

# Wambalang Environmental Education Centre

## Annual Report



2018



5681

## Introduction

The Annual Report for **2018** 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.

David Houghton

Principal (Relieving)

## School contact details

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## Message from the Principal

The 2018 year was a productive and exciting time for Wambangalang EEC (WEEC) with a variety of schools from around the state participating in our educational programs across K–12. The staff continued to develop new programs and expand existing content, linking to the new curriculum. Some examples of these new programs are: Stage 2 Geography: Earth's Environment – Box Gum Grassy Woodlands, Stage 4 Geography Landscapes and Land forms: Study of the Natural Environment – Fieldwork Techniques and Stage 6 Biology Depth Studies: Module 4 – Ecosystem Dynamics. Collaborative meetings with department and community members were initiated throughout 2018, which yielded new and positive relationships and partnerships for future programs, events and activities

As always, maintaining WHS standards was a focus area in 2018, to ensure the continued health and safety of all students and staff at our Centre. WEEC upgraded a number of outdoor facilities through resource planning, allocation and construction and the replacement of Personal Protection Equipment. A number of infrastructure upgrades were also undertaken including new roofing for buildings, upgraded water management systems such as water tank upgrades and modifications to buildings to help prevent bushfire ember attack.

Several Teacher Professional Learning (TPL) sessions were delivered by WEEC staff throughout the year. The focus of these was how WEEC can help support local schools in delivering and implementing their chosen units of work, including areas of fieldwork and STEM. WEEC staff were adaptive and resourceful in their approach to delivering outdoor environmental education programs in response to the drought that significantly affected the school. Reflection of the 2018 year has been one of productive collaborative work practices, positive learning experiences and strong curriculum based educational delivery.

## School background

### School vision statement

#### Wambangalang EEC Vision Statement

We shape our learners to become environmental citizens and leaders through building meaningful connections in, about and for the environment and extending this to the community. We achieve this through leading the protection, improvement and respect of our natural and cultural heritage as a valuable asset.

#### EZEC Vision Statement

Leading environmental education to empower learners for a sustainable future.

### School context

#### Wambangalang Context

Wambangalang Environmental Education Centre (WEEC) is a Department of Education school located on the outskirts of Dubbo, within the broader natural and cultural landscape of Central Western NSW. The land is under the traditional custodianship of the Wiradjuri people. 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.

**Our programs** aim to inspire young people to experience and connect with the natural world and encourage the development of positive behavioural changes towards its protection.

**Our school** achieves this through the provision of high quality experiential field work and environmental and sustainability education programs for K–12 school students at excursion locations including our school, Macquarie River, Macquarie Marshes, Turtle Rock or through incursion and outreach programs.

The capacity of **our teachers** and those within our local schools as leaders in environmental education are developed through the provision of high expectations and high quality professional learning programs.

Our school is built on a collaboration with partners including: EZEC, OEH, LLS, Royal Botanic Gardens, AECG, in addition to our local and visiting school communities.

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#### EZEC Context

The 25 NSW DET Environmental and Zoo Education Centres (EZECs) are leaders in environmental and sustainability education.

**Our Centres** provide authentic, curriculum-based fieldwork learning experiences which enable students to explore, investigate and understand natural and made environments.

**Our programs** provide opportunities to understand concepts and systems, and develop values that empower learners to become environmentally responsible citizens.

**By building strong partnerships** and developing teacher capacity, Centres enable schools to integrate sustainability education into all aspects of school operations including curriculum, teaching and learning, physical surroundings and relationships with the local community.

## 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 staff at Wambalangang Environmental Education Centre (WEEC) worked collaboratively to complete the 2018 SEF Self-Assessment Survey, providing the opportunity to reflect on the schools performance within the three domains of Learning, Teaching and Leading. The introduction of the SEF to new staff during the year provided opportunities to refer to the elements during the 2018 period.

Within the Learning Domain, our school is currently performing at the level of Delivering. Indicators of growth in this element can be shown through increased community engagement and a stable number of schools utilising our educational services. Wellbeing continues to be a focus area for WEEC. We have opportunities to capitalise on this element due to the uniqueness of our school setting and resources. Several projects including the school community and habitat gardens have been started in the 2018 year, and will continue to grow with contributions from visiting schools and community members. The school is performing at delivering in the element of Curriculum and Assessment, with several elements bordering on Sustaining and Growing.

Teaching staff at WEEC are required to possess specialist knowledge of environmental and sustainability outcomes and have the ability to deliver this content to K–12 students across the KLA's. The teaching domain is a major focus area for WEEC, with the production of new programs reflecting the needs of visiting schools. Staff training and PL has further strengthened teacher capacity to deliver this. We have performed at Delivering for the majority of elements within the Teaching Domain with several aspects touching on Sustaining and Growing. The format of advertised programs was updated to streamline the process of prospective schools linking WEEC outcomes to their own program outcomes. Student data and feedback were collected during the school year and reflected on to explore the effectiveness of existing programs and to provide an insight for future projects and programs. The school performed at Sustaining and Growing for Classroom Management, with WEEC staff providing effective and positive learning environments to increase student and teacher engagement.

The school achieved the level of Delivering in the Educational Leadership element for 2018, with the ability of all staff to accommodate several roles within the school and are often required to work collaboratively and effectively on a varying number of projects. Due to the dynamic teaching and learning environment of WEEC, our staff have high expectations of their leadership skills to ensure quality programming and teaching standards. Community engagement has been an area of growth for our school in 2018, with an expansion of our existing community based programs set to increase further within the 2019 year. Performance Management and Development is an intrinsic focus for WEEC. This was exhibited in 2018 with the Principal, teacher, casual teachers, GA and SAM all completing PDP's to the supervisor's satisfaction.

Careful reflection of where and why WEEC is situated within the SEF in 2018 has given rise to constructive, in depth discussions to help us map out our strategies to move our school towards the level of excellence for all elements in the future.

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

### Empower Learners

#### Purpose

The provision of learning environments, programs and experiences where students are empowered and motivated learners through the development of connection to the natural world and cultural heritage. This will be developed through collaboration, critical and creative thinking, embedding literacy and numeracy skills and their ability to have positive environmental impacts within their own communities. This is enhanced through partnerships with our networks and communities.

To develop a differentiated curriculum, including the explicit teaching of literacy and numeracy, that is flexible, reflective, evidence based and diverse to meet the needs of our visiting school communities

#### Overall summary of progress

The 2018 school year provided us with the opportunity to empower learners from all stages through the expert delivery of environmental and sustainability focused programs, while providing a safe and positive learning environment. Through collaboration with school and community groups and members of the EZEC network, several new programs and projects were developed and delivered throughout the year. These programs and projects were developed to link with the cross-curriculum priorities of Sustainability and Aboriginal and Torres Strait Islander Histories and Cultures to enhance student connection with cultural heritage and the natural world. An example of a program developed was a Stage 4 Geography unit in 'Landforms and Landscapes', with a focus on providing students with essential fieldwork skills that can also be utilised in their academic studies. WEEC also worked closely with groups such as CLONTARF, to provide these students with practical skills and knowledge of environmental concepts and opportunities to help create learning resources for other students, such as habitat for threatened species. Both the qualitative and quantitative feedback we received from visiting students and teachers was overwhelmingly positive, which provided WEEC staff with information to evaluate the new and existing programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase community engagement and partnerships	<p>\$80 Tools/safety equipment for Clean up Australia Day (CUA) kits</p> <p>\$100 catering for meetings with community members</p> <p>Use of the MyPL site to promote and sign up participants</p> <p>\$100 teaching resources/consumables</p> <p>\$900 Community garden resources (Grant commitment)</p>	<p>This year we have undertaken several projects and programs to engage the school communities to create long lasting and productive relationships. Examples of these were the Clean Up Australia Day event with the CLONTARF students, followed by a date for students to build a native habitat garden. The habitat garden was constructed under the guidance of experts from the Sydney Royal Botanic Gardens. This fostered the relationship between WEEC and CLONTARF, with future works scheduled for the 2019 school year. Our school also worked collaboratively with the Dubbo Office of Environment and Heritage (OEH) on projects such as Citizen Science TPL delivery and partner in the Sustainability outreach program, delivering specialist educational programs to rural and remote students. Organisations such as LLS, Fisheries, SRC, Reconciliation Australia and the RFS are other community groups that had valuable input into WEEC this year.</p>
An increase in the percentage of students indicating positive knowledge, skills, values and attitudes towards the environment and cultural heritage.	<p>\$150 to replace items in abiotic kits</p> <p>\$200 Challenge camp resources</p> <p>\$920 for casual teacher to attend Sustainability</p>	<p>WEEC expanded the scope of visiting schools during the 2018 year, with several schools who had not previously visited WEEC utilising our educational programs.</p> <p>Feedback from teachers, especially those who provided feedback on student assessment results (Stage5/6), indicated that student knowledge, skills</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the percentage of students indicating positive knowledge, skills, values and attitudes towards the environment and cultural heritage.	<p>Outreach Program</p> <p>\$35 food Aboriginal Culture Program</p> <p>\$85 cultural program resources</p> <p>\$2000 Casual wages for specialist programming Depth Studies</p>	<p>and positive attitudes towards the environment was enhanced by the input of WEEC.</p> <p>Several meetings were held between WEEC and the Aboriginal community to discuss cultural values, resources and activities, as well as discussing the aspects of our current Aboriginal Cultural Program. A Stage 6 Depth Study focusing on investigative learning was developed, focusing on the endangered 'Box Gum Grassy woodland' in the WEEC schools grounds, with pre and post work as an assessment component.</p> <p>WEEC participated in the 'Sustainability Outreach' program, delivering Environmental and Sustainability education to rural and remote students in the Western NSW region.</p>
Increased opportunities for students to participate in citizen science and authentic problem solving based learning.	<p>\$150 science and geography resources for senior programming</p> <p>\$400 new water quality analysis fieldwork equipment</p> <p>\$150 Depth Study resources</p> <p>TPL for WEEC staff and teachers from visiting schools including Waterwatch training session</p>	<p>A Waterwatch Citizen Science program was introduced in 2018, with a number of secondary schools taking part. The raw data is transferred to a larger data base for a better understanding of the health of the Murray–Darling river system. Sites to be revisited in coming years include the Macquarie Marshes, local waterways and dams such as Little River and Wambangalang Creek, with new sites to be added as the program is expanded. Other citizen science programs in preliminary stages include Nest/habitat monitoring (Birdlife) and ground work for a 'Bio Blitz' collaborative program on the WEEC woodlands.</p>

## Next Steps

With the continued introduction of syllabi for the Australian curriculum within the 2018 year, focus will be given to expanding literacy and numeracy programs in our school, alongside science, geography and history. Citizen Science projects were trialed with a number of schools in 2018, and will be expanded upon in 2019 with the growth of projects such as Waterwatch water quality analysis and water bug surveys. Collaborative practice will also be a focus point for growth, with several projects being continued such as the Kitchen/School Community Garden, outdoor learning resources and well being spaces, as well as growth into areas such as STEM and senior sciences.

## Strategic Direction 2

### Develop Teacher Capacity

#### Purpose

To create a school-wide culture of high expectations of teaching practice, professionalism and commitment to improve student learning through evaluative thinking. To build the capacity of Centre staff and those in our networks as learners, teachers and leaders in environmental and sustainability education.

#### Overall summary of progress

WEEC teaching staff attended a variety of TPL sessions to develop their capacity and teaching quality and maintained a close collaborative relationship to help guide programming and teaching practice. Staff members attained qualifications to deliver specialised programs including archery, orienteering and kayaking. Staff also continued to have input into the evaluative practice of the school and provide essential feedback to other staff members through surveys, verbal communication or during staff meetings. WEEC staff organised and delivered several TPL sessions within the 2018 year through MyPL. These sessions included the collaboration with environmental stakeholders such as OEH, Sydney Royal Botanical Gardens, members of the Environmental Education Centre community and a number of primary and secondary schools throughout the state. Evaluative practice within the school was maintained through the use of the existing exit surveys, which yielded positive responses from the majority of students and teachers surveyed. A new survey was trialed with two schools to gather data relating to a 'Nature Index', designed to measure students connection to nature before and after their learning experiences at WEEC. These results will be incorporated to provide insights into program content and delivery.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of professional learning events delivered by WEEC staff to colleagues.	<p>\$460 staff support to deliver TPL session</p> <p>\$250 catering for meetings with community members</p> <p>\$200 TPL delivery resources</p> <p>Travel time to different venues to deliver TPL.</p> <p>WEEC staff attended TPL sessions and accumulated PL hours</p> <p>MyPL website navigation staff training</p>	<p>WEEC staff organised and delivered several Teacher Professional Learning (TPL) sessions within the 2018 year through MyPL. These sessions included the collaboration of environmental stakeholders such as the EZEC network, OEH and a number of primary and secondary schools throughout the state. Topics covered in the TPL sessions included outdoor learning, introduction of new technologies, roles of EEC's and how they can support mainstream school plans, water quality analysis and citizen science. Sessions delivered by WEEC staff included:</p> <ul style="list-style-type: none"><li>– Environmental Education: Environmental Education Centres as a Teaching Resources and Curriculum Support</li><li>– Outdoor Learning and Kitchen Gardens</li><li>– Citizen Science: Fieldwork for Scientific Inquiry</li></ul>
Increase staff capacity to analyse data to inform practice.	<p>\$100 annually to print off data collection resources</p> <p>\$200 annually to print off student work materials used as student work samples</p>	<p>The staff in 2018 were all involved with in the process of obtaining and recording evaluative data through methods such as surveys, teacher feedback and WEEC staff self reflections on programs delivered. This in turn helped determine where WEEC sat within the SEF when completing the SEF self-assessment survey. The evaluation data was discussed with attending staff as a reflection tool after the raw data was transferred into the school data system. Modifications to the teacher survey were discussed between the Principal and Director, which will likely be instigated within the 2019 school year.</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase collaborative professional learning for all staff	<p>Teacher release for staff to attend ICT TPL workshops 'Interactive'</p> <p>Release to attend workshops administration software workshops</p> <p>\$400 attend EZEC annual conference</p> <p>STEM share kit resources: on loan</p> <p>\$65 archery certificate</p>	With the introduction of several new teaching staff in 2018, it was important to attend PL sessions in order to maintain standards and gain knowledge on new and upcoming technologies, systems and ideas. The TPL sessions that WEEC teaching staff attended were chosen to best fit with the goals outlined in their PDP's. Some of the chosen PL opportunities through MyPL that WEEC teaching staff attended include: Environmental Education and Outdoor Learning , Drone TPL: She Flies, Evaluation Essentials for School Learning, Science and Technology TPL day, Introduction to RAP workshop, Outdoor Classroom TPL and Interacted ICT TPL.

## Next Steps

With the stabilization of school teaching staff, advancement into evaluative practices is a definite priority for 2019. Several methods have been explored in this regard, including attendance to Evaluative Practices TPL and specific EZEC evaluation resources derived from collaborative practice within the EZEC community . The introduction of PDP's to the casual teaching staff in 2018 yielded positive results, with staff embracing the system to provide opportunities to set teaching goals and reflect on teaching methods and program content. Several TPL workshop ideas have been put forward for WEEC staff to construct and deliver in the 2019–2020 school plan time frame, drawing upon the individual and combined knowledge and skill sets of the teaching staff. These will include the 'Teaching Science and Technology K–6 with Confidence' session that was postponed from 2018, as well as citizen science workshops including Fieldwork techniques/Waterwatch and Permaculture workshops for school kitchen garden programs. Plans to increase the number of casual teachers at WEEC will also be addressed, with casual training days to be held during the coming school year.

## Strategic Direction 3

### Lead Environmental Best Practice

#### Purpose

Our purpose is to protect and respect our natural environment and cultural heritage, through outstanding performance and efficiency in the conduct of our operations. Resources are used strategically to achieve improved student learning outcomes, high quality service delivery and community engagement.

#### Overall summary of progress

During the 2018 school year, several avenues have been explored and discussed with a range of school and community based stakeholders, regarding the sustainable management of our school resources and strengthening our commitment to demonstrating best practice through WHS. WEEC maintains cultural heritage resources and cultural sites in the woodland, in conjunction with the local Aboriginal community. The artifacts and cultural teaching resources were also discussed with elders and members of the AECG, with these discussions remaining open moving into the 2019 school year. In terms of WHS compliance and demonstrating best practice, WEEC staff maintained and improved on existing procedures and resources. Documents such as maintenance schedules, equipment use rosters, equipment compliance and warranties, risk assessments were developed and staff trained in their usage. Several large physical asset projects were also initiated within the school grounds, which although did have an effect on school booking numbers initially, has had a positive impact on school programs and teaching environment as a whole.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved sustainable practice in the management of school resources.	<p>\$900 Community/traditional/ kitchen Garden project</p> <p>Scheduled time for teachers, Assets Officers, RFS, WHS Officers and Principal to attend combined meetings at WEEC</p> <p>Scheduled time for SEO2, Aboriginal Representatives and other community members to attend meetings at WEEC</p>	<p>Several meetings were undertaken with senior members of the local Aboriginal community in regards to introducing sustainable management of our natural and cultural assets and resources. Topics including the housing of significant items, such as carved trees and artefacts, and correct maintenance of cultural sites in the bush land were addressed.</p> <p>Works have also commenced on a 'Community/Kitchen Garden' within the WEEC school grounds. This garden will contain a traditional Aboriginal garden with examples of plant species used for tools, medicine and tucker. It will also contain garden beds for permaculture and sustainable food practices, and areas set aside for well-being..</p>
Update and improve existing procedures and systems relating to WHS and Compliance policies and requirements, to demonstrate best practice.	<p>\$270 EPIRB safety tracking device for kayaking</p> <p>\$27,400 purchase of certified heat treated soft fall mulch as specified by Play Safe WHS document</p> <p>\$15,000 Construct safety zone barrier to contain certified mulch as specified by Play Safe WHS document</p> <p>\$780 PFD's kayaking</p> <p>\$2,444 Climbing helmets for ropes courses</p>	<p>Wambalang EEC took a very proactive approach to continue updating and improving our WHS and police compliance initiated in the 2017 school year to demonstrate best practice. Several productive meetings were held over the year with representatives from WHS, Assets, RFS, Joss and WEEC staff. The scope for future projected works were discussed, as well as crucial priority projects for school safety relating to bush fire emergency procedures. This resulted in works being fast tracked to the school to help reduce ember attack to our buildings and plans to upgrade our 'Stay and Shelter' building. These works will hopefully be completed during the 2019 year</p> <p>Large scale works including installation of safety areas and certified soft fall material at our low ropes course was completed. Stemming from an</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Update and improve existing procedures and systems relating to WHS and Compliance policies and requirements, to demonstrate best practice.	\$210 Bike helmets  \$176 attend 'Community Archery Instructor' training course	inventory check of safety equipment in 2017, a large amount of PPE items were replaced in the 2018 year, including Personal Floatation Devices (PFD), bike and ropes helmets. To accompany these new resources, maintenance schedules and other related documentation were developed to ensure the correct upkeep of equipment and to ensure best practice.

## Next Steps

With the reintroduction of streamlined asset and resource maintenance and usage schedules and records, it will be necessary for all full time and casual WEEC staff to become accustomed and trained in the importance of maintaining these records as part of our school culture.

It is exciting that large scale projects such as the High Flying Fox are on schedule to be completed in 2019, which will add to our Leadership and team building programs. Discussions regarding activities resulting in culturally sensitive treatment of Aboriginal artifacts on site, were raised with members of the local Aboriginal community during 2018, with these discussion to be continued into 2019. Works such as covering in the undersides of our weatherboard school buildings to prevent ember attack from bushfire was also identified as a priority with assets, with works to commence early in the 2019 year..

## Student information

\*Full Time Equivalent

Wambalang EEC captures data regarding the attendance profile of visiting schools and students. A total of 3800 students from Early Stage 1 through to Stage 6 attended excursions and multi-day on and offsite camps throughout the 2018 school year. Our visitation profile shows that 62 schools visited this year and approximately one quarter of visiting students identify as Aboriginal and/or Torres Strait Islander. The visitation this year was dominated by Early Stage 1 and Stage 4, which was quite a different visitation profile to previous years. In addition to student groups, Wambalang EEC continues to support pre-school and university programs and other local community groups.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1
School Administration and Support Staff	1.22

WEEC currently has one SASS staff member that 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:

1. School Law Conference TPL
2. Drone TPL
3. Managing the Total School Budget in the eFPT
4. Engaging with Scout Reports
5. Developing and Managing the Total School Budget for 2019
6. Evaluation Essentials for School learning and leadership
7. Evaluation Essentials DESE with PSL support
8. Science and Technology TPL Day: Attended
9. RAP Workshop Sydney: Introduction workshop
10. EEC's as a teaching and learning resource workshop
11. NSWPPA Conference
12. Wingewarra Networking Days – Zoo & Senior Campus
13. Attend TPL Outdoor Classroom – Sydney
14. Federation Principals Meeting
15. GoMAD Forum: Workshop and team supervisor
16. Community Consultation School Planning
17. RAP Webinar
18. TPL Interact Workshop – Dubbo RSL
19. SAP HR Payroll Release 4 training – Overview of MSS & SDS, Delegation Management, Employee Information, Non Attendance, Casual Nominations, Time sheeting, Temp Engagement, Reports
20. Temporary Engagement Workshop
21. Go Live MMS e-learning
22. Go Live SDS e-learning
23. ORG Structure in SAP Finance
24. LMBR Training
25. Annual EZEC Conference
26. Annual Western EZEC Conference
27. Annual EZEC Principal Conference
28. Macquarie Network Principals meetings
29. Kayak moving water training
30. Beginning Principals Conference
31. STEMShare Adobe connect sessions

Mandatory training including:

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

Professional learning for SASS staff included:

- LMBR training EZEC



- SASS Conference
- Managing the Total School Budget in the eFPT
- SAP HR Payroll Release 4 training
- Developing and Managing the Total School Budget for 2019

WEEC also delivered teacher professional learning including:

- Environmental Education: Environmental Education Centres as a Teaching Resources and Curriculum Support
- Outdoor Learning and Kitchen Gardens
- Citizen Science – Fieldwork for Scientific Enquiry

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	50,934
<b>Revenue</b>	473,475
Appropriation	438,696
Sale of Goods and Services	574
Grants and Contributions	33,697
Gain and Loss	0
Other Revenue	0
Investment Income	509
<b>Expenses</b>	-438,440
Recurrent Expenses	-438,440
Employee Related	-359,143
Operating Expenses	-79,296
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	35,035
<b>Balance Carried Forward</b>	85,969

WEEC met their financial policy requirements in the 2018 school year by adhering to the processes required to successfully budget for spending sources as outlined by the 2018 SBAR. With the introduction of the eFPT in 2018, and additional staff training in its use, the budget was streamlined by reducing the number of GL codes used by the school. There were no anomalies within the 6100 account when the final budget was processed, and the only major adjustment was for SFLM for

\$48,622. The 6300 account was also streamlined within the eFPT, with some substantial amounts being used to upgrade infrastructure and resources. An additional \$15,048 was allocated to provide an additional GA day a week.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	393,785
Base Per Capita	11,602
Base Location	647
Other Base	381,535
<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>	393,785

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

Feedback from students and teachers is constantly being expressed to WEEC staff through verbal and written communication. Towards the end of 2018, WEEC staff concluded that we should devise a method of recording the comments made by students and teachers whilst in the field. Some ideas that were put forward included the use of an iPad to record anecdotal evidence, as well as recording responses to verbal debrief/feedback sessions at the end of each activity.

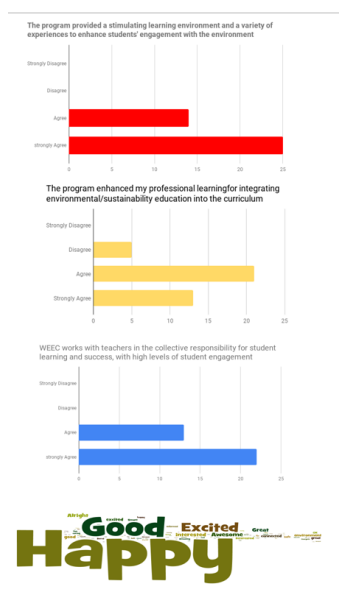
Another example of collecting feedback that was trialed in 2018 was a 'Connection to Nature Index' examining changes in students connection to nature before and after visiting WEEC through a series of pre and post visit questions. The scale is scored by a mean result of 16 questions ranging from 1 to 5, with higher scores

showing a stronger connection to nature, which is further broken down into four subscales of a) Enjoyment of nature b) Empathy for creatures c) Sense of oneness d) Sense of responsibility. The results from these surveys will be collected and recorded and used in conjunction with our existing feedback processes.

The current model of student and teacher exit surveys that exist in WEEC were continued to be utilised during the 2018 year, with overall positive results. The student survey focuses mainly on qualitative data, examining attitudes on environmental issues and caring for the environment, how WEEC made you feel and how the activities relate to subjects at school. These surveys are linked to the SEF and help us to gain a better understanding of student wellbeing at WEEC. The teacher surveys provided WEEC staff with insight into the effectiveness of program content and outcomes, timeframes to deliver, links with future programs and what aspects of specific programs could be improved.

Below are the results of example questions taken from the teacher evaluation survey. For this quantitative data collection, each teacher that completed the survey counts for one point within the graphs. Also below is a 'Wordle' that gathers qualitative data for how the students visit to WEEC made them feel.

As was evident in the 2017 ASR, the vast majority of the survey feedback from teachers and students was very positive, which provided information for program and practice reflection for the 2018 school year. As with all working documents, our current evaluation process and means of collection will be revised and improved to facilitate more in-depth feedback to help guide programming for the future and contributing to best practice methods.



## Policy requirements

### Aboriginal education

The 2018 school year saw new relationships evolve between WEEC and the local Aboriginal community, which gave us the opportunity to participate in new and exciting collaborative activities. These relationships will

help us build the foundation for future programs, activities and actions. An outcome of these relationships is an ongoing partnership with the CLONTARF students and teachers from Senior Campus, Delroy College. Our first combined activity was a 'Clean Up Australia Day' event in 2018. Through this successful program, students developed leadership, teamwork and kayaking skills, as well as demonstrating citizenship through helping the local community. Leading on from this, WEEC, CLONTARF and The Sydney Royal Botanic Gardens created a partnership to build a habitat garden at WEEC for the Stone –Bush Curlew, a locally threatened species. This collaboration resulted in students to having the opportunity to learn important life skills such as teamwork, leadership and problem solving, with students dedicated to participate in future projects in 2019.

The WEEC Wiradjuri Cultural Program continued to be utilised in 2018, with students having the opportunity to explore Aboriginal culture and practices by studying and discussing artifacts and cultural sites in the woodland. The cross-curricular priorities of Aboriginal and Torres Strait Islander Histories and Cultures, as well as sustainability, are embedded into a number of WEEC programs. These also integrate the 8-ways of Learning Aboriginal Pedagogies. The Reconciliation Action Plan (RAP) was also a focus area for WEEC in 2018, with staff attending a RAP introduction workshop, which created some new relationships and provided guidance to create our own RAP in the future. Based on the information from our booking sheets, WEEC had the opportunity to teach 978 Aboriginal students across a range of different programs and activities, and look forward to extending our Aboriginal Education programs, resources and partnerships into the coming school years.

NSW Environmental and Zoo Education Centres (EZECs) are proud custodians of traditional Country including significant sites across NSW and encompass the traditional lands of a broad diversity of Aboriginal and Torres Strait Islander communities. EZECs recognise the rich contribution that Aboriginal and Torres Strait Islander cultures make to the diversity of the Australian community.

### Multicultural and anti-racism education

The Wambalang 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.