

Illawarra Environmental Education Centre Annual Report



2016



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Introduction

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

Stuart DeLandre

Principal

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Message from the Principal

In 2016 Illawarra Environmental Education Centre (IEEC) engaged in the NSW Department of Education external validation process. The process highlighted the advantage we are afforded through collaboration in our day to day work to achieve our goals. Collaborators in our external validation process included students and teachers, Director, Principal Support Leadership Officers, local principals and colleagues in other centres. The process provided the IEEC's Steve Leake the opportunity to make a significant contribution to defining our present state and shaping future culture. A future focused upon supporting teachers and all students through innovative and engaging fieldwork.

Since establishment in 1990 IEEC has achieved approximately \$500,000 partnership funding for environmental action programs. During 2016 IEEC continued to deliver in school sustainability education through community partnerships. The 2016 Stormwater Coaches program led by the outstanding project management of the IEEC's Ben Anderson with support from Shellharbour City Council enabled most Stage 3 students in the area to participate in localised environmental problem solving.

IEEC is thriving through a culture of relationships, trust and commitment to our professional learning that informs and inspires our work for 2017.

Message from the school community

The sample testimonials below are typical of the feedback IEEC received from teachers K-12 about how we meet the needs of students to add value to classroom teaching and learning.

"... extremely knowledgeable & related to students in an exceptional way. All students were engaged throughout the activity and later articulated their learning back in class."

"...builds a very positive and constructive rapport with students while still maintaining excellent student management. Very knowledgeable and an excellent role model."

"... ensured students were engaged & worked to their full potential. Relationships & rapport were fantastic & their knowledge of content is always thorough. Makes for a great day!"

".. well prepared hands-on activities that engaged the students as they shared their genuine care of the environment with the students when interacting with them."

School background

School vision statement

Our vision inspires the organisation we want to become in the future. This vision was created through an alliance of the NSW DoE Environmental and Zoo Education Centre network.

“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.”

Our branding, our mission “experience the diversity” is at the heart of why we exist. That is, to enable the immersion of all students in experiential learning in, about and for the environment.

School context

“Environmental Education Centre means a teaching and learning facility operated by the Department which students attend to participate in educational programs relevant to all primary and secondary key learning areas and/or to receive specific instruction in field work, and which provides support to schools in implementing environmental education.” 2.18 NSW Teachers Award 2009.

The IEEC meets the diverse learning needs of all visiting students, including tailored programs for gifted and talented students and those with special needs. The IEEC aims to deliver curriculum based, student centred learning which incorporates inquiry based learning through fieldwork and sustainability education into all lessons and programs to promote learning excellence and responsiveness.

The IEEC teaching staff demonstrate specialist expertise in environmental and sustainability education K-12, building relationships across local schools and with visiting teachers to develop programs which address specific curriculum targets, tailored to the learning needs of all visiting students.

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, we are sustaining and growing.

This judgement was made through analysis of evidence including: one hundred and seventy five teacher evaluations from 2015 and semester 1 2016; sample IEEC program; student video products; student interviews and comments; photo elicitation; student rubrics; sample lesson sequences; and student work samples. This evidence tells us that our communication with teachers to understand student needs is successfully informing our planning and delivery of student learning. Feedback from students reveals a consistent trend that the experiences had through IEEC helps them to make connections with one another, provides opportunities to succeed and prepares them as future environmental citizens and leaders.

The results of this process indicated that in the School Excellence Framework domain of Teaching we are mostly delivering with the exception of the collaborative practice element that we have assessed as excelling.

This judgement was made through analysis of: teacher evaluations 2015 – 2016; Environmental and Zoo Education Centre (EZEC) 2106 conference agenda; IEEC ClassMovie product; video capture; formative assessment data; student work samples; student fieldwork journal; student ebook products; IEEC programs; IEEC booking form; IEEC teaching resources; IEEC led collegial workshops; and the EZEC Reconciliation Action Plan.

Analysis of this evidence affirms IEEC demonstrating quality teaching. This is directly linked to our commitment to enabling shared leadership across the EZEC professional learning community.

The results of this process indicated that in the School Excellence Framework domain of Leading we are mostly delivering with the exception of: leadership; planning, implementation and reporting; and management practices and processes. In these elements we have been assessed as growing and sustaining.

This judgement was informed by: EZEC strategic directions document and website; EZEC leadership workshops by IEEC; partnership flyer; partnership video products; EZEC 5P plan; EZEC strategic directions review and survey; IEEC School Plan V1 and V2; IEEC 2015 Position advertisement; IEEC visitation data; IEEC calendar; IEEC online booking form; IEEC sample program and teacher evaluations 2016. This data strengthens our claim of commitment to working to develop a strong and effective learning community across EZEC.

Our self-assessment and the external validation 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

Enabling student centred learning

Purpose

To provide students with opportunities to develop 21st century skills of collaboration, communication, critical thinking and creativity.

Overall summary of progress

In 2016 the Illawarra Environmental Education Centre reaffirmed their key responsibility in supporting teachers and students in conducting fieldwork Kindergarten to Year 12. We are well positioned to market our services to teachers in the mandatory implementation of the new Geography syllabus Years 7-10 as well as on going support in Science 7-10, Stage 6 Geography and Stage 6 Biology and Senior Science.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
New Geography programs for Stages ES1, 1, 2, 3, 4, 5 and 6.	A complete suite of Geography programs Early Stage 1 and Stages 2, 3, 5 and 6 have been completed and trialled. Development of Stage 4 program is well advanced and pending trialling. Teacher evaluation has been very positive. Programs reside on Google drive and are accessible for all to view via www.ieec.nsw.edu.au . Two flyers Geography K-6 and 7-12 have been published.	5 x days casual relief to employ Geography teacher to work with IEEC in developing new programs. • IEEC in school (\$2250)
All IEEC programs are supported by pre and/or post excursion learning on IEEC website.	Pre and post excursion resources reside on the IEEC website alongside the relevant programs. Resources include location map, risk assessment and student journals.	2 x days casual relief for on-going resource development. • IEEC in school (\$900)
75% of visiting Illawarra HS's Biology/Senior Science students complete assessment tasks as a result of their IEEC fieldwork.	All teachers of Year 11 Biology and Senior Science indicated students complete an assessment task arising from their IEEC fieldwork experience.	1 x day casual relief to request, collate, analyse and communicate student work samples • IEEC in school (\$450)

Next Steps

- Marketing of programs. Mail out flyers Geography K-6, Geography 7-12, Science and Technology K-6 and Stage 6 Biology and Senior Science to schools in the Illawarra, Shoalhaven and Southern Highlands. Post above flyers in SchoolBiz. Make Geography flyers and sample program available for the Geography Teachers Association Conference 9/10 March.
- Finalise, upload to IEEC website and trial new Stage 4, Stage 5 and Stage 6 Geography program and resources. Resources to include interactive Google map, IEEC Geographical Toolkit, student fieldwork journal, sample answer booklet for the journal and risk assessments.
- Contact Department of Education Geography curriculum advisor to assist IEEC identify a suitable teacher to serve a critical friend and potentially be employed to assist in identifying pre and post excursion learning including assessment tasks.
- Contact all Biology teachers using the IEEC to forward student assessment tasks and work samples. Upload Biology assessment tasks and student work samples to IEEC website.

Strategic Direction 2

Deliver sustainability education through fieldwork

Purpose

To deliver sustainability education through supporting IEEC staff and visiting teachers in teaching curriculum linked fieldwork in a variety of settings across the Illawarra.

Overall summary of progress

IEEC has systems in place to facilitate collaboration and includes critical evaluation feedback from visiting teachers. IEEC booking process optimises collaboration with teachers to plan for their students' needs. We are working towards a systems approach to support schools through quality teaching, quality professional learning and curriculum breadth and access for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
30% Teachers indicate they used IEEC online resources.	All teachers are directed to IEEC website for programs and resources including a booking form, calendar, student journals and location maps.	1 x day casual relief to reconfigure IEEC website to improve navigation and access to resources. • IEEC in school (\$450)
50% teachers consult with IEEC about students' needs.	In 2016 157 teachers completed the IEEC online evaluation. 95% teachers strongly agreed/agreed IEEC booking procedures helped in their program preparation. Student needs are always planned for during this consultation.	1 x day casual relief to support one to one consultation practices. • IEEC in school (\$450)
50% IEEC programs are supported by IEEC's online pre and post teaching materials.	93% strongly agreed/agreed pre and post excursion resource support was good. Creation of Flimpond product Inspiring Leadership Through Environmental Education	1 x day casual relief for on-going development and uploading of resources. • IEEC in school (\$450) • IEEC in school (\$600) for video
30% teachers complete PL process for fieldwork registered hours.	All teachers undertaking fieldwork were scheduled on My PL for registered hours. Approximately only 10% of those scheduled completed the evaluation to achieve the PL hours.	
10% IEEC bookings made online.	Approximately 10% were made online. This is a new process that streamlines workflow through improved efficiency and convenience for teachers.	1 x day casual relief to create and publish the form. • IEEC in school \$450

Next Steps

- Continue the IEEC publishing of resources and making these available via the IEEC website especially resources to support learning back at school. Resources to support assessment of students such as photo albums, video clips, quizzes, report writing and ebooks.
- Continue use of Google Apps for education to prepare and share resources via Google Drive, Google Maps to depict excursion site information and Google Calendar for IEEC booking schedule.
- The Department of Education has directed that registered professional learning hours will no longer be available to teachers for their participation in IEEC fieldwork.
- Revise the online booking process to reduce the need for hand written duplication by IEEC administrator.
- Ensure the IEEC teacher is trained in setting up the online booking form and teacher evaluations.

Strategic Direction 3

Partnerships to enable sustainability education

Purpose

IEEC initiates partnerships to share expertise, resources and/or environmental action projects. These partnerships will enhance our own professional learning, the provision of teacher professional learning and student learning experiences.

Overall summary of progress

In 2016, the Illawarra Environmental Education Centre partnered with stakeholders to source funding, resources and expertise to enable sustainability education across schools. These partnerships strengthen the IEEC's capacity to ensure students received great resources and authentic learning opportunities through sustainability education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An Aboriginal educator works with IEEC to present: 2 X S6 classes trial new Aboriginal studies program. 2 X S3 programs specifically for Aboriginal students 15 X S1 - S3 programs with an Aboriginal perspective	Throughout 2016, the IEEC delivered 14 S1 - S3 programs with a specific Aboriginal perspective to a total of 1026 students.	10 days employing staff through Warradjah Dreaming, totalling • \$3340 3 days employing local Aboriginal teacher, totalling • \$1350
4 schools participate in Jervis Bay program	Alongside Taronga Zoo, Fisheries, Shoalhaven Council and University of Wollongong, IEEC presented and employed an Aboriginal Educator to deliver cultural workshops to 200 S3 students.	1 day employing local Aboriginal teacher • \$450
10 primary schools participate in the Stage 3 stormwater incursion.	The successful 2016 Stormwater Coaches program was delivered to 53 classes across 11 schools. Feedback indicated the program was an authentic experience in engaging students in the new Geography syllabus and environmental citizenship.	20 days employment provided by the IEEC, totalling \$9000 plus \$5000 from IEEC funds.
5 Work Health and Safety meetings are held with KSP management.	Initial progress has been made in the formation of a WHS partnership between the IEEC and KSP management, with 2 formal meetings conducted.	Casual relief to prepare WHS documentation and Emergency Management Plan. • \$480

Next Steps

- Partner with Shellharbour City Council to deliver Phase 3 of the Storm-water program, aiming to facilitate student's implementation of practical solutions to combat storm-water pollution.
- Continue to partner with Warradjah Dreaming and local Aboriginal educators to deliver authentic Aboriginal Education to local students across all stages.
- Progress partnership with Killalea State Park management to ensure open dialogue regarding the sustainable development and use of shared resources throughout the State Park.
- Continue to support the transition of leadership within EZEC from IEEC principal.

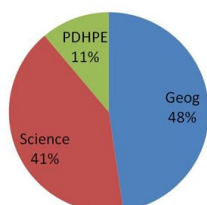
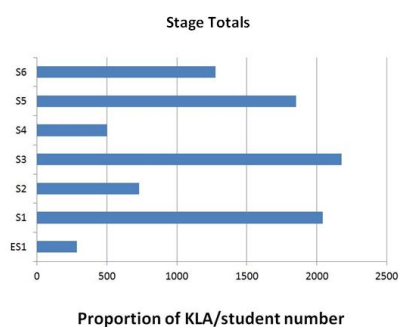
Key Initiatives	Impact achieved this year	Resources (annual)
Support for beginning teachers	<p>IEEC's newly appointed teacher received Beginner Teacher Funding in April 2016 to facilitate his professional development, through the Great Teaching, Inspired Learning reforms. He received GROWTH coaching to prepare his professional development plan. This included utilising the 5P's planning model to chart his learning to improve his delivery of environmental education through fieldwork.</p> <p>The funding also enabled his participation in a 'Social Media Masterclass', coaching from the principal in managing the centre's website, 'Provide First Aid' training, attendance at the 2016 EZEC annual conference, Duke of Edinburgh Awards induction and time learning deployment of iPads.</p> <p>Through his involvement in the IEEC external validation process he learnt the rigours of applying the Schools Excellence Framework lens to his current practice to identify areas for future improvement.</p> <p>The teacher travelled to work in visit with four other EEC's to engage in collaborative program development, team teaching and networking with colleagues. The funding allowed his enrolment in a Leadership and Mentoring course conducted by the University of Wollongong 2017.</p> <p>The Beginner Teaching Funding have greatly strengthened the teachers' expertise in environmental education, and future partnerships with a senior executive mentor and fellow EEC's are scheduled throughout 2017, utilizing both the first and second stages of the funding.</p>	<p>The small teaching team at IEEC and creating professional learning opportunities afforded the beginning teacher professional learning that did not cost.</p> <p>Expenditure as of 18/11/2016 \$1734.99</p>



Student information

A total of 8943 Early Stage 1 through to Stage 6 students visited the IEEC in 2016.

Stages 1, 3 and 5 dominated the visitation rates, with 6073 students represented from these stages. The vast majority of students (89%) conducted Geography and Science and Technology programs, with a small proportion (11%) conducting PDHPE leadership programs.



Professional learning and teacher accreditation

The Illawarra Environmental Education Centre were active in enabling the on-going professional learning of the twenty five environmental and zoo education centres across NSW. We believe that our learning is dependent on that of our learning community. Through the environmental and zoo education centre strategic directions team and the 2016 EZEC conference coordinator we worked to identify and pursue professional learning aligned with common strategic directions across the network. For IEEC we contributed to and benefited from collaboration around the implementation of the new Geography syllabus K-10.

Steve Leake prepared his accreditation report through the IEEC, utilising a variety of evidences collected from the Centre and previous teaching experience. Stuart DeLandre(principal) acted as the Teacher Approval Authority (TAA), and the Accreditation Report was successful in gaining Steve accreditation at the Proficient level.

Workforce information

Workforce composition

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

Position	Number
Principal	1
Teacher	1
School Administration and Support Staff	3.2
Total	5.2

Teacher qualifications

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

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

Income	\$
Balance brought forward	37 760.00
Global funds	30 803.00
Tied funds	21 647.00
School & community sources	71 666.00
Interest	1 054.00
Trust receipts	33 000.00
Canteen	0.00
Total income	195 932.00
Expenditure	
Teaching & learning	
Key learning areas	46 975.00
Excursions	0.00
Extracurricular dissections	21 124.00
Library	1 573.00
Training & development	5 322.00
Tied funds	12 288.00
Short term relief	1 780.00
Administration & office	10 167.00
School-operated canteen	0.00
Utilities	4 064.00
Maintenance	2 021.00
Trust accounts	14 219.00
Capital programs	0.00
Total expenditure	119 537.00
Balance carried forward	76 395.00

Parent/caregiver, student, teacher satisfaction

Each year we seek feedback from visiting teachers and students about their IEEC learning experiences. Their responses are presented below.

A key feature of our programming is the pre excursion consultation process with teachers. Our conversations with teachers about student needs and our focus on relationships are both precursors to and crucial to student wellbeing. IEEC has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.

In all cases teachers are positive about their experience in working alongside our teachers. Teachers indicate

the IEEC staff are flexible and very helpful in offering programs that are engaging and relevant to learning occurring back at school. Teachers also reported that we offer clear expectations of student behaviour while interacting in a kind and friendly manner, considerate of the individual needs of all students.

A group of Year 9 students offering feedback on a leadership camp thought that their experience improved their group work, acknowledged the need for good communication, recognised the opportunities that exist at school to practice leadership through helping others and the chance to create an improved learning environment.

The IEEC principal also visited a local school to conduct interviews with students Years 3 and 4 about a camp the IEEC had conducted with their teachers. The word cloud below summarises some of their recollections of the various types of activities and their feelings about the experiences.



Policy requirements

Aboriginal education

Aboriginal Education is a focus within our strategic direction 3. We understand that as we are located on country we have a professional and moral imperative to work with community through the AECG to provide Aboriginal Education for all and work with schools in offering special programs for Aboriginal students if that is their need. Where possible we employ an Aboriginal educator who is on country to assist with our program development and delivery in Aboriginal Education.



Multicultural and anti-racism education

The IEEC supports visiting schools and students to ensure that the culturally inclusive practices of every school are maintained and supported.