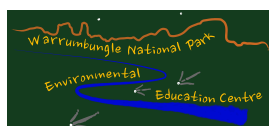


# Warrumbungle National Park Environmental Education Centre

## Annual Report



2018



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## Introduction

The Annual Report for 2018 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

Coonabarabran, 2357

[www.warrumbung-e.schools.nsw.edu.au](http://www.warrumbung-e.schools.nsw.edu.au)

[warrumbung-e.school@det.nsw.edu.au](mailto:warrumbung-e.school@det.nsw.edu.au)

6825 4302

## School background

### School vision statement

#### WNPEEC Vision Statement

Shaping environmental citizens through meaningful connections in, about and for the environment

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

Leading environmental education to empower learners for a sustainable future

### School context

#### Context

The Warrumbungle National Park Environmental Education Centre (WNPEEC) is a Department of Education and Communities school located near Coonabarabran in the Warrumbungle National Park.

**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 field work and environmental and sustainability education programs for school students K–12 at excursion locations within the Warrumbungles, surrounding areas or at sites near or within schools.

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

Our school is in close collaboration with the following partners: EZEC, Warrumbungle Hub, Office of Environment and Heritage and the Western Plains Network of schools.

## 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

### Empower Learners

#### Purpose

To develop students environmental knowledge, skills, values and attributes in creating environmentally literate citizens. This is accomplished through providing engaging and stimulating learning programs and by developing the capacity of Centre staff and those in our networks as learners, teachers and leaders in environmental and sustainability

#### Overall summary of progress

A strong focus on ensuring our fieldwork based programs are aligned with new syllabi and incorporate the use of quality field

work skills that allow enquiry based learning. Stage 6 Science Depth Studies and Stage 1 to 3 Science and Technology and Geography programs were a priority for this year. These

programs incorporate pre and post activities and support to provide greater value for students and teachers.

Furthermore, the continued development and delivery in our school leadership program for Stage 3 and Stage 6 school leaders, the involvement and delivery of more cultural programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>1. Increased student understanding and ability to be environmentally literate and numerate.</p> <p>2. Increased staff capacity in using evaluative-thinking to assess impact of teaching and learning on student improvement.</p>	<p>Funds for casual teacher allocation to fund PL on Evaluative-thinking and also employment to address schools needs.</p>	<p>Student and teacher evaluations consistently positive.</p> <p>In 2018:</p> <p>75% of visiting teachers survey results state that our programs provided a stimulating learning environment, and a variety of experiences to enhance student's engagement with the environment.</p> <p>82% of visting teachers survey results state that our program was strongly linked to the curriculum and supported and strengthened classroom learning outcomes.</p> <p>All programs have been reviewed to ensure they are in line with the meeting the syllabus needs of visiting schools and individual students. This was supported as 89% teacher surveys stated that the Centre addressed the needs of identified student groups including students with special needs.</p> <p>These results indicate that improvements have been made when compared to 2017.</p>

#### Next Steps

The 2018–2020 School Plan will continue to evaluate and develop activities and programs against the new Science, Technology 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

### Strengthen Partnerships

#### Purpose

To extend and strengthen partnerships with our networks and communities through effective communication and a culture of collaboration. The impact of these relationships drives the provision of authentic, relevant and unique experiences, which enable students to be confident and creative environmental citizens.

#### Overall summary of progress

In 2018 WNPEEC staff sourced a number of different professional learning opportunities including the Annual EZEC Conference in Wollongong, SAP Training, collaborative Citizen Science projects with Office of Environment and Heritage, SAM EZEC Conference at Wetlands EEC, EZEC Principal Conference, Environmental English Concept training and Westies Teacher EEC Conference.

The WNPEEC staff delivered professional learning on Stage 6 Science Depth Studies to Science teachers and worked with schools and organisations to benefit students and community. These included forming new partnerships with our Warrumbungle Council, Local Lands Services, and the development of new programs and building on existing programs, such as the secondary student leadership, aboriginal cultural programs, Sustainability Outreach and Science Week.

Furthermore, the WNPEEC has worked very hard this year in embedding our staff into our local schools team teaching and explicitly supporting the teachers with addressing content for scope and sequencing. These efforts have built capacity and have helped further to strengthen partnerships and demonstrate the value of what EZEC's offer for schools and community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Increase the number and quality of programs developed in collaboration with other schools and partners.	Casual teacher funding. \$25,781  Principal and casual teacher time allocated to collaborate with EZECs, schools and community groups.  EZEC Representative funding – \$1270	The new programs were perceived very well amongst students. 80% of all visits this year involved students undertaking a new incursion or excursion program.  Many of these new programs were developed in consultation with client schools and other EECs.  This year the WNPEEC delivered to 4135 students, which is an increase of 600 students from 2017 and an increase of 1600 students from 2016.
2. Increased promotion of WNPEEC achievements.	3rd party website maintenance costs and logos – \$1200  News Signs for Centre, Trailer, BYOB Campaign – \$1170  Facebook  Principal, SAM and casual teacher time allocated.	This promotion has attributed to the success of our strengthened partnerships. Many students, parents/guardians, teachers and community follow the achievements of students while being part of the delivery of the WNPEEC. This can be seen by the number of Facebook likes and comments.
3. Increase the number of professional learning and program development across the Warrumbungle Hub.	WNPEEC staff to attend Principal network, PPA, SPC, AECG, local Warrumbungle Hub Principal meetings, ORANA science meetings.	Increased WNPEEC involvement not only in attending but also delivering registered NESAPL.

## Next Steps

The 2018–2020 period for WNPEEC will continue staff collaboration, sharing and learning from internal and external experts. This will benefit students and staff within 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 and partnerships will continue to strengthen.



## 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 2018 the WNPEEC delivered programs to 4135 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 2018 assisted slightly more primary school students than secondary students with a significant increase in Stage 3 students. This was due to a key focus on Stage 3 with Sustainability Outreach, Science Week and Citizen Science programs.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
School Administration and Support Staff	1.04

\*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

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 Royal National Park EEC & Botany EEC, Wollongong
- Western Plains Principals' Network Learning Days
- National Outdoor Education Conference, Hobart
- Annual EZEC Principals' Conference, Redfern Technology Centre, Sydney
- Western EZEC Conference at Dorrroughby EEC,

Lismore

- SAM and Principal completed SAP & eFTPT training
- Casual Teacher completed English Concept training
- SAM EZEC Conference, Wetlands EEC, Newcastle
- STEM PL, Dubbo
- Teachers Federation Principals Conference, Surry Hills

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	79,474
<b>Revenue</b>	299,686
Appropriation	267,334
Sale of Goods and Services	0
Grants and Contributions	31,161
Gain and Loss	0
Other Revenue	0
Investment Income	1,191
<b>Expenses</b>	-284,073
Recurrent Expenses	-284,073
Employee Related	-246,326
Operating Expenses	-37,748
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	15,613
<b>Balance Carried Forward</b>	95,087



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 fees and travel/ accomodation to attend Principal/ EZEC Conferences.

\* 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 OEH. \* There was no Short Term Relief spent for 2018.

\* Administration and Office had an increase in expenditure for Advertising. This was to promote the WNPEEC.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	255,304
Base Per Capita	5,801
Base Location	647
Other Base	248,856
<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>	255,304

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 2018, 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.



## Policy requirements

### Aboriginal education

Most of the Centre's programs include an Aboriginal perspective educating visiting students on Gamilaroi culture, history of our field sites, uses of endemic plants and respect for the sustainable aboriginal methods. The Principal of WNPEEC attends Warrumbungle AECG meetings each term and ensures all WNPEEC programs are culturally sensitive.



### Multicultural and anti-racism education

WNPEEC has a philosophy of students always being kind

to others and to themselves when engaged in our programs. Discrimination amongst cultures 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.