

Botany Bay Environmental Education Centre 2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Botany Bay 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

Botany Bay Environmental Education Centre

Botany Bay National Park

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School background

School vision statement

Botany Bay EEC: Providing students, teachers and their communities with rich, meaningful experiences in and around the natural, built, historic and cultural environment to enhance their understanding of, and influence on our land, water, wildlife and society.

EZEC: Leading environmental education to empower learners for a sustainable future

School context

Context

Botany Bay Environmental Education Centre (BBEEC) is a Department of Education school located at Kurnell in Kamay Botany Bay 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 in and around the Kurnell/Cronulla area or at sites near/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 built on a culture of collaboration with the following partners: Environmental and Zoo Education Centres (EZEC), National Parks and Wildlife Service, members of the local Aboriginal community, local AECG and local schools.

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 attitudes in creating environmentally literate citizens. This is accomplished through providing engaging and stimulating learning environments that empower learners to think and communicate creatively, collaboratively and critically to achieve positive environmental impact.

Major SEFV2 links

Learning – curriculum, Assessment, Reporting

Teaching – Effective classroom Practice, Data Skills and Use, Professional Standards, Learning and Development

Leading – Educational Leadership, School Resources

Improvement Measures

All learning programs are engaging, meet syllabus requirements and support the classroom learning activities using enquiry based learning

Increase the numbers of students engaged in environment and sustainability learning and leadership programs

Progress towards achieving improvement measures

Process 1: Curriculum Support

Provide learning programs that are engaging, meet syllabus requirements and support the classroom learning activities.

Environmental and Sustainability Support

Provide engaging environmental/sustainability learning and leadership support programs for local schools.

Evaluation	Funds Expended (Resources)
<p>Evaluations show all new learning programs are engaging and meet syllabus requirements. Inquiry based learning for Science programs for Stages 1–3 written and delivered and adjusted from positive feedback.</p> <p>Increased number of students were engaged in environmental and sustainability leadership programs including:</p> <ul style="list-style-type: none">• Outback trip to support 6 rural and remote schools, over 400 students• One Mob Day 2019 was supported by the EEC with attendance at planning meeting, supporting the sign on procedures on the day and filming the event. Filmpod clip was made and attached to Botany Bay EEC website. <p>Environmental and sustainability progress is evidenced through regular meetings and teacher support with BEEN (BAY Environmental Education Network) termly meetings. An active and enthusiastic group of teachers encouraged lots of sharing.</p>	\$5000

Next Steps

Future directions:

- Work with Sutherland Shire Council, Sutherland AECG and Dept of Education writing team for resource development to develop a suite of resources for the 2020 commemoration of the first meeting between the Dharawal people and James Cook in 1770. A Virtual Reality Kamay 2020 resource will be developed for all students. Develop and deliver a new hands on history Stage 2 program for 2020.

- Apply for a name change for the school to Kamay Botany Bay Environmental Education Centre and re-badge the school once approval has been granted.



Strategic Direction 2

Develop Teacher Capacity

Purpose

To develop the capacity of Centre staff in addition to those within our networks as learners, teachers and leaders in environmental and sustainability education. This will be achieved through participation in, and the provision of, explicit professional learning that improves teaching practice, resulting in the development of environmental citizens.

Major SEFV2 links

Learning – Wellbeing, Curriculum, Assessment

Teaching – Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development

Leading – Educational Leadership, School Resources, Management Practices and Processes

Improvement Measures

Increase the number of teachers that are registered in Professional Learning support programs.

100% of BBEEC staff feel supported in their professional development and career aspirations and successfully reach goals identified in PDP's.

Progress towards achieving improvement measures

Process 1: Professional Learning Support

Support teachers in schools with TPL opportunities that are curriculum-driven and enrich teaching and learning in the classroom.

Staff Professional Learning

BBEEC staff engage in PL that targets their PDP goals and the school goal of deepening their curriculum knowledge

Evaluation	Funds Expended (Resources)
<p>Three programs have been written and registered with NESAs. All courses were well attended and received strong feedback. Teachers were inspired and ready to share their new knowledge and skills with their school community.</p> <p>Conversation with staff show that all staff feel supported through the PDP process, have met their goals and are planning future goals. PL goals reflect professional standards and promote growth.</p>	\$7000

Next Steps

Future directions:

This strategic improvement priority will be maintained through other ongoing programs with an emphasis on other strategic directions.



Strategic Direction 3

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.

Major SEFV2 links

Learning – Curriculum, Assessment, Reporting

Teaching – Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development

Leading – Educational Leadership, School Resources

Improvement Measures

All BBEEC staff are supported and have increased collaborative practices within the EZEC Community of Schools

Increase the number of collaborative projects, the extent of engagement and feedback from stakeholders developed in partnership with local community organisations

Progress towards achieving improvement measures

Process 1: EZEC Collaboration Project

Work collaboratively with EZEC to develop innovative programs, curriculum support and student leadership

Local Community Engagement

Develop or strengthen partnerships with organizations e.g. AECG, Councils, and Citizen Science organisations

Community of Schools Programs

Develop new and deepen existing partnerships with local communities of schools

Evaluation	Funds Expended (Resources)
<p>In 2019 BBEEC staff were well supported through increases collaborative practices with the EZEC Community of Schools.</p> <p>The collaborative projects included:</p> <ul style="list-style-type: none">• Outback and Outreach• Catalyst Lab• One Mob• Reconciliation Walk <p>The EEC staff through the EZEC community of schools evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve programs within the EEC. Good practice is shared and embedded with others.</p> <p>The EEC trials innovative practices and has processes in place through the connections within EZEC Community of Schools.</p> <p>In 2019, partnerships with AECG, local council and local schools have been developed and strengthened. These links continue to be used throughout the work of the EEC.</p>	\$6000

Next Steps

Future Directions:

- Work with Catalyst Lab on the development of collaborative practices across the EECs
- Broaden the connections with Aboriginal community members

Student information

Although Botany Bay EEC does not have a student enrollment we have supported 8085 students during the year across Sydney metropolitan area and rural and remote schools.

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	1.03

*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	115,237
Revenue	384,869
Appropriation	286,148
Sale of Goods and Services	2,932
Grants and contributions	94,151
Investment income	1,639
Expenses	-349,248
Employee related	-331,811
Operating expenses	-17,437
Surplus / deficit for the year	35,621

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	274,121
Base - Per Capita	7,039
Base - Location	0
Base - Other	267,082
Other Total	6,397
Grand Total	280,518

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

Primary teacher feedback

- Gave students opportunities to participate in activities they wouldn't normally do in a school setting.
- It was very hands on and engaging. The children were active and participating from start to finish
- The experience of the students going to Botany Bay and hearing the story and standing in the place where Cook stood was fantastic. The indigenous aspect was very worthwhile and a very valuable part of the day.
- Made them very aware of what we had been learning—Respect for aboriginal people and their knowledge as well as responsibility towards the environment
- The role play gave students an opportunity to better understand the first meeting between Captain Cook and Indigenous Australians. Students came home with a lot of additional knowledge which has then made them more enthusiastic to learn, making connections between what we are learning in class and what we learnt on the excursion.
- The teachers were excellent and very professional.
- The students were very engaged in the hands-on activities and gained a better understanding of the topic.
- The timeline was helpful and we have referred to this back in class. The re-enactment was powerful and we have also referred to this in class.
- Hands on lesson delivery was perfect. Many of our students have never experienced a bush walk or explored the natural features of their environment.

Secondary teacher feedback

- Through explicit teaching and demonstration students were able to understand processes
- Students now have a better understanding of measuring abiotic and biotic components of an ecosystem and it is great to actually see organisms in their habitat, instead of just talking about that in a classroom.
- Great hands on fieldwork – great experience
- Gave students a hands-on and practical understanding of coastal processes and human change and management.









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.

The EEC has developed strong relationships with local Aboriginal communities which enhance the teaching and learning programs for the students and staff. Staff attend the Sutherland AECG meetings and seek the guidance from the members.

The EEC supports all NSW teachers with the facilitation of a professional learning course, Aboriginal Cultural Awareness. This is delivered in collaboration with the Aboriginal Education and Wellbeing Team.

From next year the EEC will be known as Kamay Botany Bay EEC. The addition of the word Kamay acknowledges and reflects the traditional owners of the land.

Aboriginal Education is central to the work of the Centre. Next year staff will work on a Reconciliation Action Plan to further guide the work undertaken.

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.

Other School Programs (optional)

During 2019 Botany Bay EEC supported **8085 students** from K–6 with fieldwork programs, excursions, incursions and special events.

Staff from the EEC supported **local school communities** in environmental and sustainability programs including:

- Green Day (150 students)
- Enviro Day (180 students)
- Student Leadership (171 students)
- One Mob (315 students)
- Reconciliation Walk (316 students)

EEC staff also supported **rural and remote school communities** during the Sustainability Outreach program (165 students)

Botany Bay EEC supported **192 NSW teachers** with a variety of professional learning courses including:

- Aboriginal Cultural Awareness
- Outdoor Education and School Gardens
- The Art of Nature and Wellbeing