

# 2020 Annual Report

## Wambangalang Environmental Education Centre

# WAMBANGALANG



## Environmental Education Centre

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## Introduction

The Annual Report for 2020 is provided to the community of Wambangalang 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 vision

### Wambangalang EEC Vision Statement

We shape our learners to become environmental citizens and leaders through building meaningful connections in, about and for the environment and extending this to the community. We achieve this through leading the protection, improvement and respect of our natural and cultural heritage as a valuable asset.

### EZEC Vision Statement

Leading environmental education to empower learners for a sustainable future.

## School context

### Wambangalang EEC Context

Wambangalang Environmental Education Centre (WEEC) is a Department of Education school located on the outskirts of Dubbo, within the broader natural and cultural landscape of Central Western NSW. The land is under the traditional custodianship of the Wiradjuri people. WEEC is set on 12.5ha and is a small dynamic school, within a travelling stock route reserve consisting of a regenerating endangered ecological community of box gum grassy woodland.

**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 experiential field work and environmental and sustainability education programs for K-12 school students at excursion locations including our school, Macquarie River, Macquarie Marshes, Turtle Rock or through incursion and outreach programs.

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

Our school is built on a collaboration with partners including: EZEC, OEH, LLS, Royal Botanic Gardens, AECG, in addition to our local and visiting school communities.

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### EZEC Context

The 25 NSW DET Environmental and Zoo Education Centres (EZECs) are leaders in environmental and sustainability education.

**Our Centres** provide authentic, curriculum-based fieldwork learning experiences which enable students to explore, investigate and understand natural and made environments.

**Our programs** provide opportunities to understand concepts and systems, and develop values that empower learners to become environmentally responsible citizens.

**By building strong partnerships** and developing teacher capacity, EZEC Centres enable schools to integrate sustainability education into all aspects of school operations including curriculum, teaching and learning, physical surroundings and relationships with the local community.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Empower Learners

#### Purpose

The provision of learning environments, programs and experiences where students are empowered and motivated learners through the development of connection to the natural world and cultural heritage. This will be developed through collaboration, critical and creative thinking, embedding literacy and numeracy skills and their ability to have positive environmental impacts within their own communities. This is enhanced through partnerships with our networks and communities.

To develop a differentiated curriculum, including the explicit teaching of literacy and numeracy, that is flexible, reflective, evidence based and diverse to meet the needs of our visiting school communities.

#### Improvement Measures

Increase community engagement and partnerships.

An increase in the percentage of students indicating positive knowledge, skills, values and attitudes towards the environment and cultural heritage.

Increased opportunities for students to participate in citizen science and authentic problem solving based learning.

#### Progress towards achieving improvement measures

##### Process 1: Strengthen Community Partnerships

Identify, develop and sustain effective partnerships and opportunities for collaboration to enhance student learning and wellbeing and community engagement.

Evaluation	Funds Expended (Resources)
<p><b>ABORIGINAL EDUCATION</b></p> <ul style="list-style-type: none"><li>• Host quarterly RAP committee meeting to track achievements and milestones and continue future planning- <i>Culture room, Welcome to Country script template, language posters in the school and in teaching programs, Aboriginal pedagogies included in lesson plan templates</i></li><li>• Regular reporting at AECG meetings as required- <i>AECG newsletter articles</i></li><li>• Begin preparations on first year report for Reconciliation Australia -<i>working document on the Narragunnawalli RAP website</i></li></ul> <p><b>Analysis and Impact:</b> Despite meetings being restricted by Covid-19, our RAP actions are 60% complete or on-going-</p> <p><b>ENVIRONMENTAL YOUTH GROUP</b></p> <ul style="list-style-type: none"><li>• Have initiated and maintained an effective environmental youth leadership group. The group should have developed governance structures and be implementing a high degree of student voice in project direction. The youth leadership group should also be the primary auditors of sustainability action at Wambangalang in terms of Energy, waste, water and biodiversity. WEEC will have identified meaningful ways of assessing group effectiveness and have data to ground truth effectiveness- <i>parent surveys, student surveys,</i></li><li>• Evaluate effectiveness of environmental youth group in terms of structures, governance, program effectiveness, enjoyment and well-being- <i>staff surveys, re-enrolment data, student emails, attendance records</i></li></ul> <p><b>Analysis and Impact:</b> This program was significantly impacted throughout 2020 due to COVID-19 and our inability to deliver it due to restrictions. The time was used to undertake an analysis of how the program was performing to date and to discuss future directions. Using data from staff, student and parent surveys, the program was reviewed taking into account student learning, student well-being and the logistics of collecting students from a range of schools.</p> <p><b>COMMUNITY REFERENCE GROUP</b></p>	<p>\$2000 to youth group for annual projects.</p> <p>\$5000 for RAP implementation, development and delivery</p> <p>\$400 for Platypus survey breakfast and media costs</p>

## Progress towards achieving improvement measures

- Call to invite members to come along in Term 2 (neighbours, teachers, local RFS members and hopefully representatives from our RAP and Youth Environment Groups)

**Analysis and Impact:** This program was significantly impacted throughout 2020 due to COVID-19 and our inability to host the meetings and invite members, although we did identify members through the RAP and environment groups to join the reference group.

### BENCHMARKS for COMMUNITY PARTNERS

- Update community partners spreadsheet - *Partnerships Benchmark Tool*
- MDP & NPWS - to be reviewed in 2021
- CESE - evaluation tool for Community Partners - *Community Partnerships Tool data*,

**Analysis and Impact:** The ongoing tracking of community partners has aided in embedding community partnerships within the school, as opposed to relying on individual relationships. The benchmark tool has allowed us to identify the number and nature of partnerships we have with various organisations. Throughout 2020 we have maintained existing partnerships (although some activities have been postponed) and we have identified and developed four new partnerships. In 2019 we trialled a community partnership tool in collaboration with CESE. The aim of the tool is to help us reflect on our current partnerships and to monitor and maximise their effectiveness over time. This year has been difficult to evaluate changes to partnerships over time, due to projects being placed on hold due to COVID. However, the partnership tool has been used in conjunction with the establishment of new partners to establish baseline data and has been used extensively by the Sustainability Outreach Team in more clearly defining the partnership

### PLATYPUS SURVEY

- Development community awareness using media and marketing tools - *media releases, emails, FaceBook posts, printed media, registrations forms, WHS documents, updated COVID procedures*
- Conduct survey using community volunteers - *site information spreadsheets, attendance forms, photographs*
- Evaluate results and survey participants - *collation of results*
- Maintain communications with key stakeholders - *email correspondence*
- Establish dates for Spring survey with UNSW scientist and DPIE staff - *email correspondence*

### COMMUNITY BUILDING PARTNERSHIP GRANT

- Liaised with SkillSet to apply for this grant.
- The project applied for is a multipurpose archery shed that will also house outdoor art activities.
- The intention of the partnership with SkillSet is that the application includes onsite building training for disengaged youth involved in SkillSet and WEEC offers facilities and education around environmental concepts, teamwork and leadership, and well-being.

**Analysis and Impact:** Collaboration with SkillSet in developing, writing and submitting the grant application resulted in a successful outcome. We have been awarded \$53,000 to build the archery shed. - *grant submission, media announcement of successful grant application.*

## Process 2: Citizen Science and STEM

Collaboratively research and develop methodology to enhance best practice delivery of teaching and learning programs in science and environment.

Evaluation	Funds Expended (Resources)
<b>BIOBLITZ</b> <ul style="list-style-type: none"> <li>• Reviewed existing Bioblitz materials - <i>obtain copy of previous meetings minutes</i></li> <li>• Contacted other EECs who have previously delivered Bioblitz programs - <i>email correspondence, program samples, WHS documents, permission letter</i></li> </ul>	\$300 for logo design for Bioblitz logo  \$150 seed banking resources

## Progress towards achieving improvement measures

### *templates*

- Initiated meetings with DPIE staff to develop project scope- *meeting minutes*
- Sent sample logos to graphic designer - *email correspondence*
- Presented EOI at Network meeting and distributed flyers - *flyers*
- Finalise sample timetables - *timetables, email correspondence*
- Follow up meeting with DPIE scientists regarding program proposal- *email correspondence and meeting minutes*
- Work with organisations and community to develop a BioBlitz program and assess the success of partnerships and impacts - *email correspondence*

**Analysis and Impact:** The BioBlitz program was unable to be delivered due to the restrictions imposed by COVID-19. The primary planning has been undertaken and all partners are scheduled to continue in 2021.

### **SEED BANKING**

- Presented at EZEC conference to inform other EECs re: project intentions- *Powerpoint, conversations with other EZEC staff, Conference program*
- Developed resources and assessment task for initial pilot of program - *Lesson plan/s, assessment task*
- Purchased resources - *receipts and physical items*
- Communication with pilot school- *booking confirmation, email communication*
- Program delivery - *PowerPoint, program worksheets, completed field study worksheets, photographs, FaceBook posts, email correspondence*
- Email communication to keep pilot on track at school - *email correspondence*
- Follow up VC- *email correspondence to arrange VC, call log*
- Distribute evaluation tool - *completed evaluation sheets, copies of marked de-identified assessment tasks*

**Analysis and Impact:** successful field study with engaged students, greater student awareness of biodiversity and genetic change topics

### **STEM**

- Parrot STEM - *lesson plans, PowerPoints, enrichment item photos, design sheets, feedback forms and video*
- Insect Hotels - *physical structures, photographs*
- Cricket STEM - *PowerPoint, Design sheets*
- Bird Enclosure Design - *STEM Competition*

**Analysis and Impact:** The STEM programs delivered throughout 2020 were delivered to a range of Primary student groups (K-6). Students demonstrated deep understanding of animal behaviour and how enrichment improves a captive animal's quality of life. Students demonstrated creative and critical thinking when developing enrichment objects. Students experienced deep learning about the needs of living organisms, their adaptations and ecological role.

### **SCIENCE WEEK projects**

- Worm farms
- Natural Habitat Corridors
- Insect Hotels

**Analysis and Impact:** Students demonstrated high engagement and deep understanding of the benefits invertebrates bring to the environment. Students used video technology to explain their rationale for the designs they created and demonstrate their depth of learning.

### **PLATYPUS SURVEYS**

- organisation and implementation of bi-annual platypus surveys - see *Strengthen Community Partnerships*.

**Analysis and Impact:** WEEC is a leader in platypus surveys within Western NSW. In initiating the project WEEC collaborated with scientists from the Australian Platypus Conservancy, Monash, UNSW and local DoPIE scientists in the development of best practice methodology. We have the original data for this citizen science project and this data was used to successfully lobby for drought relief funding for platypus in the Dubbo region.

**Process 3: Enriched Learning**

Differentiate teaching and learning programs, embedding literacy and numeracy, across KLAs and stages, using research based pedagogy evaluation and feedback to inform practice.

Evaluation	Funds Expended (Resources)
<p><b>TEACHING and LEARNING PROGRAMS</b></p> <ul style="list-style-type: none"> <li>• Review existing programs to ensure differentiation, Aboriginal education and deep learning is embedded.</li> <li>• Develop new programs to deliver environmental education to a range of students.</li> </ul> <p>Programs were reviewed and updated ,as required. Specifically, clear expected outcomes were incorporated. For example, the Low Ropes Course is delivered as a Team-Building exercise, Orienteering has a 6-session program for deep learning and also incorporates literacy and numeracy skills, Initiative Games is delivered as a Team-Building, Problem Solving exercise with some numerical algorithms.</p> <p>Wombat Stew has been developed and delivered as an ES1 program incorporating literacy, procedural and numeracy skills in a setting based on native animals and a well-known story.</p> <p>We have developed and delivered an Aboriginal Culture display using a range of artefacts to explicitly teach Aboriginal culture and processes in traditional daily life. Students can see the progression of tools and implements through the various stages that they were being made.</p> <p>We have developed and delivered a Communication program that enabled students to explore and develop communications skills in a rang of ways.</p> <p>We have developed and delivered a Creepy Crawlies program that is a deep learning experience for S1 students that teaches body parts, importance of and basic requirements of invertebrates, culminating in the building of a Bug Hotel.</p> <p>We have developed and delivered Deep Learning experiences based on the needs of disengaged youth in the areas of Well-Being and SLR.</p>	<p>\$3000 budgeted for new initiative game resources</p> <p>\$3000 budgeted for a trailer to make offsite delivery more flexible</p>



## Strategic Direction 2

### Develop Teacher Capacity

#### Purpose

To create a school-wide culture of high expectations of teaching practice, professionalism and commitment to improve student learning through evaluative thinking. To build the capacity of Centre staff and those in our networks as learners, teachers and leaders in environmental and sustainability education.

#### Improvement Measures

Increase the number of professional learning events delivered by WEEC staff to colleagues.

Increase staff capacity to analyse data to inform practice.

Increase collaborative professional learning for all staff

#### Progress towards achieving improvement measures

##### Process 1: Collaborative Practice

Embed explicit systems for professional learning to facilitate professional dialogue, collaboration, classroom observation within the school and across the community.

Evaluation	Funds Expended (Resources)
<p><b>SONIARP</b></p> <p>Work with RHEEC, WNPEEC and CESE to develop an outreach program with cutting-edge data collection and analysis to assess the impacts of the program on students, families and communities - <i>emails, zoom appointments</i>.</p> <p><b>Concepts and Systems Progression</b></p> <ul style="list-style-type: none"><li>Review draft documents and provide feedback - <i>Draft documents with edits, email correspondence, training program developed for staff</i></li><li>Develop scope of direction for Term 2 - <i>MindMap</i></li></ul> <p><b>Analysis and Impact:</b> Not all staff embraced this model, so it has been put on hold. However, some staff have found it useful to conceptualise the format, processes and procedures that are unique to WEEC.</p> <p><b>DP PPA Conference</b></p> <ul style="list-style-type: none"><li>Provide venue, source catering for conference - <i>Email correspondence, booking form, quotes</i></li><li>Collaboratively develop workshop activities to complement conference theme/program with event organiser - <i>Email correspondence, timetable, budget, booking confirmations</i></li></ul> <p><b>Analysis and Impact:</b> Sourced and secured caterer, booked meditation specialist, developed workshop ideas including; team building and Connection to Country. Postponed due to COVID-19.</p> <p><b>TECHNOLOGY</b></p> <p>Digital Implementation Project - As part of a pilot program, WEEC has been selected to participate in the Digital Implementation Project (DIP).</p> <p><b>Analysis and Impact:</b></p> <p>A Digital Classroom Specialist has been designated (Teacher) to participate and undertake the PL associated with the pilot program.</p> <p><b>STAFF TRAINING</b> Ensure staff are suitably trained to perform substantive duties and to up-skill staff in the event of staff changes.</p> <p><b>Analysis and Impact:</b> Despite Covid-19 restrictions, and in light of several changes in staffing this year, teaching staff have undertaken a range of PL</p>	<p>\$3000 casual teachers wages for lesson observations and staff development days</p> <p>\$ 1500 Remote First Aid training, accommodation, meals</p> <p>\$ 400 Refresher training for kayaks</p>

## Progress towards achieving improvement measures

opportunities to up-skill, including:

- the substantive Teacher training being trained in a range of teaching programs and administrative procedures that are specific and unique to WEEC
- the substantive Teacher training for the role of Relieving Principal
- a temporary Teacher being trained in a range of teaching programs that are specific and unique to WEEC
- on-going training in Administration for the SAM

### Process 2: Evaluative Practice

Establish and implement systems to strengthen evaluative practice to monitor student progress and school improvement.

Evaluation	Funds Expended (Resources)
<p><b>SONIARP</b></p> <p>Sustainability Outreach Network Initiative Action Research Project</p> <p><b>Analysis and Impact:</b> No outreach program could be coordinated in 2020 due to COVID restrictions.</p> <p><b>Technology integration and DIP</b></p> <p><b>Analysis and Impact:</b> New technology infrastructure has been prioritised and ordered. iPads and RAG learning displays will be arriving in term 1 2021. A Digital Officer position has been allocated and a casual teacher engaged to cover workload.</p> <p><b>Feedback</b></p> <p><b>Analysis and Impact:</b> Several feedback method were trialled through 2020 including Mentimeter surveys and Google Forms. Community surveys had limited responses, with feedback identifying several areas for potential program development including climate change and waste audits.</p>	

### Strategic Direction 3

#### Lead Environmental Best Practice

#### Purpose

Our purpose is to protect and respect our natural environment and cultural heritage, through outstanding performance and efficiency in the conduct of our operations. Resources are used strategically to achieve improved student learning outcomes, high quality service delivery and community engagement.

#### Improvement Measures

Improved sustainable practice in the management of school resources.

Update and improve existing procedures and systems relating to WHS and Compliance policies and requirements, to demonstrate best practice.

#### Progress towards achieving improvement measures

##### Process 1: School Resource Management

Collaboratively research and develop methodology, systems and processes to enhance best practice sustainable and cultural asset resource management and lift our profile with the community.

Evaluation	Funds Expended (Resources)
<b>Sustainable Waste Management:</b> WEEC is now a model of waste management with an emphasis on recycling including organise materials, soft plastics and regular recycling.	\$5000 Archery Shelter/Shed \$50 storage tubs
<b>Learning Spaces:</b> Two main classrooms are now well organised and appropriately display environmental education materials and Aboriginal Artefacts. One dormitory room has been cleared out to become a flexible learning space with temporary camp beds.	\$3000 camp stretchers \$300 shade sail \$1500 screen doors
<b>Animal Collection:</b> Feedback from schools indicates that learning opportunities are enhanced through the animals on display at our centre, especially hands-on opportunities for students.	

## Student information

Wambangalang has no student population as we are an Environmental Education Centre that hosts excursions and coordinates incursions at other schools and sites. Therefore we have no student enrolment data to report against.

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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### Management of non-attendance

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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	1.22

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	123,961
<b>Revenue</b>	463,658
Appropriation	443,038
Sale of Goods and Services	1,586
Grants and contributions	18,829
Investment income	205
<b>Expenses</b>	-473,891
Employee related	-380,909
Operating expenses	-92,982
<b>Surplus / deficit for the year</b>	-10,233
<b>Closing Balance</b>	113,728

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.

Through collaboration with Skillset we have received a grant for \$53,000 to build a multipurpose outdoor learning space / archery shelter. This grant is part of the 2020 Community Building Partnership and construction will begin in 2021.

## Financial summary - Equity loadings

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

	2020 <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>	432,926
Base - Per Capita	14,430
Base - Location	647
Base - Other	417,849
<b>Other Total</b>	10,112
<b>Grand Total</b>	443,038

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

Due to COVID restrictions there was a significant impact on school engagements through excursions and incursions. This significantly reduced our ability to collect data and feedback on community satisfaction.

Parent feedback from 2020 was limited to two respondents. No patterns were evident in their responses.

Community feedback from 2020 was limited to 6 respondents. 100% of respondents identified that waste management was a key area for improvement in 2021 programming with Aboriginal Education and Sustainable Agriculture connecting with more than half of respondents. Strong support was also evident in the areas of STEM integration, hands-on learning and the provision of pre and post workshop support.

Student feedback included post-workshop mentimeter surveys and Google Forms. Feedback indicated that students were very engaged in activities while visiting Wambangalang, and most students could draw connections between workshops and their own personal growth and education. Highlights for students included challenging themselves, working with friends and enjoying nature.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.