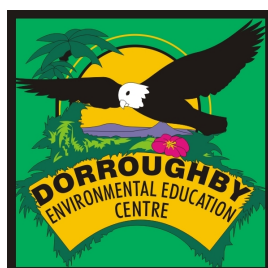


Dorroughby Environmental Education Centre Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Dorroughby 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.

Cindy Picton

Relieving Principal

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Message from the Principal

During 2016 I had the pleasure of leading the dynamic team at Dorroughby Environmental Education Centre. 2016 has been a positive and productive year where we supported students and community through our NSW Curriculum based programs; projects such as the 'Sustainable House Design Project', 'Big Scrub Interest Day', 'Pop up Water Lab', 'The Environmental Arts Camp' and through partnerships with Lismore AECG, Richmond River Land Care, Ballina Dune Care, Northern Rivers Science Hub, local councils (Ballina, Byron Bay and Lismore), and Northern Rivers Group of Environmental Educators (NRGEE). Dorroughby EEC was also privileged to host an 8ways Indigenous Pedagogy Workshop, run by Noel Bilyana Blomeley and Cassie Ryan, for our teaching colleagues. Our visiting students have gained an appreciation for Bundjalung Culture and local environments, investigated science concepts and applied their learning by devising solutions to local environmental issues. Thanks to all staff and community who have collaborated on/ participated in programs this year and we look forward to a similarly productive 2017.

School background

School vision statement

Dorroughby Environmental Education Centre Vision Statement

Provide engaging, Sustainability Education experiences that will contribute to the development of students' knowledge and ability to think critically, creatively and ethically - to assist them to become active and informed citizens in a 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 25 Environmental Education and Zoo Education Centre's (EZEC) supported by the NSW Department of Education and Communities. The centre is located 25km North East of Lismore amongst rural farming communities.

DEEC offers a variety of high quality field work and environmental sustainability education programs for school students K-12. The Centre's program can be delivered on and off site. The neighbouring property owner allows access to a large dam and wetland area and a fully operational dairy farm. Popular venues nearby include Rocky Creek Dam, Night Cap Range National Park, Ballina / Flat Rock, Byron Bay and Iluka. The environment types at these locations include rainforest, mangroves, rock platforms and open forest. Overnight programs for students are also offered with dormitory accommodation at DEEC or camping available at local National Parks and reserves.

The centre supports schools to implement Sustainability Education across the curriculum and there is a strong emphasis on student led / inquiry based learning. A partnership program with Rous Water provided a water science lab that focuses on open ended science challenges and collaborative learning.

Facilities at the centre include a microscope and technology room that contains an interactive whiteboard, digital and stereo microscopes and iPads. Other features include an aquaponics garden, native nursery and plant propagation area, vegetable gardens and campfire area.

The centre works closely with the local school communities and is part of the Rivers P-12 Learning Community in the Lismore region. Partnerships with the local community are also highly effective and the centre is affiliated with the Northern Rivers Group of Environmental Educators (NRGee) and the Northern Rivers Science Hub.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, Dorroughby Environmental Education Centre undertook self-assessment using the School Excellence Framework. 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.

It was difficult to accurately assess DEEC's performance in a few of the criteria, namely assessment and parent liaising, due to the unique context of Environmental Education Centres and the nature of having transient students. As a staff however we believe that DEEC is

- Excelling in the areas of Learning: Learning Culture/Wellbeing/ Curriculum and Learning; Teaching: Collaborative Practice/ Professional Standards; Leading: Leadership/School Planning, Implementation and Reporting/ School Resources
- Sustaining and Growing in the areas of Teaching: Effective Classroom Practice/Data Skills and Use/Learning and Development; Leading: Management Practices and Processes
- Delivering in the areas of Learning: Assessment and Reporting; Student Performance Measures

Most of the areas where DEEC are not excelling are the result of not having permanent students with which to form a collaborative relationship with parents nor having a hand in the students' ongoing formal assessment. 2017's plan for

DEEC includes using evaluative data tools like Plickers and rubrics for High School Work booklets in the future.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

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

Improving environmental and sustainability learning outcomes for all students

Purpose

Facilitate quality learning through meaningful and contextually relevant sustainability education experiences so that students can be informed, active and responsible citizens with the necessary 21st century skills capable of positively influencing their future.

Overall summary of progress

DEEC is constantly reviewing programs the centre offers against the Australian Curriculum, specifically with regards to the Cross Curriculum subject of Sustainability Education. Programs offered investigate our world- it's biodiversity, habitats, vegetation, soil processes, history, climate change, environmental responsibility (energy, waste, water efficiency), global citizenship - with scientific facts, equipment and techniques.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---|
| Student and teacher evaluation data shows an increase in the percentage of students indicating positive knowledge skills, values and attitudes towards the environment. | DEEC uses anecdotal and formalised evaluation collection. Consensus in evaluations indicates DEEC is providing students with positive knowledge skills, values and attitudes towards the environment. | Program related expenses are Casual teachers: \$26361.02 Resources: \$5508.45 |
| Increased percentage of teachers using DEEC pre and post information as evidenced by email trail and conversation with visiting teachers. | Ibooks and extensive teacher notes for certain programs are promoted via social media/school website/emails | Minimal administration hours. |
| Environmental Arts Camp patronised by local schools - providing subsidized environmental learning experience for Stage 3 students | DEEC once again secured a DET Arts grant and hosted a subsidised Environmental Arts Camp. | Arts Camp: \$7356.09 |

Next Steps

In 2017 DEEC hopes to ensure all existing programs are in line with the new Australian Curriculum. New programs such as Stage 2-3/ Stage 5 History Programs; K-12 Geography Programs and a Literacy and Numeracy Stage 2-3 program will be trialled and assessed. All programs with visiting schools will involve initial collaborative conversations with teaching colleagues to ensure specific student outcomes are targeted.

Strategic Direction 2

Fostering quality teaching and leadership in environmental and sustainability education

Purpose

Build the capacity of DEEC and NSW school teachers to implement quality teaching and 21st century learning by providing professional learning through an environmental sustainability education context.

Overall summary of progress

In 2016 DEEC has offered professional learning in Aboriginal and Sustainability education by way of demonstration lessons, workshops, mentoring teaching staff, supporting schools and collaborating with the EZEC network.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|---|
| Increase in the number of teaching colleagues participating in DEEC professional learning courses. | DEEC offered MyPL hours for the time teachers were attending DEEC programs. This was taken up by a few schools. Teaching colleagues attended the 2 day 8Ways Indigenous Pedagogy Workshop hosted by DEEC. | MyPL course - 3 hours admin time. 8Ways workshops - costs covered by attendance fees |
| Increase in the number of professional learning opportunities provided by DEEC. | DEEC SASS and teaching staff attended many professional learning conferences and workshops during 2016 | Costs of Professional Learning 2016 - \$3053.87 |

Next Steps

in 2017 DEEC hopes to continue fostering quality teaching and leadership by running workshops at school professional learning days, modelling excellent teaching practice in each lesson, collaborating with teaching colleagues and taking part in teaching and learning within the EZEC community.

Strategic Direction 3

Building stronger partnerships for delivery of environmental and sustainability education

Purpose

Building stronger partnerships with local government and community partners will provide increased expertise, resources and quality environmental sustainability experiences for students.

Collaboration with the EZEC network will develop systematic leadership in environmental and sustainability education, promote the EZEC community and improve organisational effectiveness.

Overall summary of progress

2016 saw DEEC continue to foster strong partnerships with our community. We supported students and community through our NSW Curriculum based programs; projects such as the 'Sustainable House Design Project, 'Big Scrub Interest Day', 'Pop up Water Lab', 'The Environmental Arts Camp' and through partnerships with Lismore AECG, Richmond River Land Care, Ballina Dune Care, Northern Rivers Science Hub, local councils (Ballina, Byron Bay and Lismore), and Northern Rivers Group of Environmental Educators (NRGEE).

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|---|
| Positive survey results from teachers and students involved in joint partnership programs. | Evaluative data, both anecdotal and formalised indicate that teachers and students benefit from being involved in joint partnership projects | Minimal cost - meetings if in working hours, admin hours, 2 casual day pays for Sustainable House Design Project. (\$800). 1 casual day for Southern Cross Kayaking Day (\$400) |
| Improved leadership capabilities of EZEC staff. | Through strong partnerships with local community groups ensures DEEC staff supports the school communities with culturally appropriate programs, relevant curriculum content, accurate scientific facts and current environmental practices. | Minimal cost - meetings if in working hours, admin hours |
| DEEC and EZEC are effectively marketed through schools, the community and social media. | DEEC and EZEC are effectively marketed by way of a newsletter once a term to Richmond River and Lismore principals and other stakeholders. A DET website and social media also assist with promotion. The Principal attends Big Scrub TP, PPA and Principal network meetings where promotion of DEEC/EZEC occurs. | Minimal cost- admin hours. |

Next Steps

In 2017 DEEC will continue to build stronger partnerships with existing local groups, namely: Lismore AECG, Lismore Land Care, Ballina Dune Care, Northern Rivers Science Hub, local councils (Ballina, Byron Bay and Lismore), and Northern Rivers Group of Environmental Educators (NRGEE). DEEC shall also work with OzFish, NSW Fisheries, Tweed Valley Council, Lismore Botanical Gardens, Envite and the Macadamia Castle.

Student information

DEEC has no permanent students. Students visit DEEC for 1-3 day educational experiences linked to the Australian Curriculum.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Classroom Teacher(s) | 0.4 |
| School Administration & Support Staff | 1.19 |

There are no recognised Aboriginal staff at DEEC

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 50 |

Professional learning and teacher accreditation

In 2016 DEEC spent \$3053.87 on teacher professional learning

- 1 staff member is in the process of gaining accreditation at the Proficient stage of the Australian Professional Standards for Teachers
- 1 staff member is attempting to support EZEC colleagues to be able to pass all stages of the Australian Professional Standards 'in their context'
- DEEC staff attended The EZEC annual conference; the Regional and Rural EZEC conference; the Bi-Annual EEC S.A.M Conference; the EEC Principal Conference and 8ways Pedagogy Courses

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

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income | \$ |
|--------------------------------|------------------|
| Balance brought forward | 51 877.00 |
| Global funds | 38 445.00 |
| Tied funds | 13 781.00 |
| School & community sources | 53 849.00 |
| Interest | 1 112.00 |
| Trust receipts | 4 246.00 |
| Canteen | 0.00 |
| Total income | 0.00 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 26 018.00 |
| Excursions | 0.00 |
| Extracurricular dissections | 14 690.00 |
| Library | 358.00 |
| Training & development | 0.00 |
| Tied funds | 14 876.00 |
| Short term relief | 922.00 |
| Administration & office | 10 924.00 |
| School-operated canteen | 0.00 |
| Utilities | 4 634.00 |
| Maintenance | 14 436.00 |
| Trust accounts | 4 246.00 |
| Capital programs | 9 401.00 |
| Total expenditure | 0.00 |
| Balance carried forward | 0.00 |

Policy requirements

Aboriginal education

All DEEC programs are taught through the lens of 8Ways pedagogy. DEEC teaching staff have attended 8Ways workshops and DEEC hosted an 8Ways Indigenous Pedagogy Workshop in Term 3. Educating visiting students on Bundjalung culture is a focus in all our programs, specifically in terms of history of our field

sites, uses of endemic plants and respect for the sustainable methods Bundjalung ancestors employed. DEEC supported Nimbin CS in their bush tucker garden planning in T4.

Multicultural and anti-racism education

DEEC has a philosophy of students always being kind to others and to themselves when engaged in our programs. Acting out of any prejudice is not tolerated. All our programs are taught with student wellbeing being the underlying focus. By teaching respect of Indigenous practices in our initial introduction and throughout our programs we set a background of acceptance and celebration of diversity that can be transferred to all student backgrounds.