

# Observatory Hill Environmental Education Centre

## 2019 Annual Report



5745

## Introduction

The Annual Report for 2019 is provided to the community of Observatory Hill 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

Observatory Hill Environmental Education Centre

Level 4 40 Gloucester Street

THE ROCKS, 2000

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

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

9247 7321

### Message from the principal

#### Principals Message

In 2019, Observatory Hill Environmental Education Centre (OHEEC) moved to its new location in The Rocks. This site, although lacking a dedicated teaching space, has proved a convenient base for our operations, allowing us to easily access all our popular teaching locations in the inner urban area. It also provides a central location for meetings, particularly with the Environmental and Zoo Education Centre (EZEC) community of schools, and with Centre partners. Unfortunately, as of February 2020, the long-term future of OHEEC's site now remains uncertain, as our Centre was recently excluded from the Fort St PS / OHEEC redevelopment plans.

Notwithstanding this uncertainty, our Centre has gone from strength to strength with the employment of a new permanent teacher who brings to the Centre a passion for geography and outdoor education, as well as expertise in integrating technology into teaching and learning. Our excellent teaching and administrative staff provide our strength, evidenced by the many positive evaluation comments (see testimonies included) and regular high evaluation scores, given by visiting teachers and students alike.

Our school strategic direction of *Developing Teacher Capacity* has seen staff engaged in a wide variety of professional learning opportunities, including the annual Environmental EZEC conference at Gibberagong EEC. A highlight for staff however, was a visit to the Morton Bay and Brisbane Urban EEC's in 2019. The Brisbane Urban EEC in particular, operated in a very similar environment to ours, and staff appreciated the extremely valuable learning experiences the visit offered, and the positive connections made with QLD EEC staff.

One way we supported our school's *Strategic Direction of Empowering Learners* was through the running of a number of special projects, including a *High School Leadership Workshop* (partnering with Taronga Zoo Sydney) and a primary school *Sustainability Expo*, (partnering with Sydney Observatory). High school leadership teams ran the workshops at the *Sustainability Expo*, and feedback from both teachers and students involved showed both events were highly successful. In addition, over 30 teachers attended a registered professional learning course, run in conjunction with the *Sustainability Expo*, that informed teachers how to better support their school's student sustainability leaders.

Both these events highlighted the importance of the Centre working with partners to enrich teaching and learning opportunities. This has become more important as the Centre operates without a dedicated teaching / presentation space. Currently the Centre has over 20 partnerships with industry, government and community organisations, that offer in-kind support and expert presenters, to make student learning more authentic and engaging.

An important emerging partnership is that with the Coal Loader Sustainability Centre in Waverton. We envisage this Centre becoming a more popular teaching and learning venue and OHEEC is developing new programs to run there.

As always, our engagement with the EZEC community of schools is invaluable, allowing the exchange of teaching ideas, Centre management strategies and combined projects, that support the teaching of environmental and sustainability education. One project the Centre has been particularly involved in is the Catalyst Lab, a DoE sponsored project that uses design thinking to develop projects that will benefit the whole network and improve environmental education in

schools.

At the end of the year, the Centre began preparations for *External Validation* in 2020. This process has been an ideal opportunity for staff to collaboratively analyse and reflect on our operations, through the *Schools Excellence Framework*, and provides a direction to plan for future improvements.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the Centre's achievements and areas for development.

Glen Halliday

Principal

Observatory Hill EEC

## Message from the school community

### School President Report

Observatory Hill Environmental Education Centre has continued its high quality delivery to students and teachers, despite being located in temporary accommodation for some time now. The success of its delivery is due to the commitment of its teachers and professional staff. Their agility, innovation and contemporary education design means that the Centre's activities remain in demand, servicing students from K to 12 in STEM, social sciences and arts. This education resource is key to enable our children to develop the skills and reasoning so that they may address the complex problems facing us for a sustainable future. The Centre's work is the perfect support for all our schools and I congratulate them for another outstanding and inspiring year.

Adrienne Keane

President

Observatory Hill EEC School Council.

## Message from the students

### Selected student's comments about what they learnt, that they would tell family and friends

- *To reduce their use of plastic to avoid the consequences that pollution may bring.*
- *How plastic affects the ocean and its creatures.*
- *All the ways we can be sustainable and make a change.*
- *That when designing a building, there is a lot to consider like the shadows and aesthetics.*
- *There are a lot of different aspects that urban designers need to consider and how these decisions affect many factors in daily life.*
- *I have learnt information about Barangaroo and different ways to be environmentally sustainable. I also got a better understanding of more geographical terminology.*
- *I told my mum about how they used mist sprays to keep dirt from flying in the air at Barangaroo.*
- *I told my parents about the chilled beams that are used for cooling the apartments.*
- *That Cadman's cottage is the oldest building in the centre of Sydney, amongst other things.*
- *I found the old underground house very interesting and I liked learning about the owner and his life.*
- *About the importance of Zoos in creating a sustainable future.*
- *The Earth is a special place and we need to keep it, and not to use all of the resources at once.*
- *I would tell my family that I learnt about the rising water acidity due to the rising levels of carbon dioxide in the atmosphere.*
- *I learned how development has changed the places where people choose to live and why they choose to move.*
- *The social, environmental and economic sustainability that are needed within society.*

## School background

### School vision statement

#### Centre Vision Statement

To promote environmental education by providing diverse learning experiences in urban settings, school based sustainability programs and professional learning.

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

Leading environmental education to empower learners for a sustainable future.

### School context

Observatory Hill Environmental Education Centre (OHEEC) is one of 25 Environmental and Zoo Education Centres (EZEC) operated by the NSW Department of Education (DOE).

These specialised schools make up a learning community that lead schools in the implementation of environmental and sustainability education through experiential learning opportunities in both built and natural environments. They also provide support and advice to teachers and school communities (including professional learning opportunities) to assist them to integrate environmental education objectives across *Key Learning Areas* and sustainably manage school grounds and resources.

The Centre is located adjacent to Sydney's CBD in the historic precinct of The Rocks. The Centre:

- Provides unique, authentic and engaging experiential learning opportunities focussed on the urban environment
- Works with a variety of local commercial, government and community partners to enrich these learning opportunities
- Is easily accessible via public transport resulting in a wide drawing area of client schools from across Sydney and regional NSW

OHEEC also uses other inner urban sites, works in schools and presents at educational events. The Centre delivers environmental programs and professional learning opportunities to thousands of K–12 students and teachers per annum and caters for a range of learning needs. Teachers who book Centre programs are offered a variety of support including pre and post program resources and Risk Assessment advice.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

### Empower Learners

#### Purpose

To develop students environmental knowledge, skills, values and attitudes to create 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 impacts.

#### Improvement Measures

Maintain or increase program bookings from 2017 baseline.

Maintain excellent student and teacher evaluation data showing a high percentage of students indicating positive knowledge, skills, values or attitudes towards the environment.

#### Progress towards achieving improvement measures

**Process 1:** 1 Provide engaging new programs and update existing programs where required, which are booked by visiting teachers with good evaluation feedback.

Evaluation	Funds Expended (Resources)
<p>In 2019 the Centre continued to demonstrate high levels of bookings from visiting schools. The Centre offers nine curriculum linked 7–12 high school programs, nine K–6 primary school programs and 6 primary school incursion programs focused around sustainability themes. In 2019, 293 teachers responded to the evaluation survey. The survey results provide a wealth of information about Centre effectiveness from the booking process through to the relevance of the activities to the curriculum, and the program delivery by EEC teaching staff. The program evaluation allows staff to reflect on their teaching pedagogy and evaluate the educational value of each program. Importantly, the evaluation allows the Centre to analyse the success of every program, examine educational outcomes for students, and look for areas of improvement. This data analysis is essential in our aim for excellence in educational outcomes and quality teaching, and informs our school planning and reporting processes.</p> <p>Regarding student learning assessments by visiting teachers, 2019 teacher evaluation data showed the percentage of teachers who agreed or strongly agreed with the following statements were as follows:</p> <ul style="list-style-type: none"><li>• program provided a stimulating learning environment and a variety of experiences to enhance student's engagement with the environment (99%)</li><li>• The program was strongly linked to the curriculum and strengthened classroom learning outcomes (99%)</li><li>• The program enhanced student's knowledge about the environment and skills in interpreting the environment (99%)</li><li>• The program promoted positive environmental values and attitudes in the student and contributed to student's self-awareness and capacity to act in a positive way. (98%)</li></ul> <p>Regarding student's own learning assessments, the percentage of students who agreed or strongly agreed with the following statement are as follows:</p> <ul style="list-style-type: none"><li>• The program helped me to understand a subject I have been studying (or will learn about) in class (81%)</li><li>• I liked learning about the environment and doing the different activities in the program (76%)</li><li>• I think it is important to care for the and will do things to help look after it in the future. (90%)</li></ul>	<p>\$500 staff training in website use.</p> <p>Professional learning time allocation</p> <p>Other project funding as required</p>

**Process 2:** 2 All staff are experienced in effective delivery of centre programs evidenced by evaluation feedback and peer review. Pre and post resource support is available to extended classroom learning, evidenced by positive evaluation data.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Of the 293 teachers surveyed post excursion, the percentage who agreed or strongly agreed with the following statements were;</p> <ul style="list-style-type: none"> <li>• <i>'EEC staff were knowledgeable about the topics being taught, and interacted well with the students.'</i> (100%)</li> <li>• <i>'The centre had high expectations of for student behaviour and learning and addressed the needs of identified student groups including student with special needs'</i> (98%)</li> </ul> <p>In addition, comments from visiting teachers on EEC teacher effectiveness were overwhelmingly very positive.</p> <p>Regarding student's responses, of 189 students surveyed, 68% agreed or strongly agreed that <i>'Their Envionrmental Education Centre teacher helped them to better understand the environment and a subject they have been studying, or will be studying, in class'</i>.</p> <p>Is pre and post resource support available to extended classroom learning, evidenced by positive evaluation data?</p> <p>All staff are trained in the development and maintenance of the Centre's post excursion Google Sites and systems are in place to update these as required. 99% of 293 teachers surveyed post the excursion agreed or strongly agreed that the <i>'pre and post program resource support developed deep knowledge and extended classroom learning'</i> .</p>	<p>Time allocated for training days as required</p> <p>Time allocated to develop and maintain excursion support sites, and to interpret evaluation data.</p>

## 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, professional learning that improves teaching practice, resulting in the development of environmentally literate citizens.

#### Improvement Measures

Numbers of teachers (both EEC and school) engaged in professional learning opportunities.

Maintain positive evaluation data on EEC teacher effectiveness and maintain or increase centre bookings evidenced by teacher satisfaction with centre programs.

#### Progress towards achieving improvement measures

##### Process 1: 1 Model best practice in curriculum linked fieldwork

Evaluation	Funds Expended (Resources)
<p>Effectiveness in modelling best practice curriculum linked fieldwork is evidenced through post excursion surveys which showed 99% of teachers agreed or strongly agreed that <i>'The program enhanced their professional learning for integrating environmental / sustainability education into the curriculum'</i>.</p> <p>In addition, evaluation comments from visiting teachers on EEC teacher effectiveness were overwhelmingly very positive.</p> <p>Regarding student's responses, of 189 students surveyed, 77% agreed or strongly agreed that <i>'They learn a lot about the environment and ways to care for it'</i>, and 90% agreed or strongly agreed that <i>they thought it was important to care for the environment and will do things to help look after it in the future'</i>.</p>	\$10,000 casual relief

##### Process 2: 2 Undertake professional learning in environmental education and EFS development and delivery.

Evaluation	Funds Expended (Resources)
<p>OHEEC staff have been supported in accessing mandatory professional learning, as well as professional learning that is relevant to the school plan, their own identified learning goals, and emerging trends within our school. Collaborative professional learning opportunities within our Centre and the EZEC community of schools, provide opportunities for improvement of teaching practice. OHEEC has a very collegial ethos and teachers meet regularly to collaborate and discuss educational opportunities for student learning. These discussions are mindful of the school's and Departmental strategic priorities, and the limitations and opportunities available to the Centre regarding funding and logistical arrangements at teaching locations.</p>	<ul style="list-style-type: none"><li>• EZEC Conference – \$3,140</li><li>• School Website Service Training – \$500</li><li>• Anaphylaxis and CPR Training – \$160</li><li>• Geography Teacher Association Conference – \$0</li><li>• Budget training – \$0</li><li>• Brisbane EEC PL 20–22 Nov – \$2815.00</li><li>• External Validation Training – High performance directorate – \$0</li><li>• Catalyst Lab – \$0</li><li>• EZEC SAM Conference – Penrith Lakes EEC – \$590</li><li>• GTA Workshop \$254</li><li>• AAEE Conference \$602</li><li>• EZEC Principals Conference – \$0</li><li>• GTA skills day \$254</li><li>• Annual GTA conference – own funds</li></ul>



## Progress towards achieving improvement measures

OHEEC staff have been supported in accessing mandatory professional learning, as well as professional learning that is relevant to the school plan, their own identified learning goals, and emerging trends within our school. Collaborative professional learning opportunities within our Centre and the EZEC community of schools, provide opportunities for improvement of teaching practice. OHEEC has a very collegial ethos and teachers meet regularly to collaborate and discuss educational opportunities for student learning. These discussions are mindful of the school's and Departmental strategic priorities, and the limitations and opportunities available to the Centre regarding funding and logistical arrangements at teaching locations.

- Coal Loader Sustainability Centre training – \$0

Total – \$8,297

## 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.

#### Improvement Measures

- 1 The number of students involved in leadership programs
- 2 The number and variety of partners supporting the Centre
- 3 The number of schools engaging with leadership programs

#### Progress towards achieving improvement measures

**Process 1:** 1 Collaborative projects are developed with schools, and/or networks of schools, including environmental leadership programs.

Evaluation	Funds Expended (Resources)
<p>OHEEC supports networks of school in the following ways;</p> <ul style="list-style-type: none"><li>• Planning is progressing well to support the International Eco Schools program and have a number of Sydney schools eventually signed up to this program to act as showcase schools for implementing environmental sustainability. Staff will attend Eco Schools training and offer a Centre-led training course in 2020.</li><li>• A high school Environmental Leadership Workshop was held to support student leadership initiatives around environmental sustainability. 18 primary schools and 8 high schools attended, involving 128 Primary Schools and 60 High Schools students. Teachers attending also participated in a professional learning course called <i>Supporting Student Environmental leadership</i>, which had excellent reviews from participating teachers.</li><li>• OHEEC staff continued to attend and contribute to three, local council led, Sustainability Network meetings, as well as administering a professional learning course that is run in conjunction with these network meetings.</li></ul>	<ul style="list-style-type: none"><li>• Student led workshops \$800</li><li>• Ocean Action Pod Workshop (\$550)</li><li>• School workshop costs (\$800)</li><li>• Other ancillary cost (\$491)</li><li>• Sustainable Schools Grant applied for (\$15000)</li><li>• Total – \$1841</li></ul>

**Process 2:** 2 To develop appropriate partnerships (including with EZEC) that enhance the quality of Centre teaching and learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• The Principal attended and represented the interests of OHEEC at the Fort St PS / Observatory Hill EEC project advisory group (PAG) meetings. As of the 12th Feb 2020 it was understood that the EEC would receive a new building in conjunction with the Fort St PS redevelopment. OHEEC have now been excluded from the project.</li><li>• The resources of around 20 Centre partnerships were engaged to enhance student learning outcomes. The resources have included (time, funding and expert speakers).</li><li>• Four EZEC Collaborative Practice meeting were hosted by OHEEC and attended by Principal and staff where possible. These have resulted in a range of initiatives that support the entire network like participation in the DOE Catalyst lab project that will continue into 2020 and focus on supporting student wellbeing.</li><li>• A Sustainable Schools grant request was submitted for a pollinator project (B &amp; B Highway). Observatory Hill EEC was successful in receiving a \$15,000 grant and will be planning the B &amp; B Highway project in 5 local schools in 2020.</li></ul>	Time and funding as required

## Progress towards achieving improvement measures

- The EZEC Principals Conference held at OHEEC which provided targeted professional learning support for EZEC Principals. The course had good evaluation feedback.
- OHEEC was chosen as a preferred education provided for the Coal Loader Sustainability Centre, strengthening the partnership with that organisation. Professional learning was undertaken by Centre staff, and programs are being refined and developed to support the partnership.

**Process 3:** 3 To work with individual schools and networks of schools (eg regional school sustainability networks) to promote environmental education across the DOE and to enhance student's environmental literacy.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• The professional learning course <i>Supporting Student Environmental Leadership</i>, was held in conjunction with the primary school Sustainability Expo. 30 teachers attended the event and course evaluation data and anecdotal evidence indicates the course was highly valued by course participants.</li> <li>• OHEEC Teacher, Maria Dunne, supported Western NSW EEC's by running several workshops on town planning as part of their Central West NSW Sustainability Roadshow.</li> <li>• OHEEC held several urban planning workshops at the Youth Eco Summit at Sydney Olympic Park with over 200 students (and their teachers) participating in the workshops, held over two days, at Sydney Olympic Park.</li> <li>• Planning is underway to host an Eco Schools PL workshops on the 6th June 2020 at a local school.</li> <li>• Planning is underway to host a number of diverse events in 2020 to support student environmental leadership and literacy.</li> <li>• Planning is underway to further enhance students' environmental literacy and support environmental / sustainability education in individual schools and networks of schools by employing a dedicated sustainability teacher in 2020.</li> </ul>	Time and funding as required

### 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)	1
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>	238,724
<b>Revenue</b>	546,089
Appropriation	439,142
Sale of Goods and Services	3,235
Grants and contributions	100,953
Investment income	2,759
<b>Expenses</b>	-450,329
Employee related	-411,334
Operating expenses	-38,995
<b>Surplus / deficit for the year</b>	95,760

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>	433,817
Base - Per Capita	14,078
Base - Location	0
Base - Other	419,738
<b>Other Total</b>	3,976
<b>Grand Total</b>	437,793

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

## Teacher Testimonials

### Comments from visiting teachers on EEC teacher effectiveness.

- Fantastic, patient and very detailed. Engaging commentary with strong links to syllabus and HSC exam".* Kerrie Bigland – Nepean HS
- Thanks to Glen, Loretta, Scott and Dave for the efforts you put into ensuring the program was engaging and accessible for our students. It was fantastic to be part of a university research project".* Turramurra HS
- Maria was absolutely fabulous – engaged really well with the girls and had excellent knowledge of Barangaroo".* Alex Pentz – Roseville College
- Thank you for creating a more relevant program for our school, it was really good!"* Cate Thomson – Kirrawee HS
- Excellent – very clear explanation, allowed for questioning which was good and girls were engaged."* Elizabeth Colling – NBSC McKellar GHS
- "Glen had a lovely rapport with the children, was very knowledgeable and presented the content enthusiastically."* Georgia Cross – Double Bay PS
- Very informative, providing good behaviour management for a difficult class".* Kieana Stephens – McKellar GHS
- A wonderful manner with the students. Enthusiastic, engaging and passionate about the childrens' learning. Thank you".* Judith Dixon – Oakhill Dr PS
- Very knowledgeable and informative. Students were engaged and excited to learn'. Amy Perger – Oakhill Dr PS*
- Austin was great. Gave regular safety reminders and kept on top of student behaviour".* Emiy Koller – Oakhill Dr PS
- Enthusiastic and knowledgeable. The students were engaged and interested throughout the day".* Amy Perger – Oakhill Dr PS
- Very knowledgeable – catered for my class very well. Included all students and encouraged them to think and participate".* Alison Barnett – Oakhill Dr PS
- Very knowledgeable with strong links to the HSC, making the course valuable for our kids".* Manvir Singh – Doonside Technology HS
- Loretta has an excellent knowledge of geography – also she explained everything thoroughly. Wonderful questioning techniques with students".* Ann-Maree Bennison – Shire Christian School
- Austin was great. Unfortunately we had bad weather on the day but Austin improvised and managed to engage the boys regardless. He is very knowledgeable and the boys took a lot away from the day".* Homebush BHS
- Austin provided a comfortable environment for my students to learn without feeling the pressure to interact. Very important for them.* Shirelle Pyler – Cranebrook HS
- Glen was amazing – established rapport quickly. Used kids names well. Great safety awareness and disabled help. Great info and delivery variety – really enjoyed the day".* Sharon Kynaston – Mawarra PS
- Maria was fantastic with the kids and communicated the lesson in a fun and engaging manner. An awesome morning".* Maddy Borg – Artarmon PS
- This was a valuable incursion for the students and the level of it was age & stage appropriate".* Crista Wolski – Artarmon PS
- Very knowledgeable and patient and accommodating. Storytelling was very engaging. Thank you for a wonderful day".* Bianca Ilic – Parklea PS
- Great rapport with students straight away. Very knowledgeable and great nature".* Nathan Harvey – Parklea PS
- Austin was extremely knowledgeable and informative, explicitly linking content and syllabus to a real world case-study. He delivered an authentic experience and numerous tips /guidance for studies entering their final exams. Thank you"* Nicole Grant – Hawksbury HS
- Maria was instructive, but also inclusive of student feedback. Students were attentive and engaged".* Elizabeth Johnson – Hurlstone HS
- Glen was an excellent EE teacher. Very knowledgeable, informative, engaging with a passion for the area/issue/program outcomes".* Roger Moore – Pennant Hills HS

### Student testimonials about what they liked best about the program

- The hands-on experience.*
- How it was visual and how the teacher answered our questions in depth*
- My instructor was very interesting and taught us a lot about displacement, and gentrification.*
- Thoroughly enjoyed the program as it taught me a lot about urbanisation and how Barangaroo and Millers Point is urbanising.*
- Our guide was very knowledgeable and has a lot of data and information to help us. I liked walking around the area as well and navigating with the GPS.*
- We got a chance to explore the area and engage with people who work / live in the area.*
- It helped with my assessment and it was fun walking around Barangaroo, it is a really nice place.*
- The worksheets were easy to fill out and walking around the area was very immersive. I also liked that the*



*presenter was extremely well educated and passionate about the presentation.*

- *I enjoyed learning about hidden features that are a part of the modern design such as the basement underground and water waste management which is all done behind the scenes.*
- *I appreciate and enjoyed the tour around Pyrmont and learning about its history and the urban dynamics that are shaping Pyrmont and the whole of Sydney.*
- *The well structure discussion devised to aid in better learning and understanding of the topic of urban dynamics in reference to Barangaroo.*
- *Learning about the history of the area.*
- *Seeing sites like the Big Dig and the house buried under the apartment block.*
- *Learning about the old building and the people who lived in them.*
- *I liked the water testing, and all of the information that was given to us.*
- *I enjoyed viewing and learning all the possible ways Barangaroo is made sustainable and what positive and negative impacts it has on the environment.*
- *I enjoyed getting to see the International Towers up close and to learn about all the sustainable practices which are being initiated in the towers. A part of our program was to interview the people who work in, visit or live in Barangaroo and that was one of my favourite experiences there as we got to get an insight into what it is like at Barangaroo daily.*
- *I really liked walking around and exploring the beautiful architecture.*
- *I liked how we got to be outside and learn at the same time and how we got to see real world examples of modern sustainability.*
- *I enjoyed walking around and looking at the developments that are being made to the city and how they are trying to make them as environmentally friendly as possible as well as making them a great living and working space. I also liked looking at the older houses and areas had they had a lot of history around them.*
- *I liked learning about how geography is involved with so many aspects in the development of cities.*
- *That we could explore the places in person.*
- *How interactive the numerous activities were.*
- *Testing the environment.*
- *Adventuring through a part of the city I hadn't visited nor known much about.*
- *Walking around and learning (not sitting down and working from sheets).*
- *Information regarding the syllabus was very helpful and speakers were very engaging*
- *Good information and well-presented*
- *Tour guide (teacher) was really helpful, informative and enabled me to understand things better.*

# 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.