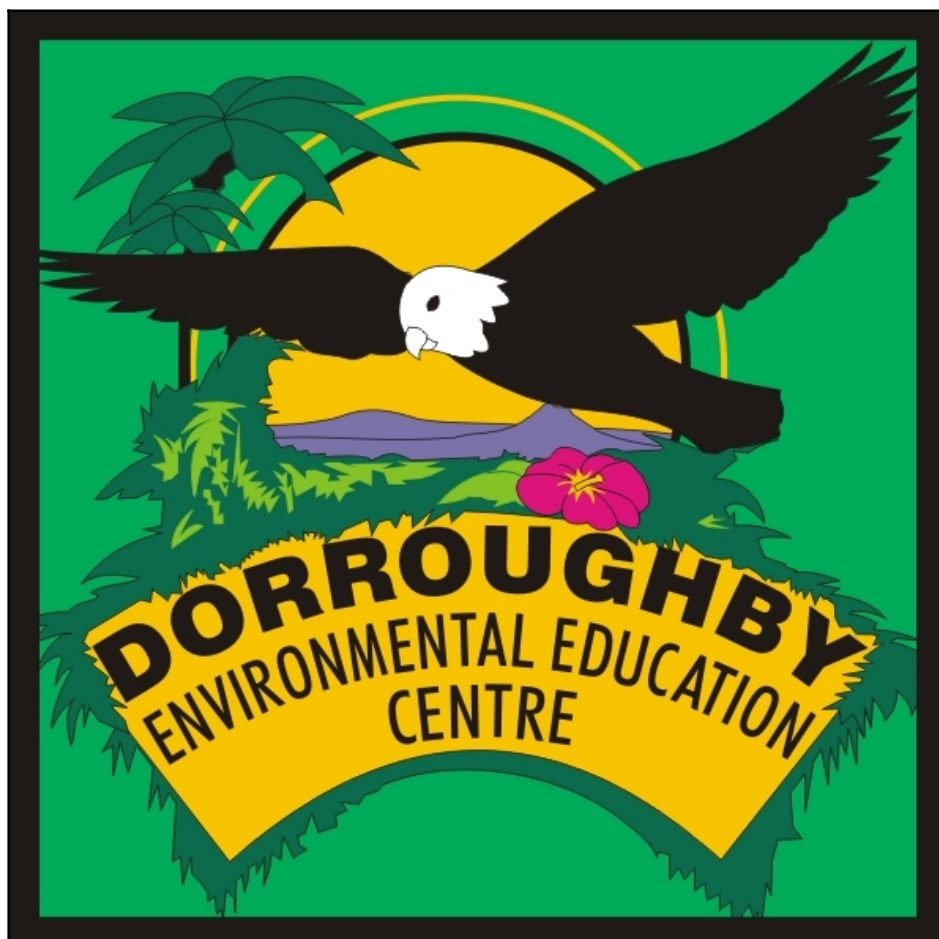


# Dorroughby Environmental Education Centre

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Dorroughby Environmental Education Centre as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

## 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.

#### Improvement Measures

Student and teacher evaluations demonstrate a consistent increase in knowledge, skills, values and attitudes towards the environment.

All DEEC programs deliver content based on stage appropriate literacy and numeracy competencies.

#### Progress towards achieving improvement measures

**Process 1:** **Collaboration** with local Aboriginal community, DoE Aboriginal Officers and Lismore Aboriginal Education Consultative Group (AECG) to ensure DEEC delivers culturally appropriate material/ Aboriginal Perspectives in all DEEC programs. (2, 4, 5, 7, 10)

Evaluation	Funds Expended (Resources)
Due to bushfires this PL workshop was rescheduled to March 27th 2020	\$500 1–20 attendees; \$1000 – 20 to 30 attendees.

**Process 2:** **Review** existing programs to ensure DEEC's continued relevance and alignment with the Australian Curriculum targets. (2,3,4,5,8)

Evaluation	Funds Expended (Resources)
SAM and Principal reviewed and amended program information on website	time allocated

**Process 3:** **Collaboration** with teachers/ principals of wider school community, including other EECs, to determine the most suitable programs to deliver at DEEC. (1, 3, 7, 10)

Evaluation	Funds Expended (Resources)
This was rescheduled for March 27th 2020 because of bushfires.	PL funding
Director and Principal discussed the inclusion of DEEC in the Rivers STEM Academy first year schools in 2020.	time allocated

**Process 4:** **Collaboration** with Environmental Educators and other community partnerships to extend student knowledge, environmental awareness and leadership opportunities. (3,5,7,8,9,10)

Evaluation	Funds Expended (Resources)
DEEC principal attended the Catalyst Lab initial workshop. It is unclear if DEEC will attend in the future because of distance and school visit responsibilities.. Awesome resources for collaborative practices to identify and solve problems.	Time allocated

## 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.

#### Improvement Measures

DEEC staff achieve goals set out in Performance and Development Plans (PDPs)

DEEC increase support for teaching colleagues.

All teachers at DEEC use the Australian Teaching Standards to provide a framework to develop their individual professional learning goals.

#### Progress towards achieving improvement measures

**Process 1:** DEEC staff collaborate with EZEC network to share successful teaching practices and programs. (3,7,9,10)

Evaluation	Funds Expended (Resources)
DEEC principal attended the Catalyst Lab initial workshop. It is unclear if DEEC will attend in the future because of distance and school visit responsibilities.. Awesome resources for collaborative practices to identify and solve problems.	Time allocated
DEEC to host the Enviro Trivia night at the EZEC conference and also run an outdoor classroom observation demonstration.	
Teaching Aboriginal Content in Stage 6 Science Workshop rescheduled for 27th March 2020 due to bushfires. DEEC changed flyers and alerted Director and potential attendees.	

**Process 2:** DEEC staff are provided with relevant professional learning opportunities. (3,7,8,9,10)

Evaluation	Funds Expended (Resources)
The PL gained this term by DEEC staff is relevant, inspirational and utilised in the workplace.	PL funding, time allocated

**Process 3:** DEEC staff provide relevant professional learning opportunities to teaching colleagues. (3,5)

Evaluation	Funds Expended (Resources)
Rescheduled to 27th March 2020 due to bushfires	Workshop costs \$500 – up to 20 attendees, \$1000 20–30

**Process 4:** DEEC staff collaborate with local School Community networks to share successful teaching practices and programs. (3, 5,7,10)

Evaluation	Funds Expended (Resources)
DEEC principal attended the Lismore PPA meeting – great networking and important information was shared.	

## 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.

### Improvement Measures

Teachers and students are involved in partnership projects.

Improved leadership capabilities of DEEC staff.

DEEC demonstrates strong collaborative practice with school communities, environmental organisations and the EZEC network.

### Progress towards achieving improvement measures

**Process 1:** DEEC staff will communicate and plan joint projects with various local environmental community groups. (3,4,7,8,10)

Evaluation	Funds Expended (Resources)
Water Catchment Model training for Cindy, Tamlin, Sue and Emily. DEEC principal attended the Regenerative Agriculture – Farming for the Future – Field Day Planning committee meeting. DEEC wrote Letter of Support for Envite's continued involvement in the Wilsons River Restoration Project.	Time allocated and Sue and Emily casual wage

**Process 2:** DEEC staff will communicate and plan joint projects with various local school community groups. (3,4,7,8,9,10)

Evaluation	Funds Expended (Resources)
DEEC collaborated with GPS to create the final itineraries. DEEC has offered support for schools submitting the Sustainability Grant applications. 3 schools have so far taken up the support, Bexhill PS, Cornedale PS and Wyrallah PS.	Time allocated, casuals hired.

**Process 3:** DEEC staff will communicate and plan joint projects with the NSW EZEC group. (3,4,7,8,9,10)

Evaluation	Funds Expended (Resources)
DEEC contributed time to create a environmental trivia night for EZEC conference. DEEC also nominated that their staff would conduct an outdoor lesson observation workshop. DEEC principal attended the initial EZEC catalyst lab workshop	time allocated

**Process 4:** DEEC staff will communicate and plan joint partnership projects with National and State Environmental Groups.(3,4,7,8,10)

Evaluation	Funds Expended (Resources)
DEEC attended the Brunswick Valley initial planning meeting to discuss the Farming for the Future Field days scheduled for 2020. These will showcase Regenerative Agriculture workshops and practices to a wide school student	Time allocated

## Progress towards achieving improvement measures

audience – one at Byron Bay, one at Grafton in Term 3 2020.

DEEC submitted a letter of support to Envite for the continuation of funding to support the Wilsons River Restoration Project – a project that involves students planting riparian zones along the local Wilsons River – education and environmentally positive action – in line with our DEEC vision statement.

DEEC contacted Dr James O'Hanlon regarding participating in the Tiny Gardener project.

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

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

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	119,881
<b>Revenue</b>	399,213
Appropriation	347,200
Grants and contributions	50,607
Investment income	1,407
<b>Expenses</b>	-353,268
Employee related	-306,617
Operating expenses	-46,650
<b>Surplus / deficit for the year</b>	45,946

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	0
Equity - Aboriginal	0
Equity - Socio-economic	0
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	336,506
Base - Per Capita	9,855
Base - Location	647
Base - Other	326,005
<b>Other Total</b>	7,079
<b>Grand Total</b>	343,585

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.

## Parent/caregiver, student, teacher satisfaction

Dorroughby Environmental Education Centre have no permanent students.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.