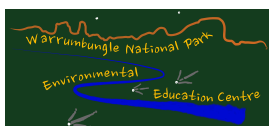
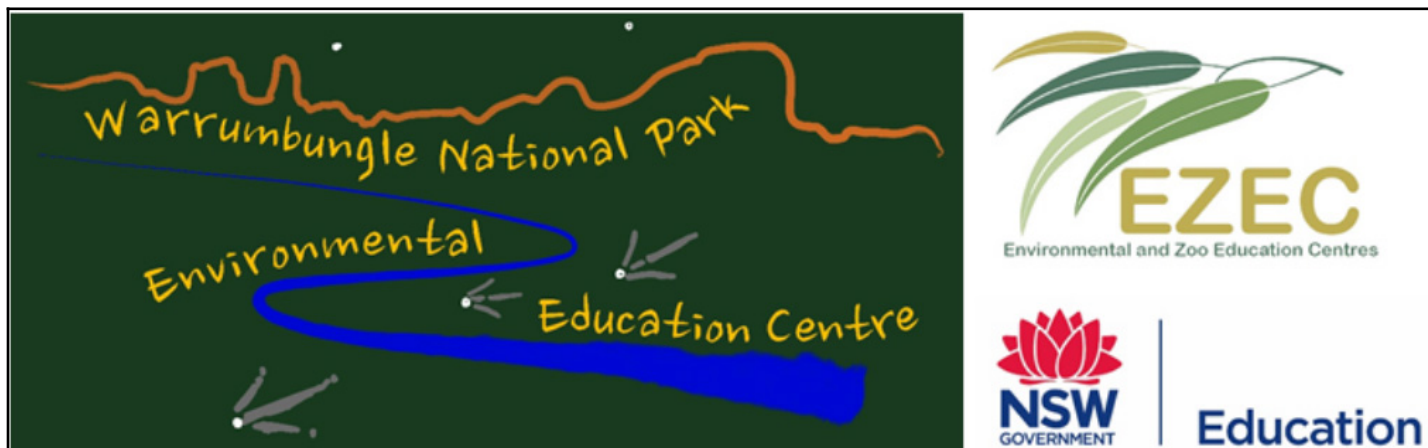


Warrumbungle National Park Environmental Education Centre

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Warrumbungle National Park 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

Warrumbungle National Park Environmental Education Centre

Warrumbungle National Park

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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.



Coonabarabran High School's Support Unit on a bird, beasts and bush excursion at the WNPEEC.

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. 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.

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/school-excellence>

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

Improvement Measures

1. Increased student understanding and ability to be environmentally literate and numerate.
2. Increased staff capacity in using evaluative–thinking to assess impact of teaching and learning on student improvement.

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

Process 1: Collaborative Program Development

Collaborate and consult with EZEC and client teachers to develop teaching and learning programs and assessment that meets the needs of students within the focused curriculum area promoting creative, critical, inquiry– based and higher order thinking skills.

Evaluation	Funds Expended (Resources)
<p>Student and teacher evaluations consistently positive. In 2019:</p> <p>100% 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>85% of visiting 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.</p> <p>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>Funds for casual teacher allocation to fund PL on Evaluative–thinking and also employment to address schools needs.</p>

Progress towards achieving improvement measures

These results indicate that improvements have been made when compared to 2018.

Process 2: Professional Learning

Build teacher capacity through professional Learning: to enhance delivery of quality teaching and learning programs that support the sustainability cross curriculum priority: and their evaluative thinking skills to reflect and monitor on impact of learning programs.

Evaluation	Funds Expended (Resources)
<p>All staff were involved with professional learning as part of their Professional Development Plans. Professional Development for WNPEEC teaching staff included:</p> <ul style="list-style-type: none">– Annual EZEC Teacher Conference at Gibberagong EEC, Sydney– Western Plains Principals' Network Learning Days– Annual EZEC Principals' Conference, Redfern Technology Centre, Sydney– Western EZEC Conference at Riverina EEC	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$7000.00)

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.

Improvement Measures

1. Increase the number and quality of programs developed in collaboration with other schools and partners.
2. Increased promotion of WNPEEC achievements.
3. Build upon the foundations of the Warrumbungle Hub to provide professional learning and promote innovative practice.

Overall summary of progress

In 2019 WNPEEC staff sourced a number of different professional learning opportunities including the Annual EZEC Conference at Gibberagong EEC, SAP Training, SAM EZEC Conference at Penrith Lakes EEC, EZEC Principal Conference, and Westies Teacher EEC Conference at Riverina EEC. 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. Also developed and delivered a Teacher Mindfulness and Wellbeing PL and Stage 3, 4 & 5 STEM PL.

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, The Bird Olympics and Science Week.

Furthermore, the WNPEEC has continued to increase professional teacher capacity by embedding our WNPEEC staff into 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

Process 1: Building and Extending Partnerships

Develop and implement processes to support collaborative practices/projects with new and existing partners.

Evaluation	Funds Expended (Resources)
<p>The new programs were perceived very well amongst students and teachers. We had delivered to a total of 90 schools this year (75 Department of Education Schools and 15 non-government schools). Many of these new programs were developed in consultation with client schools and other EECs. This year the WNPEEC delivered to approximately 4000 students.</p> <p>Furthermore, the WNPEEC has employed a casual Aboriginal Education officer this year to assist with community collaboration to increase contextual and local relevant indigenous content into our schools operations, student delivery and teacher professional learning.</p>	<p>Casual Teacher wages \$48k</p> <p>Casual Aboriginal Education Officer \$9k</p>

Process 2: WNPEEC Promotion

Strengthen promotion and achievements of the WNPEEC and partners within the local community, EZECs' and beyond.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>This year has seen the WNPEEC working more closely with our local and small schools within our Western Plains Network. With the inclusion of other Environmental and Zoo Education Centres (EZECs) with us on our educational delivery journey this has helped the promotion of not only our WNPEEC but the broader EZECs in allowing schools and community to better understand the collaborative benefit we can bring to their schools, students and staff. Promotion has also been delivered by our new and up to date school website, Facebook and local news paper.</p>	

Process 3: Warrumbungle Hub

Build upon the foundations of the Warrumbungle Hub to provide professional learning and promote innovative practice.

Evaluation	Funds Expended (Resources)
<p>This year the WNPEEC has continued providing support to the Warrumbungle Hub by organising, delivering and evaluating Stage 3 English Concepts, Young Leadership Programs, Science and geography to students and professional learning to local teacher on renewable energy, mindfulness and wellbeing.</p>	

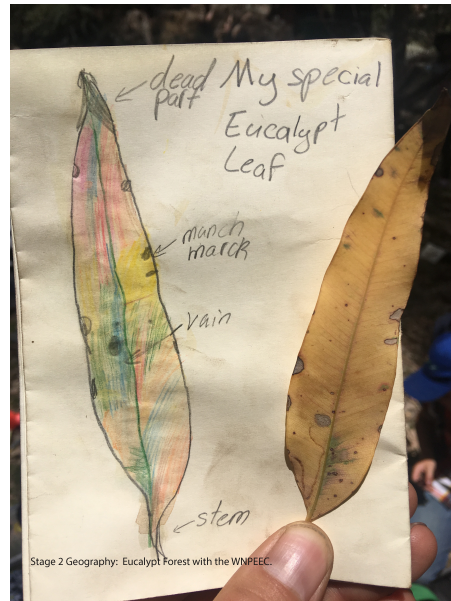


Student information

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
School Administration and Support Staff	1.04

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	95,087
Revenue	329,519
Appropriation	288,268
Sale of Goods and Services	6,040
Grants and contributions	33,963
Investment income	1,247
Expenses	-314,607
Employee related	-259,255
Operating expenses	-55,352
Surplus / deficit for the year	14,912

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

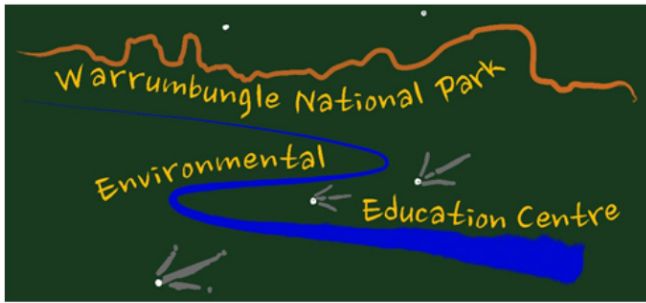
The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	0
Equity - Aboriginal	0
Equity - Socio-economic	0
Equity - Language	0
Equity - Disability	0
Base Total	277,624
Base - Per Capita	7,039
Base - Location	647
Base - Other	269,938
Other Total	4,265
Grand Total	281,889

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

In 2019, 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.



Education

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.

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, liaises with community and ensures all WNPEEC programs are culturally sensitive.

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.

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.