

# Warrumbungle National Park Environmental Education Centre

## Annual Report



2017



5732



## Introduction

The Annual Report for 2017 is provided to the community of Warrumbungle N.P. 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.

Wes Leedham

Principal

### School contact details

Warrumbungle National Park Environmental Education Centre

Warrumbungle National Park

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## School background

### School vision statement

#### WNPEEC Vision Statement

The Warrumbungle National Park Environmental Education Centre will provide exemplary learning experiences to NSW students that develop their sense of place within contemporary, local, national and global environmental frames.

#### Environmental and Zoo Education Centres' (EZEC) Network 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

The Warrumbungle National Park Environmental Education Centre (WNPEEC) is one of 25 Environmental and Zoo Education Centres (EZEC) operated by the NSW Department of Education and Communities (DEC).

These specialised schools make up a learning community that lead schools in the implementation of environmental and sustainability education through experiential learning opportunities in both built and natural environments. They also provide support and advice to teachers and school communities (including professional learning opportunities) to assist them to integrate environmental education objectives across Key Learning Areas and sustainably manage school grounds and resources.

WNPEEC is located in the Warrumbungle National Park in the central west of NSW. The Centre aims to inspire young people to experience and connect with the natural world and encourage the development of positive behaviour changes towards its protection.

WNPEEC offers a variety of high quality fieldwork and environmental and sustainability education programs for school students K–12.

The Centre's programs are delivered in the National Park, at nearby sites or in schools. In school communities the Centre assists schools with environmental audits, resources material and staff development.

## 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.

The results of this external validation process indicated that the WNPEEC has achieved delivering across all three domains of Learning, Teaching and Leading.

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

Improve learning outcomes for all students.

### Purpose

The WNPEEC works to develop students' potential as life long learners. We believe to do this we need to nurture their abilities to think critically, creatively and ethically. We strive for a citizenry that is literate, numerate and socially, environmentally and culturally responsible. Enhance professional leadership, teaching and learning practices.

### Overall summary of progress

A strong focus on ensuring our fieldwork programs are aligned with new syllabus and incorporate the use of quality field work skills that allow enquiry based learning. Stage 6 Science Depth Study programs were a priority for this year. These programs incorporate pre and post activities and support to provide greater value for students and teachers.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>Student and teacher evaluation data shows:</b></p> <p>Positive learning experiences in natural environments that demonstrate meeting the needs of students.</p> <p>Critical review and update of existing centre programs in line with client school needs and 21st century opportunities</p> <p>Development of pre and post excursion activities/ resources to enhance client school classroom teaching</p>	<p>\$800 casual teacher</p>	<p>New programs written, delivered and evaluated.</p>
<p>Support for centre and client school staff in achieving and/or maintaining accreditation at proficient, highly accomplished or lead teacher levels.</p>	<p>\$600 Casual Teacher for EZEC Westies conference held at Thalgarrah EEC</p> <p>\$200 Principal expenses</p>	<p>Allowed collaboration and support for new scheme teachers to be more aware of the NESA requirements.</p>

### Next Steps

The 2018–2020 School Plan will continue to evaluate and develop activities and programs against the new Science and Geography syllabi. The WNPEEC will continue to consult with and work with teachers within our community to deliver activities and programs which are required for their students and school contexts. Increase evaluative thinking to have a measured outcome of student learning.

## Strategic Direction 2

Enhance professional leadership, teaching and learning practices.

### Purpose

At the WNPEEC we believe teaching and leadership quality is the strongest school-related factor that can improve student learning and achievement. Through the provision of quality teacher professional learning for all EEC staff, classroom teachers and DoE leaders we have the ability to transform teaching and learning in outdoor and classroom contexts. We aim to be at the forefront in the delivery and development of authentic learning pedagogies to support 21st century students, classrooms and practices.

### Overall summary of progress

In 2017 WNPEEC staff sourced a number of different professional learning opportunities including the Annual EZEC Conference in Armidale and collaborative Citizen Science project with Office of Environment and Heritage undertaking water quality workshops for students and teachers. The WNPEEC staff delivered professional learning on Stage 6 Science Depth Studies to many Science teachers. These experiences built capacity and helped further to develop the delivery of quality field work programs linked to syllabus outcomes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>Analysis of centre staff professional development processes show:</b></p> <p>WNPEEC maintaining accreditation at proficient, highly accomplished or lead teacher levels.</p> <p><b>Teacher professional learning events and course evaluations show:</b></p> <p>Centre PL courses meet the current needs of teachers and inform their future professional learning plans.</p> <p><b>Evaluation of centre staff data show:</b> Professional development plans (PDP's) that meet the needs of the teacher.</p> <p>Teachers organising and attending centre programs have their organisational practice rewarded and extended by centre TPD programs</p>	<p>\$1800 for Principal and Casual Teacher to attend the 2017 Annual EZEC Conference held at Wooglemai EEC.</p>	<p>WNPEEC completed TPL that was relevant to our strategic directions. The TPL events provided new ideas and resources to best assist our client schools.</p>
<p>Teacher professional learning events and course evaluations show: Centre PL courses meet the current needs of teachers and inform their future professional learning plans.</p>	<p>\$1800 EZEC Conference cost for Principal and Casual Teacher.</p>	<p>The TPL achieved at this conference aligned with teachers' PDP and strengthened their skill set for WNPEEC Environmental Education.</p>
<p>Teachers organising and attending centre programs have their organisational practice</p>	<p>\$2400 OEH/WNPEEC Water Quality Testing Days</p>	<p>These workshops delivered by Scientists from OEH and WNPEEC have extended teachers knowledge and understanding in determining water catchment</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
rewarded and extended by centre TPD programs		quality. These skills have assisted them in their own teaching setting.

## Next Steps

The 2018–2020 period for WNPEEC will continue staff collaboration, sharing and learning from external experts. This will benefit students and staff with the Warrumbungle Hub and the EZEC network. The WNPEEC will continue to develop programs to cater for rural and remote NSW Department of Education students and teachers. Casual teaching staff will continue to be employed to collaborate around the development and trial of new programs. Their professional development needs will continue to be supported.



## Strategic Direction 3

Building stronger partnerships to achieve systems improvement

### Purpose

At WNPEEC, we believe that we can build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice. We aim to create, enhance and grow a school culture which is dynamic, equitable and sustainable, where all students, staff and partners are provided with opportunities to connect, succeed and thrive.

### Overall summary of progress

In 2017 the WNPEEC increased partnerships to help develop and deliver high quality fieldwork programs. Local community members, Local Aboriginal Land Councils, Network School, ANU Science and Engineering Staff, NPWS Staff, OEH Citizen Science Staff and local businesses all contributed to a variety of new and existing programs offered by WNPEEC. 2017 also saw an increase in the collaboration of the EZEC network in sharing resources and strategic planning together. The formation of the Warrumbungle School Hub was also a great step forward in building stronger partnerships and sharing of resources for systems improvements within our local schools.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p><b>Staff evaluation data show:</b></p> <p>Increase in effective centre collaboration with EZEC network portfolio groups.</p> <p>Development of new partnership programs and initiatives within DEC.</p> <p>Development of new partnership programs outside DEC.</p> <p><b>Student and school teacher evaluation from partnership programs show:</b></p> <p>Effective and authentic learning. Increasing participation in EEC programs.</p>	\$1100 resources for Science Week Tour	This week offered a tour from many other educators delivering Science to over 700 rural and remote Stage 1 – 3 Students. The surveys from students and teachers from this event indicated strong engagement and learning.
Involvement in Sustainability Outreach	\$1800 Casual teacher expense + accomodation, food and travel.	This Broken Hill Sustainability event was very successful. We delivered to well over 1000 students.
Greater collaboration with other EZECs to deliver system improvements	0	This has strengthened our EZEC network and allowed us to deliver more environmental programs that assist in k–12 NSW syllabi.

### Next Steps

The WNPEEC for 2018–2020 will continue to establish and build partnerships to enhance resources for Sustainability and Aboriginal Education available to our students. This will be achieved by leading Environmental Education programs and incorporating EZECs, the Warrumbungle Schools Hub and other valuable stakeholders to provide relevant programs for visiting students but also for incursions. These may include; field days, sustainability outreach and professional development for teachers and community.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Young Leaders of the West</b>	• (\$1 000.00)	
<b>Professional Learning</b>		

## Student information

The WNPEEC caters for students from Kindergarten to Year 12. We also run programs for pre-school groups, university students, and adult groups including other school staff. In 2017 the WNPEEC delivered programs to 3422 students from K–12 in Sustainability and Environmental Education. The terms where we provide the greatest assistance was in Term 2 and 3. This is largely due to climatic reasoning. The WNPEEC in 2017 assisted slightly more primary school students than secondary students

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.04
Other Positions	0

\*Full Time Equivalent

In 2017 WNPEEC employed no Aboriginal people.

### 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

The Principal is accredited at Proficient.

Casual staff are seeking accreditation at Proficient.

All staff were involved with professional learning as part of their Professional Development Plans. Professional Development for WNPEEC teaching staff included:

- Annual EZEC Teacher Conference at Wooglemai Environmental Education Centre, Bowral
- Western Plains Principals' Network Learning Days
- Annual EZEC Principals' Conference at Observatory Hill EEC, Sydney
- Western EZEC Conference at Thalgarrah EEC, Armidale
- New England Geography Association Planning Day at Farrer M.A.H.S
- Tamworth Remote area first aid training at Wambangalang EEC, Dubbo
- Stage 6 Science Depth Study professional learning and delivery at Dubbo and Armidale
- SAM and Principal completed LMBR training

## 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.

- School Excursions account for the total General School Contributions. Other was the sale of outdated school equipment.
- Computer Coordinator funds were spent on the maintenance of the WNPEEC's website.
- Our Professional Learning Allocation was spent on Remote First Aid Course fees and travel/accommodation to attend Principal/ EZEC Conferences.
- Community Consultation funds were spent on Teacher Salary to participate in GoMAD and to host a Girl Guides Camp.
- Casual Teacher Salaries, new technology and teaching resources account for the bulk of Environmental Education spending.
- The Extra Curricula payments were for OEH/ WNPEEC Water Quality Testing Citizen Science, which were funded by OED.
- There was no Short Term Relief spent for 2017.
- Administration and Office saw an increase in expenditure for Advertising. This was to promote the WNPEEC.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>95,973</b>
Global funds	38,720
Tied funds	3,655
School & community sources	24,198
Interest	1,164
Trust receipts	1,173
Canteen	0
<b>Total Receipts</b>	<b>68,910</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	33,766
Excursions	0
Extracurricular dissections	16,180
Library	222
Training & Development	5,279
Tied Funds Payments	9,206
Short Term Relief	0
Administration & Office	3,569
Canteen Payments	0
Utilities	2,353
Maintenance	2,290
Trust Payments	1,523
Capital Programs	0
<b>Total Payments</b>	<b>74,388</b>
<b>Balance carried forward</b>	<b>90,495</b>

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.

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

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>101,113</b>
Appropriation	90,495
Sale of Goods and Services	-425
Grants and Contributions	11,043
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	<b>-21,639</b>
Recurrent Expenses	-21,639
Employee Related	-12,254
Operating Expenses	-9,385
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>79,474</b>
<b>Balance Carried Forward</b>	<b>79,474</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.

The rolled over amount is largely to be used for future works which is going to be spent improving the WNPEEC grounds, buildings and possibly construct a COLA.

### 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>	237,364
Base Per Capita	4,585
Base Location	647
Other Base	232,132
<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>	237,364

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

In 2017, teachers involved with all programs at the WNPEEC were surveyed on how well they thought these programs supported the development of their students. 100% of respondents agreed or strongly agreed that the educational programs developed their students' skills of communication, critical thinking, collaboration and creativity. Discussions with visiting teachers and teacher surveys indicate a high level of satisfaction in regards to student engagement in the activities conducted as well as relevance to what is being taught in class.