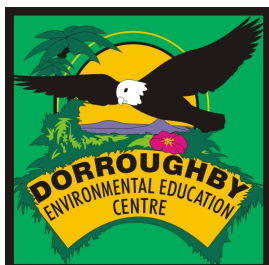


# Dorroughby Environmental Education Centre

## Annual Report



2017



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## Introduction

The Annual Report for **2017** 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

### School contact details

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### Message from the Principal

#### Principal

During 2017 I once again enjoyed successfully leading the dynamic team at Dorroughby Environmental Education Centre. 2017 has been incredibly productive; supporting teachers to deliver student learning K–12 and participating in community partnerships projects such as the 'Sustainable House Design Project', 'Big Scrub Interest Day', 'Pop up Soil Lab', 'TheEnvironmental Arts Camp' and through partnerships with Lismore AECG, Richmond River Land Care, OzFish, RMS; Ballina DuneCare, Northern Rivers Science Hub, local councils (Ballina, Byron Bay, Tweed City and Lismore), and Northern Rivers Group of Environmental Educators (NRGEE). Students on incursions or excursions with DEEC staff have gained an appreciation for Bundjalung Culture and local environments; investigated scientific and geographical concepts; and applied their learning to devise solutions to local environmental issues. Thanks to all staff and community who have collaborated on/ participated in DEEC programs this year . We look forward to a similarly productive 2018.

## 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 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, 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

The areas which DEEC has identified as delivering are mainly 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. In 2017 DEEC trialled various evaluative data tools and have decided to collate hard copy K–6 student and teacher evaluations in 2018. DEEC has also begun the process of collaborating with teaching colleagues to create rubrics for formative assessment for the years 7–12 programs.. This we hope will supply DEEC with accurate data to inform DEEC's future improvement planning. 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:

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

## 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)	Funds Expended (Resources)	Progress achieved this year
Student and teacher evaluation data shows an increase in the percentage of students indicating positive knowledge skills, values and attitudes towards the environment.	Staff Allocation  DoE Resources	DEEC introduced a 5 minute survey to be completed by students at the end of a day program or camp. This was trialled with K–6. The data collected provides DEEC with accurate and relevant data that has informed our teaching practice significantly. DEEC hopes to extend this to 7–12 and Teaching staff in T1 2018 with the hope of similar successes. Data collected in 2017 shows positive increases in accurate information, and skill acquisition along with values and attitudes towards environmental responsibility.
Increased percentage of teachers using DEEC pre and post information as evidenced by email trail and conversation with visiting teachers.	Staff Allocation  DoE resources	More teachers were involved in collaborating with DEEC in the creation programs relevant to their students this year. DEEC also collaborated on the creation of student evaluation rubrics in order to assist in the collection of meaningful evaluative data.
Environmental Arts Camp patronised by local schools – providing subsidized environmental learning experience for Stage 3 students	Staff Allocation  DoE Resources  DoE Arts Grant	The 5th DEEC Environmental Arts Camp was a success once again. It was well patronised by local Stage 3 students and a huge body of creative, sustainability focused work was created. All students had an amazing, educational experience and learnt leadership skills.

### Next Steps

DEEC has applied for a 6th DET Arts Grant in order to continue to offer the Stage 3 Environmental Arts Camp. Teaching staff and Year 7–12 Evaluations to be trialled and assessed in 2018. Drone footage of local field study sites to be used in the creation of Geography and Science high school resources. Statistics also show a significant increase in the number of individual schools utilising DEEC as a resource to enhance their students' learning.

## 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 2017 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)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of teaching colleagues participating in DEEC professional learning courses.	Staff Allocation; DoE Resource Allocation	In 2017 DEEC was mindful that each and every lesson was a demonstration lesson for visiting teachers – demonstrating how to embed Sustainability Education into the curriculum. We also gave specific workshops on embedding Sustainability Education and 8Ways into the curriculum. Workshops were well received and there is a significant increase in individual teachers/schools attending our programs
Increase in the number of professional learning opportunities provided by DEEC.	Staff Allocation; DoE Resource Allocation	In 2017 DEEC has increased the number of professional opportunities provided by DEEC, focusing on Sustainability Education, Aboriginal Education and the new Science K–6 and Geography K–12 syllabus.

### Next Steps

DEEC hopes to continue collaborating with local school communities to demonstrate best practice across all KLAs. Additionally, in 2018 DEEC aims to particularly focus on providing adequate resources with which to support high school science teachers to engage students in the new NSW Science 7–12 Curriculum.



### 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

In 2017 DEEC continued to foster strong partnerships within 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 Soil 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, Tweed Heads and Lismore), and Northern Rivers Group of Environmental Educators (NRGEE). DEEC also joined with Richmond Landcare to form an alliance with Oz Fish, NSW Fisheries, Byron Bird Buddies in order to present an educational experience of local Wetlands with 3 local PS and 2 local HS. John Larsson from Oz Fish has now become a wonderful volunteer expert that has joined our team when we present programs for Stage 5 Geography. DEEC Principal has once again chaired the Northern Rivers Group of Environmental Educators (NRGEE) and DEEC have maintained strong collegial connections to the Environmental and Zoo Education Centres (EZEC).

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive survey results from teachers and students involved in joint partnership programs.	DEEC volunteered to assist in many community projects: Sustainable House Design Project; Big Scrub Schools Education Days; Wetlands Rehabilitation Days; WED day; Pop Up Lab for Science Week; Big Scrub TP Interest Day.	Many students and community members engaged in local partnership facilitated projects with positive evaluation data
Improved leadership capabilities of EZEC staff.	All DEEC staff attended EZEC conferences and other relevant Professional Learning workshops, such as LMBR, eFPT, Senior First Aid, CPR, Anaphylaxis etc.	Allocated PL funds
DEEC and EZEC are effectively marketed through schools, the community and social media.	Administration Hours	DEEC has a social media presence – DEEC –EZEC websites and facebook pages; DEEC Newsletter distributed each term. They have a presence in local school communities and attend Lismore AECG meetings regularly.

#### Next Steps

In 2018 DEEC will continue to lead the Northern Rivers Group of Environmental Educators (NRGEE) and collaborate with local Environmental groups on projects for students. DEEC will continue to have a presence on the Environmental and Zoo Education Centre's (EZEC) Collaborative Practice team. DEEC will host the Rural EZEC (Westies) Conference in July 2018 in order to strengthen collegial ties and provide Professional Learning opportunities in the area of Environmental and Sustainability Education. DEEC will attend AECG meetings and liaise with Aboriginal Education Officers in order to continue to provide culturally appropriate lesson content.

## 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
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.19
Other Positions	0

\*Full Time Equivalent

0% AITSI staff

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

100% Teaching staff hold current Proficient Accreditation

## 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.



This year DEEC has purchased 18 new bunk bed frames, mattresses and protectors to improve the safety and comfort of the dormitory accommodation. New carpet was purchased for the office.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>62,803</b>
Global funds	47,078
Tied funds	13,307
School & community sources	19,466
Interest	713
Trust receipts	0
Canteen	0
<b>Total Receipts</b>	<b>80,564</b>
<b>Payments</b>	
<b>Teaching &amp; learning</b>	
Key Learning Areas	10,486
Excursions	0
Extracurricular dissections	4,285
Library	41
Training & Development	0
Tied Funds Payments	17,088
Short Term Relief	0
Administration & Office	8,267
Canteen Payments	0
Utilities	3,302
Maintenance	14,542
Trust Payments	0
Capital Programs	0
<b>Total Payments</b>	<b>58,012</b>
<b>Balance carried forward</b>	<b>85,355</b>

The information provided in the financial summary includes reporting from <4th September 2017> to 31 December 2017.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>120,143</b>
Appropriation	85,355
Sale of Goods and Services	-850
Grants and Contributions	31,000
Gain and Loss	0
Other Revenue	4,519
Investment Income	119
<b>Expenses</b>	<b>-27,310</b>
Recurrent Expenses	-27,310
Employee Related	-16,750
Operating Expenses	-10,561
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>92,833</b>
<b>Balance Carried Forward</b>	<b>92,833</b>

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.

Dorroughby EEC's financial management processes and governance structures meet financial policy requirements. In 2018 DEEC intend to purchase Kayaks, safety gear and trailer in order to improve student learning. Funds are intended to be spent also on carpeting the classroom

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	296,363
Base Per Capita	6,419
Base Location	647
Other Base	289,298
<b>Equity Total</b>	0
Equity Aboriginal	0
Equity Socio economic	0
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	0
<b>Other Total</b>	0
<b>Grand Total</b>	296,363

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 as the underlying focus. By teaching respect of Indigenous practices in our initial introduction and throughout our programs we promote a culture of acceptance and celebration of diversity.

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

Dorroughby Environmental Education Centre gauges school community satisfaction by collecting and analysing student and teacher surveys. In 2017 DEEC initiated hard copy student surveys which ask what was learned, what could be improved, what was enjoyable etc. These are collated into a spread sheet and examined by DEEC staff. This data also guides improvement of the programs. The overwhelming majority of student surveys indicated that the students were engaged in the activities DEEC provided, learned content and enjoyed their experience.

## Policy requirements

### Aboriginal education

All DEEC programs are taught through the lens of 8Ways pedagogy. 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 plant and respect for the sustainable methods Bundjalung ancestors employed. We have been involved in 2017 in the delivery of Professional Learning for our teaching colleagues – Embedding 8Ways into the Curriculum workshops and we also once again ran workshops at Kingscliff PS' NAIDOC day.

### Multicultural and anti-racism education