

Wambalang Environmental Education Centre

Annual Report



2017

WAMBANGALANG

Environmental Education Centre

5681

Introduction

The Annual Report for **2017** 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

2017 has observed an extremely exciting and busy year for our school. Throughout the year we have progressed the school towards best practice in how we manage resources and how we undertake all of the activities we offer. Throughout 2017 we have expanded into new curriculum areas including English, through a project based around the support of teaching English Concepts through Environmental Education. We have also developed a number of opportunities in STEM and are in the process of investigating improved land management practices for our rural school setting. 2017 saw us deliver an outreach program based around the Aboriginal songline of *Biladurang* (the platypus), which spanned two terms and culminated in a wonderful celebration event, recognising Wambangalang EECs 40th year as a field studies centre. We have delivered a number of professional learning opportunities for teachers this year and Wambangalang EEC continues to excel in the area of collaborative partnerships which will see us flourish into 2018. This year has also had a focus on improved team well being and we have achieved an invigorated atmosphere within our school, that has also be recognised by our visiting teachers. As we finalise the development of our 2018–2020 school plan, we continue to work towards the pursuit of excellence to ensure that we are delivering first-class learning opportunities to our communities and students.

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 12.5ha 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. 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.

In 2017 WEEC teaching staff undertook an in depth assessment and self reflection of the SEF and how each element related to our school. This self assessment process was also implemented in the external validation process that WEEC completed in 2016. Therefore the SEF outcomes for our school were fresh in our minds in 2017.

In regards to the Learning Domain, WEEC decided that we were most definitely achieving the level of Delivery, with several elements bordering on Sustaining and growing. We have very high expectations of our teaching and learning methods at WEEC, and have also had a focus on transitions of continued learning over the year, so sustaining and growing will be our target by the end of 2018. Wellbeing is another focus area for WEEC, as our unique school has the capabilities and setting to promote these values in an outdoor environment. Projects such as safe spaces and sensory gardens will contribute to wellbeing at our school.

The Teaching Domain is a strong area for WEEC, as the teaching staff have the ability to teach a vast number of different students and age groups in varying environments, with specialist knowledge and content. We assessed that we are at the Sustaining and Growing Stage for Effective Classroom Practice and Collaborative Practice as both fulltime and casual teaching staff work collaboratively on a range of programs and activities, often sharing a teaching program over a number of days. Also, the use of student data and school feedback is an essential element when we are developing evidence based programs, which is gathered by all teaching staff. Ultimately a refined whole school approach to evidence based teaching throughout all WEEC programs and activities will ensure we are on the path to reaching the excelling stage for the teaching domain in the near future.

Instructional leadership in a WEEC, and all EEC's, is extremely important as we have very small staff numbers. This also means the WEEC staff have a close collaborative working relationship within the school, with the principal being the main instructional leader. Both the teaching and no teaching staff at WEEC strive to improve our performance and efficiency, with the majority of staff, including casual teachers, going through the PDP process in 2017, with all staff committed to the process in 2018. The Leading Domain is obvious focus area for all schools, with WEEC being no exception. We are committed to having a culture of high expectations in leadership methods and practices, and are already working towards excelling in this area through establishing and maintaining a professional learning community, which will support the continued improvement of our teaching and learning methods.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Throughout 2017 Wambangalang EEC has continued to progress towards environmental and sustainability focussed programs. All new programs have included pre and post visit activities and resources. Advancements in areas of STEM and Citizen Science, and key partnerships associated with these, have further enhanced learning outcomes for students. The school has taken on a number of new key initiatives including working more closely with threatened species officers to identify the flora on site, professional learning in other areas such as English Concepts, to further enrich the diversity of programs we offer, as well as the experiential learning opportunities we offer to our students. Throughout the year we have been investigating new initiatives that would further enhance incidental learning, including the implementation of a kitchen garden and composting toilets for example. 2017 has seen a more consistent focus on obtaining feedback and evaluation data, which has given us more opportunities on a regular basis to evaluate learning and modify learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase quality of feedback on positive learning experiences, including effectiveness of pre and post visit learning activities to incorporate environmental and sustainability education outcomes	\$1380 (3 x days casual relief for attendance) \$300 printing and post to obtain evaluation data \$300 catering for teacher focus groups, team meetings)	This year, the school has used Teacher Focus Groups, informal conversations with visiting teachers and students, and additional surveys to teachers within our database to obtain additional data to inform our programs and school planning processes. As a result of our evaluation 85% of teachers have agreed that pre and post learning activities are a benefit to their students learning. Therefore, formal surveys and school plan consultation meetings were administered which brought forth evidence that teachers continue to bring their students for the well-being, resilience and trust building activities such as kayaking, ropes courses and initiative games, as well as geography and science based programs relating to stage outcomes.
10% increase in the diversity of differentiated excursion and in-school programs and activities offered by the centre	\$4000 was receive directly from the Director by WEEC to deliver the English Concepts program \$200 accommodation to attend STEM Mentor Professional Learning WEEC continued to access the external funding of the program resources for the ant warming chamber and materials for seasonal experimentation. All postage is paid by ANU. This year two additional	STEM became a focus for WEEC throughout 2017, as the school was accepted into the STEM Mentor program. Throughout the year a STEM workshop aimed at Stage 2 students was developed based around the design and construction of worm farms. This was designed as a one off 2hour workshop, where the schools took their completed worm farms back to school and observed/recorded the progress of their worms as a post activity. A second STEM project was developed as a longer term project in collaboration with local secondary schools. Throughout 2017 WEEC staff have continued to implement the ANU Citizen Science project: Future Keepers, through implementing the scientific methodology and submitting it for processing and analysis. As a result of this collaboration, ANU

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% increase in the diversity of differentiated excursion and in-school programs and activities offered by the centre	<p>data loggers have been provided at no cost to the school. Data analysis is undertaken and available for student use through ANU.</p> <p>\$200 accommodation to attend STEM Mentor Professional Learning</p> <p>\$460 (1 x day casual relief) to attend the STEM Mentor Professional Learning</p> <p>\$ 500 STEM resources</p> <p>\$1840 (4 x days casual relief) for the development of STEM programs</p> <p>\$352 costs of Western EZEC conference to present on STEM programs</p>	scientists have also provided methodology regarding science-based learning activities that will be implemented in 2018.
20% of new programs to include pre and post visit excursion activities/resources to enhance environmental and sustainability education outcomes	<p>\$920 (2 x casual relief days) so schools were able to access programs free of charge to enter and analyse evaluation data and marking criteria relating to the English Transition Concepts program</p> <p>\$ 655 kayak training. This relates to senior Geography and Biology programs, with assessment feedback from attending schools</p> <p>\$300 Watch it grow program resources</p>	In 2017 WEEC reviewed the method by which evaluation data is obtained. Where possible, laminated evaluation sheets are completed at the end of each program and entered by the end of the week into an evaluation spreadsheet. This method of data collection has developed a more regular and instantaneous reflection on feedback within the school. Any schools that did not have data collected on the day, would have the evaluations printed and posted, including a post paid self addressed envelope. WEEC has found this a more effective way of obtaining ongoing data then emailing evaluation forms or using google forms/survey monkey etc. This method has not only been adapted to existing programs (PDHPE, GEO, SCI, LIT, MATH) but have been incorporated into all new and future programs as well (e.g. STEM)

Next Steps

Through developing a number of Citizen Science programs and partnerships, more opportunities will become available for involve a greater number of students within the school community. These partnerships will involve organisations such as the Office for Environment and heritage (OEH), Landcare, Water watch, several NSW Universities, as well as the EZEC network and local and regional schools.

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

The 2017 year was an opportunity for WEEC staff to work collaboratively to identify and act upon new systems and processes to achieve the SEF goals. This has entailed the introduction of several new programs including STEM, PDHPE, geography and Literacy. The increased use of pre and post learning and teaching resources for visiting schools has also been an achievement for WEEC this year. It has enabled WEEC to have a more in depth involvement with schools and their chosen programs, as well as provide WEEC with a better baseline for feedback. WEEC staff also accumulated a more than sufficient number of PL hours for our small school, which has had an instantaneous and positive affect on school administration and teaching outcomes and efficiency.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Culture of reflection is embedded into teaching and learning practice	Principal and teacher attend two day meetings with PSP and External validation staff to increase WEEC knowledge and efficiency for the EV and school plan	As a result of the 2016 External Validation process, Wambalang embarked on the pursuit of excellence in best practice throughout 2017. This process was quite intensive and gave all WEEC staff an in depth insight into school management practices and how they can be built upon in the future. It also gave us the opportunity to assess where we are currently sitting within the School Excellence Framework for the five elements, and how we plan to achieve the level of excelling in the future.
Teacher use of evidence-based teaching strategies	\$250 catering for Depth Studies Event and Lincoln school PL \$460 for casual release for teacher to deliver Depth Studies PL	The use of evidence –based teaching was evident in new and existing programs delivered by WEEC in 2017. Senior programs such as Geography 'Ecosystems at Risk' and Biology 'Local Ecosystems' gives the students the opportunity to collect raw data from field work activities such as water quality testing, macro invertebrate studies, abiotic and biotic testing. The information can be collated/graphed etc and used in evidence based, student led activities. assignments Students were taught methods in marketing, community conservation campaigning, film making and art to use create community conservation campaigns. The students were also taught the science of monitoring these animals, their biology and threats. Students exhibited their pieces at Wambalang as part of the centre's 40th Birthday celebrations.
Increase in participation hours for MyPL courses (registered and non-registered)	\$3900 high ropes training \$1500 remote first aid training	The Principal and Teacher have attended a variety of Professional Learning opportunities throughout 2017 which have benefited the students visiting Wambalang EEC. The Principal and Teacher

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in participation hours for MyPL courses (registered and non-registered)	<p>\$ 3000 casual relief for SAM to attend LMBR training</p> <p>\$2500 casual relief for Principal to attend LMBR training</p> <p>\$460 casual relief for teacher to attend LMBR executive training</p>	<p>have attended a variety of Professional Learning opportunities throughout 2017 which have benefited the students visiting Wambangalang EEC.. All teaching staff achieved at the goals outlined in their PDPs. These PL included; – PPA Conferences – Network meetings – Kayak training – High Ropes training – Remote first aid training – STEM Action Learning mentee training – English Concepts Professional Learning – Kitchen Garden Professional Learning – EZEC Conferences and Principal Conferences – Literacy and Sport PL – Native Bee citizen Science PL – LMBR training for Principals and the teacher undertook the Executive training – Principal completed and teacher completing Principal credential – PDP supervisor training The SAM also attended this year: – EZEC SAM conference – LMBR Training GAs – Chemical course</p>
Number of courses delivered	<p>\$ 400 in materials for National Science Week event hosted at Taronga Western Plains Zoo.</p> <p>\$ 300 accommodation for Sustainability Outreach</p> <p>\$920 for 2 days casual teacher relief to cover centre requirements during time on Sustainability Outreach</p>	<p>WEEC delivered a number of new programs within the 2017 school year, such as two new STEM programs, initiative (Leadership) activities, incorporating technologies into outdoor learning (iPads in QR Code tree hunt) and several others. These are delivered in conjunction with the large number of existing programs that are delivered during the whole school year.</p> <p>Sustainability Outreach program was a great success in 2017, with WEEC and other members of the EZEC network travelling to Broken Hill to teach rural and remote school students.</p> <p>Throughout Term 3 WEEC staff, in collaboration with Warrumbungles EEC staff, provided informal professional learning opportunities to teachers regarding English Concepts. At the conclusion of Term 4, WEEC staff in collaboration with Taronga Western Plains Zoo and the Education Services Team developed and delivered a Depth Studies professional learning opportunity for secondary science teachers</p>
Teacher use of pre and post visit learning resources	<p>\$570 Accommodation in Lightning Ridge</p> <p>\$400 Program resources for Project Platypus including costumes, art materials, printing and laminating</p> <p>\$ 1840 in casual teacher salaries to cater to student numbers for Project Platypus</p> <p>\$ 400 catering from Community Consultation money to host a community celebration event</p>	<p>The use of pre and post learning resources has become a focus for WEEC in 2017, and will continue to be incorporated in a greater capacity in the future. The external validation process outline key issues our school faced concerning the gathering of feedback and ongoing learning goals, so pre and post learning components were introduced into programs such as Ecosystems at Risk, Local Ecosystems, Watch it Grow! (STEM), Secret Life of Worms (STEM) Project Platypus.</p> <p>Another great example of using pre and post learning resources was the Project Platypus program. Throughout Terms 2 and 3 of 2017, Wambangalang, Warrumbungles and Taronga Western Plains Zoo Education centres joined together to take an outreach program to 850 students between Lightning Ridge and Wellington based around the conservation of the platypus. Students were taught methods in marketing,</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher use of pre and post visit learning resources		community conservation campaigning, film making and art to use create community conservation campaigns. The students were also taught the science of monitoring these animals, their biology and threats. Students exhibited their pieces at Wambangalang as part of the centre's 40th Birthday celebrations.

Next Steps

This year was time of transition for all staff involved, with the introduction of a new principal and SAM. This has given WEEC the opportunity to explore different focus areas with the injection of new experiences and expertise. Pre and post teaching and learning methods will be a constant in future programs, which will also benefit the streamlining of our feedback processes. This will also help WEEC achieve the obvious goal of heading towards a level of excellence in our SEF criteria and best practice teaching and learning methods. PDHPE/Leadership activities such as low-ropes, archery and high-ropes are on the agenda to be revitalised during the 2018 year. This will entail bringing outdated resources and practices into line with modern WHS policies and procedures that follow best practice. The RAP for all 'EZEC' schools is also a defined target for 2018–2020, with several other EEC's committing to create a steering committee to bring the procedure into common practice. Several other citizen science collaborative programs such as Micro-plastics studies and Water Bird Tracker will also be on the agenda in 2018.

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

After the completion of the External Evaluation in 2016, it was evident that one of WEEC's areas for growth was building stronger collaborative partnerships within both the school and public communities. The teaching staff at WEEC have been very proactive in 2017 to build on existing relationships with the local farming, school and surrounding community, which involves groups such as Little River Landcare, local women's group (Quilters), CLONTARF Aboriginal Foundation, The Girls Academy, iCAN Aboriginal Nursery, Burrendong Sport and Recreation Centre, Western Rivers Environmental Educational Network (WREEN), Taronga Western Plains Zoo (TWPZ) and several others. The University of New England has also continued their studies on ants within the school grounds, and visit on a regular basis. The knowledge gained from these partnerships has relayed over to the school community, with visiting schools having the benefit of being exposed to new environmental and sustainability information and practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of partnerships with DoE and non-DoE organisations	\$460 1 x day casual teacher relief for Principal to write RAP report on behalf of the EZEC network \$2000 annual WEEC website hosting	WEEC has reinforced its commitment to being an active member of the Western Rivers Environmental Educators Network (WREEN) and are in the process of planning a number of teacher professional learning opportunities for 2018. New relationships with scientists at both ANU and Macquarie University will see the development of wonderful Citizen Science activities for students to participate in throughout 2018 and beyond.. This year the EZEC network has funded one of its Principals a day per week to get traction regarding network wide challenges. Headway has been made with the Australian Reconciliation Foundation, with the ultimate goal of having individual RAP's for each EEC. Meetings have been scheduled for the start of 2018, which is an exciting prospect for the future. The WEEC website was also regularly updated with new events, programs and activities to promote the specialist programs that WEEC offer and increase our school clientele.
Increased number of sustainability focussed events and/or projects delivered in collaboration with partners.	\$200 materials provided by Brennans Mitre 10	2017 saw WEEC start to foster relationships to increase the number of projects delivered on the concept of sustainability. This has included discussions with Clontarf to participate in community garden building and river clean up activities. Progress has been made to organise CLONTARF and WEEC to work together on 'Clean Up Australia Day' in 2018, with the idea of having students clean up the river using WEEC kayaks. The community garden program has also gained traction after a successful meeting with CLONTARF

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of sustainability focussed events and/or projects delivered in collaboration with partners.		<p>and Sydney Botanic Gardens to start the project in 2018.</p> <p>As in past years, WEEC attended the annual 'Sustainability Expo' organised by Dubbo City Council. We had a stall set up to promote sustainable garden techniques, as well as promoting the opportunity for schools to participate in Project Platypus and the WEEC 40th birthday celebration. The employment of a GA for additional days has also contributed to our ability to prepare and deliver community events within the school grounds.</p>
Increase in the number of schools participating in sustainability focused events and/or projects	<p>\$5000 provided by OEH to support GoMAD</p> <p>\$300 Native Plants from iCAN Aboriginal nursery</p>	<p>WEEC has formed relationships with several new school over the 2017 year, who have experienced new and existing WEEC programs, with very positive feedback some examples are the collaboration with Lincoln School at Juvenile Justice who have provided some nest boxes that will provide a citizen science monitoring program into 2018. Also, the development of a relationship with Brennan's Mitre 10 has provided funding for the Buningyong Community Art Group to paint a mural on the wall of the school, adding both to staff morale and the aesthetic appeal for visiting groups. The collaboration between the Western EZEC group and OEH has meant that OEH will provide funding for the GoMAD program into 2018. This exciting program will have around 4 to 6 local schools participating, which will hopefully lead to a larger number of schools participating in the future. The relationships developed regarding Citizen Science and microplastics, will provide opportunities for access to equipment, resources and methodology to write into programs for 2018.</p>

Next Steps

Collaborative partnerships have become a key focus for WEEC in the future, and the school has and will continue to build upon the progress made in 2017. Some actions that have been discussed and implemented are quarterly 'Community Consultation Meetings' with the local Wambangalang community. This community is largely comprised of farming/agriculture families, who have used WEEC as a social hub in past years. These meetings will be informal sharing sessions, which will also include a BBQ meal. Returning WEEC back to the community based social hub is the ultimate goal of the community meetings. Relationships are being fostered between WEEC, CLONTARF Aboriginal Foundation and Sydney Royal Botanic Gardens and are on track to start development of a community/native garden. This long term project will benefit the local community, as well as increase student knowledge and resource management skills of all schools involved.

Student information

Wambangalang EEC captures data regarding the attendance profile of visiting schools and students. A total of 4511 students from Early Stage 1 through to Stage 6 attended excursions and multi-day on and offsite camps throughout the 2017 school year. Our visitation profile shows that 86 schools visited this year, demonstrating positive growth from the previous year and approximately one quarter of visiting students identify as Aboriginal and/or Torres Strait Islander. The visitation this year was dominated by Stages 2–3, as consistent with 2016, and we have almost doubled our number of Stage 6 students as compared with the previous year. This year a shift in the nature of programs came as a result of temporarily ceasing some of the PDHPE activities, and observed a rise in students participating in Science/STEM based activities. In addition to student groups, Wambangalang EEC continues to support pre-school and university programs and other local community groups.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.22
Other Positions	0

*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	0

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 practice goals including;

- LMBR Training
- Annual EZEC Conference
- Annual Western EZEC Conference
- Annual EZEC Principal Conference
- PDP Supervisor Training
- Macquarie Network Principals meetings
- Conduct and Supervise level accredited training in Low and High Ropes
- Kayak flat water and moving water training and qualifications
- Beginning Principals Conference
- Federation Principals Conference
- English Concepts PL
- Evaluation Essentials for School Leadership
- Enterprise Financial Planning Tool
- STEM
- Kitchen Garden PL

Staff also engaged in mandatory training including:

- Child Protection Updates
- Code of Conduct Update
- e-Emergency care
- Remote First Aid Training
- CPR and Anaphylaxis refresher training
- e-bushfire training

Professional learning for SASS staff included:

- LMBR training
- Chemical course
- EZEC SASS Conference

WEEC also delivered teacher professional learning including:

- Stage 6 Science Depth Studies

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The summary financial information covers funds for operating costs from 1 December 2016 to 31st December 2017 and does not involve expenditure areas such as permanent salaries, buildings and major maintenance.

Out of School and Community Sources, we spend a significant amount of money on additional GA days to ensure that safety is upheld on site. This equates to \$30,750 for the 2017 school year. .

Receipts	\$
Balance brought forward	44,151
Global funds	68,284
Tied funds	4,748
School & community sources	33,702
Interest	472
Trust receipts	0
Canteen	0
Total Receipts	107,206
Payments	
Teaching & learning	
Key Learning Areas	10,400
Excursions	0
Extracurricular dissections	6,883
Library	0
Training & Development	316
Tied Funds Payments	4,560
Short Term Relief	242
Administration & Office	17,594
Canteen Payments	0
Utilities	11,407
Maintenance	26,133
Trust Payments	5,800
Capital Programs	3,339
Total Payments	86,675
Balance carried forward	64,681

The information provided in the financial summary includes reporting from 1 December 2016 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	80,500
Appropriation	64,681
Sale of Goods and Services	514
Grants and Contributions	15,236
Gain and Loss	0
Other Revenue	0
Investment Income	69
Expenses	-29,567
Recurrent Expenses	-29,567
Employee Related	-13,224
Operating Expenses	-16,342
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	50,934
Balance Carried Forward	50,934

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	371,742
Base Per Capita	9,170
Base Location	647
Other Base	361,925
Equity Total	0
Equity Aboriginal	0
Equity Socio economic	0
Equity Language	0
Equity Disability	0
Targeted Total	0
Other Total	0
Grand Total	371,742

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 our evaluation forms from visiting teachers and students about their learning experiences. This process was streamlined after WEEC went through the External Validation process, with the system being improved over the coming years. The evaluations are set out as documents that can filled out on the day that schools visit the centre, or sent to schools that WEEC have visited during incursions or programs such as Sustainability Outreach. There are both student and teacher evaluation forms, which cover areas such as wellbeing, leadership, likes/dislikes, improvement measures, alignment with school units of work, environmental and sustainability outcomes, teacher performance, relevance of activities and overall experience. Specifically relating to the student survey, questions such as 'How did today make you feel?', and 'What was something unexpected that happened?' and 'What was my favourite activity?' were also added to gain a better sense of wellbeing and best practice. The teacher survey also contained questions such as 'Please indicate how the WEEC might support you with the integration of sustainability education across one or more KLA's in the future' and 'Would you be interested in being kept informed of teacher environmental education network opportunities and/or opportunities for students to be involved in youth environment activities? This may involve newsletters, blogs etc.' to give WEEC a better understanding of the scope and general acceptance of

our delivered programs.

With the vast majority of responses being extremely positive from both students and teachers, it is pleasing to see that the practices and measures that WEEC have in place when delivering specialist teaching and learning programs have produced effective and professional results. With this in mind, the evaluation and feedback process will continue to be improved upon to entail not just the school community, but the wider community as a whole.

Policy requirements

Aboriginal education

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

In 2017, Wambangalang EEC facilitated the coordination of the implementation of the EZEC RAP. This required collaborating and compiling information from across the network relating to outcomes in the areas of Relationships, Respect and Opportunities. The innovative RAP created by the EZEC community has come to its fruition and Wambangalang EEC has coordinated further advice and professional learning opportunities for early 2018 on how each EEC can create its own unique school based RAP.

Throughout 2017 we had a large focus on the Aboriginal songline of the platypus, engaging 850 students from Lightning Ridge, Trangie, Dubbo, Geurie and Wellington to take part in a celebration of this unique and significant animal. Students created artworks and community engagement pieces to display at Wambangalang EEC's 40th Birthday celebration event. Aboriginal dancers from Trangie CS opened our event, along with a smoking ceremony from an Aboriginal elder. Throughout the process we were in contact with members of the Aboriginal community who were custodians of the story, as well as our local AECG.

Our programs embed the key cross-curricular priority of Aboriginal and Torres Strait Islander histories and cultures. We also map each program to the 8-Ways Aboriginal pedagogies. 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 positive impact Aboriginal people had through sustainable practice.

Multicultural and anti-racism education

The Wambangalang 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.