through the website and social media.	Reflector licence (IPAD App) for digital woodlands program \$15 Printer for sustainability trailer to print digital woodlands images \$283

Next Steps

- Identify further gaps in our program offering, with a particular focus on Geography and Science syllabus.
- Finalise programs and upload to WEEC website
- Contact DoE Geography Curriculum advisor to assist WEEC identify a suitable teacher to serve as a critical friend to assist with the identification of pre and post activities and assessment resources
- Contact all geography and biology teachers using WEEC to forward student assessment tasks and work samples
- Develop collateral and initiate more formal marketing of programs. Development of flyers in Geography and Science

- Post flyers to SchoolBiz
- Attend and potentially present at Geography Teachers Association
- Review of systems and processes around the collection and analysis of data to inform future directions and undertake professional learning, more focussed on evaluative thinking
- Implement formal evaluation processes



Strategic Direction 2

Systems Leadership and Quality Teaching

Purpose

Engage and empower teachers to effect a positive change for sustainable futures for themselves and their learning communities.

Build and enhance WEEC teacher capacity in education for sustainability by building knowledge, understandings and values in sustainability content and pedagogies to enable 21st century citizenship in students over the full range of our natural and cultural heritage.

Overall summary of progress

In 2016 all WEEC staff attended professional learning relevant to their roles and the Strategic Directions of the school plan. These have benefited individuals with their roles as well as helping to maintain accreditation and professional practice within our school. As a result of the External Validation process, the WEEC teaching Team undertook planning with regards how to measure the culture of reflection within the school. A number of tools and strategies will be implemented from this in the 2017 school year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Culture of reflection is embedded into teaching and learning practice	Qualitative and quantitative data has been obtained from both teacher and student evaluations. Teachers and students were asked to complete the surveys after participating in the program. This provides an opportunity for them to reflect upon their experience as well as determining ongoing student learning and engagement as a result of their visit. This, in addition to other evaluation methods, provides an opportunity for WEEC teaching staff to continue to reflect on programs and practice.	
Teacher use of evidence-based teaching strategies	<p>In 2016 WEEC developed and delivered a number of new programs which focussed upon evidence based teaching strategies. Inquiry and project based learning has been promoted to provide rich and authentic learning for students. Through meeting the 3 Dimensions of Quality Teaching, all WEEC teachers are able to deliver workshops that heighten student engagement and learning. This is reflected through our evaluations.</p> <p>WEEC collaborated this year on a number of partnership programs including Project Babbler and GoMAD. These programs enhanced curriculum provision through delivery by learning alliances with other schools and organisations. The active partnerships developed and maintained by WEEC provide many and varied opportunities to offer schools a range of extra-curricular learning opportunities that ensure the continuity of learning for students. The curriculum delivery within WEEC's workshop for Project Babbler integrated various forms of ICT and scientific technology. As WEEC delivered the same workshop three times throughout the day, there was flexibility and opportunity to modify programs to provide equitable outcomes for all students. This program was</p>	<p>Casual Relief for WEEC Teacher to attend GoMAD Forum event to facilitate workshop (\$450)</p> <p>Cost of accommodation for Sustainability Outreach \$1000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teacher use of evidence-based teaching strategies	<p>experiential and included fauna surveys, quadrat sampling and transect sampling. The implementation of evidence based teaching strategies including the implementation of the Quality Teaching Framework, 8-ways Aboriginal Pedagogies as well as effective teaching strategies including; establishing clear lesson goals, sharing of information and modelling of practice, questioning, opportunities for practice, provision of feedback(verbal and written) and getting students to work together in productive ways.</p> <p>Sustainability Outreach was delivered to approximately 300 students in the Bourke region in collaboration with EECs, NetWaste, Royal Botanic Gardens and Taronga Western Plains Zoo. This project also used experiential learning and the opportunity to learn from experts about environmental and sustainability education.</p>	
Increase in participation hours for MyPL courses (registered and non-registered)	<p>The Teaching Principal and Teacher of WEEC have attended a variety of professional development opportunities in 2016, which have benefited the school and students and have also supported the new Principal in the leadership requirements of the school. Teaching staff achieved the goals established in PDPs as reflected in annual review. These professional learning opportunities have included:</p> <ul style="list-style-type: none"> • Social Media MasterClass • PPA Conferences • Macquarie Network meetings • Oliver library training • EEC Conferences and Principal Conferences • ACEL Leading a Change Innovation workshop • IPADs in the Classroom Training • Strategic Financial Management • Website Training <p>SASS staff have also been encouraged to participate in professional learning. This has included:</p> <ul style="list-style-type: none"> • SAM attended 2 Day – EZEC SASS Conference at Brewongle EEC. • SAM attended 1 Day – Oliver Library Training • SAM attended 1 Day – Strategic Financial Management Course • GA attended 1 Day chainsaw course through TAFE <p>SASS staff will begin the formal PDP process in 2017.</p>	<p>SAM Conference costs \$570 GA casual relief to attend chainsaw course \$260 Teacher and Principal PL combined costs (registration/travel/accommodation) costs\$2700 6 x Casual Relief for attendance at conferences \$2760 Cost of Library Equipment to complement Oliver training \$213</p>
Number of courses delivered	In 2016 no PL courses were delivered by WEEC.	
Teacher use of pre and post visit learning resources	A feature of some of our new programs includes the provision of pre and post learning resources. Feedback from teachers has expressed the high quality of the resources they have been provided.	

Next Steps

- Implementation of weekly Quality Teaching meetings. These meetings will provide opportunities to reflect upon feedback and programming, allow opportunities to collaborate and share ideas for new programs, to become more

familiar with resources available to support school self assessment processes (including Evidence Guide and Evaluative Thinking Tools).

- Review systems and processes around the collection and analysis of data to inform future directions
- Undertake Professional Learning focussed on evaluative thinking
- Consider structures to evaluate the impact of professional learning as linked to the school plan and student learning outcomes
- Implementation of Peer and Self Review proformas
- Further develop pre and post activities and evaluate their use and effectiveness
- Deliver PL classes in 2017



Strategic Direction 3

Strong, Collaborative Partnerships

Purpose

WEEC staff will demonstrate systems leadership and innovation, within a culture of organisational improvement, through a collaborative approach to decision making that is accountable, transparent and reflects local and systemic priorities.

WEEC will work with the EZEC network, teachers, communities of schools and our partners to develop systemic leadership, innovation and best practice in environmental and sustainability education.

Overall summary of progress

In 2016 WEEC worked hard at strengthening existing partnerships and fostering new ones. We recognise the opportunities collaboration provides in sharing physical, financial and intellectual resources to promote student learning opportunities. These partnerships provide opportunities for our staff development, the outcomes for visiting students and we in turn are able to share our expertise with broader learning communities. Some of our most important and effective collaboration comes from the critical feedback we receive from visiting teachers and in planning for their visits.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of partnerships with DoE and non-DoE organisations	<p>WEEC Teaching Team contributes regularly to CWEEN (Central West Environmental Education Group).</p> <p>EZEC Reconciliation Action Plan launched and adopted at NSW EZEC Conference. Teaching Principal presented at the PPA Conference about the process the EZEC Network went through in undertaking this process.</p> <p>Collaboration with the Ochre Hub with Di McNaboe in order to initiate the process of language included in signage in the school.</p> <p>WEEC teacher undertakes language classes at Yarradhumarra Centre. This networking opportunity enhances the delivery of Aboriginal workshops and perspectives to visiting students.</p> <p>In 2016 WEEC undertook the External Validation process. this provided many opportunities for collaboration with other EECs and schools undertaking the process, as well as our Principal Support Leader (PSL)</p>	<p>Travel Cost of Teaching Principal to attend PPA conference to present RAP \$434</p> <p>4 x casual relief days for Principal to develop and present RAP \$1840</p> <p>2 x casual relief days for Teaching Principal to participate in the External Validation Process \$920</p>
Increased number of sustainability focussed events and/or projects delivered in collaboration with partners.	<p>WEEC Teacher presented at the 2-day Murray Darling Basin Forum alongside Fisheries, OEH, National Parks and other EECs. WEEC Teaching Staff attended E-Water Steering Committee (OEH) meetings and collaborate within this team. WEEC Staff presented a stall to support the Dubbo City Council Sustainability Expo, which saw approximately 950 Dubbo Community members to talk about sustainability. It also provided an opportunity to network with other sustainability providers.</p>	<p>Food cost for Smoothie Bike at the Sustainability Expo \$200</p>
Increase in the number of	In Term 1 of 2016 a Facebook page was created	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
schools participating in sustainability focused events and/or projects	<p>with content contributed to on a semi-regular basis.</p> <p>Contributed to EZEC Facebook page and Twitter account on a semi-regular basis.</p> <p>The WEEC Teaching Staff attended the EZEC Social Media MasterClass Professional Learning opportunity. This provided insights into how best to capitalise on the use of social media in school promotion.</p> <p>The WEEC Teacher engaged in training in relation to how to use the school website provider, to learn how to update content and keep the website updated and current for teachers.</p> <p>Term 4, the Principal joined the EZEC Communication Team. WEEC have drafted a communication strategy for the school, based on the EZEC plan.</p>	

Next Steps

- Work towards developing partnerships that provide funding opportunities
- Implementation of a community consultation group
- Exploring the potential of a youth environment group
- Strengthen partnerships with Dubbo Aboriginal community to continue to support the outcomes outlined with our RAP
- Further improve processes for updating website and social media



Student information

Wambalangang EEC captures data regarding the attendance profile of visiting schools and students. A total of 4482 students from Early Stage 1 through to Stage 6 attended excursions throughout the 2016 school year. Our visitation profile shows that 74 schools visited and approximately one quarter of students identify as Aboriginal and/or Torres Strait Islander.

The visitation is dominated by Stages 2–4 and most groups participate in integrated study days focusing on geography, science, PDHPE, wellbeing and leadership.

In addition to student groups, the school also caters to pre-school and university students and other community use groups, such as the local quilting group and Girl Guides.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1
School Administration & Support Staff	1.22

*Full Time Equivalent

One staff member identifies as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Staff are meeting all requirements regarding their respective accreditation status.

WEEC staff have participated in professional learning, with teachers reflecting their professional development goals including;

- Annual EZEC Teacher Conference
- Macquarie Network Principals meetings
- PPA Conference

- Annual EZEC Principal's Conference
- Western EZEC Conference
- Strategic Financial Management for NSW Public Schools
- School based training – Performance and Development Framework – Staffing and PDP Training
- IPAD in classrooms
- Social Media Masterclass – Using social media to engage with your school and wider community

Staff engaged in mandatory training including:

- Child Protection Updates
- e-Emergency care
- Code of Conduct update

Professional learning for SASS staff included

- Chainsaw qualifications
- EZEC SASS Conference
- Strategic Financial Management for NSW Public Schools

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	50 710.06
Global funds	35 418.00
Tied funds	16 802.22
School & community sources	52 548.72
Interest	1 138.61
Trust receipts	6 750.00
Canteen	0.00
Total income	163 367.61
Expenditure	
Teaching & learning	
Key learning areas	8 769.41
Excursions	0.00
Extracurricular dissections	15 341.87
Library	0.00
Training & development	907.45
Tied funds	29 184.80
Short term relief	10 743.66
Administration & office	11 734.52
School-operated canteen	0.00
Utilities	12 715.35
Maintenance	23 042.73
Trust accounts	6 777.18
Capital programs	0.00
Total expenditure	119 216.97
Balance carried forward	44 150.64

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Parent/caregiver, student, teacher satisfaction

With the implementation of each program we seek feedback through out evaluation forms from visiting teachers and students about their learning experiences. Their responses are demonstrated in some of the graphs below.

Question 1: The program provided a stimulating learning environment, and a variety of experiences, to enhance student's engagement with the environment.

Question 2: The Centre had high expectations for student behaviour and learning, and addressed the

needs of identified student groups including students with special needs.

Question 5: The program promoted positive environmental values and attitudes in the students and contributed to students' self-awareness and capacity to act in a positive way.

Question 8: The program included good pre and post program resource support to develop deep knowledge and extend classroom learning.

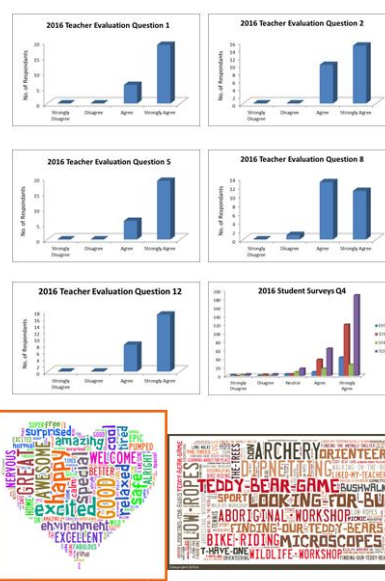
Question 12: The WEEC works with teachers in the collective responsibility for student learning and success, with high levels of student engagement

A key feature of our program development includes high levels of collaboration with teachers prior to their visit. This helps us to tailor programs to meet the key educational outcomes required by specific teachers and schools and is driven by the learning needs of individual students. It allows us the opportunity to identify ways in which activities and workshops may be modified to cater to the diverse needs of visiting students, to ensure that student wellbeing is upheld throughout the delivery of teaching and learning.

We have also undertaken student surveys, and the Wordle included below have indicated some of their favourite programs and their feelings about being at Wambalang EEC and engaging with our programs. The results of Student Question 4 have also been included below

Question 4: I think it is important to care for the environment and will take actions to help look after its future

We currently don't have an evaluation form for parents, but we may design one as part of our evaluation strategy for the 2017 school year.



Policy requirements

Aboriginal education

Aboriginal Education is a focus within Strategic Direction 1 and 3 of our 2015–2017 School Plan.

In 2016 Wambalang EEC played a leadership role in the development of a combined Reconciliation Action Plan (RAP) on behalf of the EZEC community. This document demonstrates our commitment in the areas of Relationships, Respect and Opportunities.

NSW Environmental and Zoo Education Centres (EZECs) are proud custodians of traditional Country including significant sites across NSW and encompass the traditional lands of a broad diversity of Aboriginal and Torres Strait Islander communities. EZECs recognise the rich contribution that Aboriginal and Torres Strait Islander cultures make to the diversity of the Australian community. We are committed to advancing reconciliation and ensuring the First Peoples of this nation are valued. NSW Environmental and Zoo Education Centres' (EZECs) *vision* for reconciliation is for all Australians, particularly young Australians to recognise, understand and be proud of the fact that Aboriginal and Torres Strait Islander peoples have strong connection to the lands and waters of our nation.

Our programs embed the key cross-curricular priority area of Aboriginal and Torres Strait Islander histories and cultures. We provide culturally appropriate and inclusive opportunities for students to understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse. Our programs emphasise the relationships people have with place and their interconnection with the land, water and sky. Eight Ways pedagogies are incorporated in to all Wambalang EEC programs where appropriate and we work alongside Aboriginal consultants and our local AECG to ensure that we are working with community.

Multicultural and anti-racism education

The Wambalang EEC supports the cultural diversity of our visiting schools and students. We ensure that the culturally inclusive practices of every school are maintained and supported.