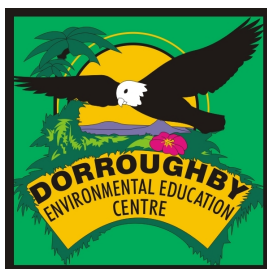


Dorroughby Environmental Education Centre Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Dorroughby 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

Principal

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School background

School vision statement

Dorroughby Environmental Education Centre Vision Statement

Provide engaging, Sustainability Education experiences that will support school communities to develop students' knowledge and ability to enable critical, creative and ethical thinking – assisting them to become active custodians and informed, environmentally responsible citizens for a future, 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 high quality field work and Sustainability Education programs for school students K–12. The Centre's programs 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, Nightcap National Park, Ballina / Flat Rock, Byron Bay, Brunswick Heads, Cabarita Beach, Woodyhead and Iluka. The environment types at these locations include littoral and subtropical 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 school communities 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 in 2015 provided a water science lab that still functions today, focusing on open ended science challenges and collaborative learning. This partnership now extends to collaboration on water based Science Programs K–12.

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 water saving garden, interactive 1880s school, native nursery and plant propagation area, vegetable and bush tucker gardens and campfire area.

The centre works closely and effectively with the local school communities and the centre is affiliated with the Northern Rivers Group of Environmental Educators (NRGEE), OzFish, RMS, Richmond Landcare, local councils, Lismore AECG and the Northern Rivers Science Hub.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 the areas of Learning, Teaching and Leading Dorroughby EEC are predominantly Sustaining and Growing or excelling. Due to the unique qualities of our centre a few of the self-assessment areas within the framework are not applicable in our context.

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

Facilitate quality learning, through meaningful and contextually relevant Sustainability Education experiences, that develop students' knowledge and skills, enabling them to engage in informed, environmentally responsive behaviour, capable of positively influencing their future.

Overall summary of progress

DEEC strives to deliver culturally sensitive programs and this is achieved by fostering strong relationships with, and guidance from, the Lismore AECG and local DoE Aboriginal Education and Engagement team. A yarning circle was constructed in DEEC grounds. All geography programs were reviewed and amended to ensure they were inline with the new Australian K–10 Geography Curriculum. Work has commenced reviewing the Science programs and we aim to complete this review in 2019. In 2018 DEEC was an active member of the Lismore Network, attending Principal, PPA and TP meetings and coordinating activities with local schools in the network. DEEC also continued to foster partnerships with local environmental educators such as NRGEE, NR Science Hub, SCU, Rous Water, local councils and OEH. DEEC collaborated with EZEC network throughout 2018 – specifically participating in collaborative practices team and hosting Westies EZEC conference.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student and teacher evaluations demonstrate a consistent increase in knowledge, skills, values and attitudes towards the environment.	Teaching Resources funds Funds for casual teacher allocation	Student and teacher evaluations consistently positive. Many schools are returning to DEEC for the same program as the year before, indicating the previous visit's success.
All DEEC programs deliver content based on stage appropriate literacy and numeracy competencies.	Time allocated for DEEC teaching staff to review our programs fit appropriately along the continuum	All programs have been reviewed to ensure they are in line with the literacy and numeracy continuum

Next Steps

Continue to collaborate Lismore AECG and local DoE Aboriginal Education and Engagement team; local schools networks, local environmental educators and organisations and the EZEC network. Review the Science programs to ensure all Science programs are in line with the new Australian K–10 Science and Technology Curriculum.

Strategic Direction 2

Develop Teacher Capacity

Purpose

Build the capacity of NSW DoE teaching staff (including DEEC's) to enable the delivery of high quality, relevant teaching practices in relation to the Sustainability Education context to enhance student engagement in learning.

Overall summary of progress

In 2018 DEEC staff continued to provide demonstration lessons on Sustainability/Aboriginal Education. Good reviews from evaluations. Collaboration on programs with visiting teachers ongoing. DEEC staff collaborated on PDPs to create relevant, authentic goals and participated in lesson observations with Principal and Director. Principal participated in PDP discussions with Director and with colleagues from Rosebank PS and Eureka PS. Principal attended Lismore network meeting and ran a session on the programs DEEC offers. Principal regularly attends EZEC Collaborative Practices meeting in order to extend her leadership skills and knowledge of the wider networks.

DEEC staff have participated in relevant PL throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
DEEC staff achieve goals set out in Performance and Development Plans (PDPs)	Allocation of time for DEEC staff to collaborate with colleagues on their personal learning goals.	DEEC teacher and principal had to reschedule PDP sign off due to unforeseen circumstances. Principal will meet with her first day back in 2019 to discuss 2018 PDP and 2019 goals. Principal had final 2018 PDP discussion with Dave Harvey, Director. All goals were on track.
DEEC increase support for teaching colleagues.	PL funds have been allocated by the DEEC finance team. Time is always allocated for collaboration with visiting teaching staff to ensure programs suit their students' needs.	DEEC staff have offered to contribute professional learning workshop at the 2019 EZEC workshop on Curriculum uses for the marine debris you collect. DEEC staff provide demonstration lessons on Sustainability/Aboriginal Education. Good reviews from evaluations. Collaboration on programs with teachers ongoing. Principal attended Lismore network meeting and ran a session on the programs DEEC offers. Well received. Principal attends EZEC Collaborative practices meeting
All teachers at DEEC use the Australian Teaching Standards to provide a framework to develop their individual professional learning goals.	Time allocated to DEEC teaching staff for Lesson Observations, including pre and post discussions.	DEEC staff target a different element of the Australian Teaching Standards each time they participate in a Lesson Observation.

Next Steps

DEEC staff to continue to attend EZEC and EEC conferences, network meetings, PPA and TP meetings to extend their knowledge. DEEC Principal and administration staff to continue learning regarding the new finance tools. Staff continue to attend PL on topics relevant to DEEC – Senior First Aid, Rhythm for Recovery (using drumming to increase student wellbeing), etc. SAM and teacher to achieve the Canoe accreditation they have commenced in 2018.

Strategic Direction 3

Leading Collaborative Partnerships.

Purpose

Lead strong, collaborative partnerships with organisations, including EZEC, to increase knowledge and expertise, resources and quality education opportunities to enhance student engagement in learning.

Overall summary of progress

DEEC chaired NRGEE meetings and works with local Environmental Educators throughout the year. ROUS County and DEEC collaboration completed – Science programs focusing on aspects of water, K–10 created – Barb Jensen and DEEC staff trained in the delivery of these programs. New programs promoted on website and social media. DEEC contributed to the EZEC network conversations via Google Teams and email threads. These are very informative as many EECs are isolated and this is a place to find up to date and relevant resources. DEEC participated in EZEC collaborative practices meeting – minutes on Google Team Drive; and represented the DoE in the North Coast Enabling Adaptation sector meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers and students are involved in partnership projects.	Time allocated for ROUS collaboration; uploading of citizen science student data, collaboration with teachers regarding their upcoming programs with DEEC and to co-coordinate and run activities at collaborative educational events for students.	ROUS collaboration completed – Science based programs K–10 with a water focus created; Barb Jensen and DEEC staff trained in the delivery of these programs. New programs promoted on website and social media. DEEC to continue to provide student collected data to National Citizen Science programs as these have local, national and global environmental significance. DEEC collaborates with visiting teachers to create programs that suit their students' needs. DEEC collaborates with local environmental educators on learning events for local students..
Improved leadership capabilities of DEEC staff.	Time allocated for DEEC to collaborate with EZEC members in order to improve their capabilities, i.e. attend conferences, run workshops, participate in online discussions. PL funds allocated for DEEC staff to attend relevant workshops/courses/conferences.	DEEC contributed to the EZEC network conversations via Google Teams and email threads. These are very informative as many EECs are isolated and this is a place to find up to date and relevant resources. EZEC collaborative practices meeting – minutes on Google Team Drive. DEEC to attend relevant PL.
DEEC demonstrates strong collaborative practice with school communities, environmental organisations and the EZEC network.	Time allocated for: DEEC staff to attend Principal network, PPA, local TP meetings. DEEC staff to attend NRGEE and NR Science Hub meetings and	DEEC staff to attend Principal network, PPA, local TP meetings. DEEC contributed to the EZEC network conversations via Google Teams and email threads. These are very informative as many EECs are isolated and this is a place to find up to date and relevant resources.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
DEEC demonstrates strong collaborative practice with school communities, environmental organisations and the EZEC network.	participate in online discussions DEEC to collaborate with EZEC members in order to improve their capabilities, i.e. attend conferences, run workshops, participate in online discussions.	EZEC collaborative practices meeting – minutes on Google Team Drive NRGEE meeting well attended and dates, venues and hosts planned for 2019.

Next Steps

DEEC to continue to provide data to National Citizen Science programs as these have local, national and global environmental significance. A workshop funded by AAEE for environmental educators planned for NRGEE to host T1, 2019. DEEC involved in creating an itinerary with local environmental educators for the T1, 2019 Big Scrub Interest Day for Stages 2 and 3. NRGEE dates, venues and hosts planned for 2019. DEEC to continue to support the Green Innovations Award and will host the Term 1, Big Scrub/First North Teaching Principal meeting.

Student information

DEEC has no permanent students. DEEC coordinates and implements (1–3 day) incursions and excursions – educational experiences based on the Australian Curriculum.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.4
School Administration and Support Staff	1.19

Financial information

Financial summary

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

*Full Time Equivalent

DEEC has a Principal, a classroom teacher, a SAM and a GA, 0% of which identify as ATSI 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	100
Postgraduate degree	50

Professional learning and teacher accreditation

100% Teaching staff hold current Proficient Accreditation

	2018 Actual (\$)
Opening Balance	92,833
Revenue	386,627
Appropriation	319,759
Sale of Goods and Services	9,400
Grants and Contributions	56,086
Gain and Loss	0
Other Revenue	0
Investment Income	1,382
Expenses	-359,579
Recurrent Expenses	-359,579
Employee Related	-304,294
Operating Expenses	-55,285
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	27,048
Balance Carried Forward	119,881

Dorroughby Environmental Education Centre's financial management processes and governance structures meet financial policy requirements. Dorroughby has effectively utilised funds to improve the centre's programs, therefore increasing student education opportunities, in line with DEEC Strategic Directions.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	316,085
Base Per Capita	8,122
Base Location	647
Other Base	307,316
Equity Total	0
Equity Aboriginal	0
Equity Socio economic	0
Equity Language	0
Equity Disability	0
Targeted Total	0
Other Total	0
Grand Total	316,085

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. This data also guides improvement of the programs. The overwhelming majority of surveys indicated that the students were engaged in the activities DEEC provided, learned content and enjoyed their experience. Teachers were satisfied with the educational experience DEEC provided and the processes involved with organising incursions/excursions with DEEC.

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. The Principal of DEEC attends Lismore AECG meetings each term and ensures all DEEC programs are culturally sensitive.

Multicultural and anti-racism education

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. DEEC is a White Ribbon School and as a consequence fosters respectful relationships.