

2020 Annual Report

Dorroughby Environmental Education Centre



Dorroughby

Environmental Education Centre

5683

Introduction

The Annual Report for 2020 is provided to the community of Dorroughby Environmental Education Centre as an account of the school's operations and achievements throughout the year.

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

School contact details

Dorroughby Environmental Education Centre

2101 Dunoon Rd

Dorroughby, 2480

www.dorroughby-e.schools.nsw.edu.au

dorroughby-e.school@det.nsw.edu.au

6689 5286

School vision

Dorroughby Environmental Education Centre Vision Statement

Provide engaging, Sustainability Education experiences that will support school communities to develop students' knowledge and ability to enable critical, creative and ethical thinking - assisting them to become active custodians and informed, environmentally responsible citizens for a future, sustainable world.

Environmental and Zoo Education Centre's Vision Statement

To support NSW Public Schools to implement Sustainability Education through meaningful learning experiences in and about the natural, built and cultural environment. We strive to be the leaders in providing students with the skills, values and opportunities to act as responsible citizens.

School context

Dorroughby Environmental Education Centre (DEEC) is one of 25 Environmental Education and Zoo Education Centre's (EZEC) supported by the NSW Department of Education and Communities. The centre is located 25km North East of Lismore amongst rural farming communities.

DEEC offers high quality field work and Sustainability Education programs for school students K-12. The Centre's programs can be delivered on and off site. The neighbouring property owner allows access to a large dam and wetland area and a fully operational dairy farm. Popular venues nearby include Rocky Creek Dam, Nightcap National Park, Ballina / Flat Rock, Byron Bay, Brunswick Heads, Cabarita Beach, Woodyhead and Iluka. The environment types at these locations include littoral and subtropical rainforest, mangroves, rock platforms and open forest. Overnight programs for students are also offered with dormitory accommodation at DEEC or camping available at local National Parks and reserves.

The centre supports school communities to implement Sustainability Education across the curriculum and there is a strong emphasis on student led / inquiry based learning. A partnership program with Rous Water in 2015 provided a water science lab that still functions today, focusing on open ended science challenges and collaborative learning. This partnership now extends to collaboration on water based Science Programs K-12.

Facilities at the centre include a microscope and technology room that contains an interactive whiteboard, digital and stereo microscopes and iPads. Other features include an water saving garden, interactive 1880s school, native nursery and plant propagation area, vegetable and bush tucker gardens and campfire area.

The centre works closely and effectively with the local school communities and the centre is affiliated with the Northern Rivers Group of Environmental Educators (NRGEE), OzFish, RMS, Richmond Landcare, local councils, Lismore AECG and the Northern Rivers Science Hub.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Empower Learners

Purpose

Facilitate quality learning, through meaningful and contextually relevant Sustainability Education experiences, that develop students' knowledge and skills, enabling them to engage in informed, environmentally responsive behaviour, capable of positively influencing their future.

Improvement Measures

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

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
A review of the collaboration of DEEC with with local Aboriginal community, DoE Aboriginal Officers and Lismore AECG highlighted the value of these relationships in ensuring that DEEC are providing programs that are culturally sensitive; respectful of, and enthusiastic about, our Indigenous past; and beneficial to our Aboriginal school communities.	Staff time allocated from 6300 funds

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

Evaluation	Funds Expended (Resources)
A review into DEEC's processes for ensuring that current programs have relevance and alignment with the Australian Curriculum targets found that DEEC was responsive to changing curriculum needs and were found, through formal evaluations, to successfully and specifically support our local school communities. This method of reviewing will be recommended to be continued into the future.	time and staffing allocation funds from 6300

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

Evaluation	Funds Expended (Resources)
The review on DEEC's collaboration practices with teachers/ principals of wider school community, including other EECs, to determine the most suitable programs to deliver at DEEC indicated that this is something DEEC excels at. DEEC have created many successful programs in response to school communities specific requests - especially demonstrated in the online learning that was created in response to Covid-19. DEEC work in close collaboration with the EZEC community and engage DEEC staff in the creation of programs that suit their strengths, align with DEEC vision, and support the Australian Curriculum.	Staff time allocated from 6300 funding

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

Evaluation	Funds Expended
------------	----------------

Progress towards achieving improvement measures

Evaluation	(Resources)
<p>A review of the effective relationships with local environmental educators highlighted the success of the NRGEE (Northern Rivers Group of Environmental Educators) in the area of educational support and in the creating, promoting and running of local multi-school events over the past 3 years. Also discussed was DEEC's relationship with Ballina OzFish, RMS, ROUS County Council, local councils etc., and how these relationships have enhanced the education opportunities DEEC has offer our school communities. These invaluable relationships with be initiated, maintained and valued into the future.</p>	<p>Staff time allocated from 6300 funds</p>

Strategic Direction 2

Develop Teacher Capacity

Purpose

Build the capacity of NSW DoE teaching staff (including DEEC's) to enable the delivery of high quality, relevant teaching practices in relation to the Sustainability Education context to enhance student engagement in learning.

Improvement Measures

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

DEEC increase support for teaching colleagues.

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
A review of the success of DEEC's collaboration with the Environmental and Zoo Education (EZEC) network was unanimously agreed upon to be an effective and supportive relationship. Sharing professional learning opportunities; successful teaching practices and programs; and solutions to EZEC specific issues is an valuable support. DEEC will continue to strength this relationship into the future through attending Annual EZEC conferences, Rural and Remote EZEC conferences, collaborative practices meetings, EZEC principal conferences; EZEC staff zooms and the shared EZEC team drive.	Staff time allocation

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

Evaluation	Funds Expended (Resources)
In Term 4 a review of the relevant professional learning opportunities DEEC staff are provided with, and its effectiveness was conducted by DEEC staff. It was concluded that DEEC staff continued to engage in valuable and beneficial professional learning opportunities, albeit in the online world if necessary. DEEC staff embraced online learning and gained skills and support by taking part in these online meetings. These skills and community bonds/networking will feature strongly in the Strategic Improvement Plan 2021-2024.	

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

Evaluation	Funds Expended (Resources)
Upon reflection DEEC agreed that conducting each lesson like a demonstration lesson for visiting staff keeps DEEC staff consistently including the 'What Works Best' elements and Well being aspects into each program. We mentored a SCU teaching practicum student which was mutually beneficial on many levels. DEEC staff also successfully provided professional learning for teaching colleagues at Geography Teachers Association conferences and EZEC conferences. The sharing of knowledge amongst colleague is an important aspect of DEEC and will be continued into the future.	Staff time allocated.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>A review of the successful way DEEC staff have collaborated with local School Community networks to share successful teaching practices and programs was conducted by DEEC staff. DEEC staff attending Network and Teaching Principal meetings was deemed vital in both supporting DEEC staff, networking with colleagues and promoting the DEEC programs. Being a part of the local school communities, including the Richmond School of STEM excellence, is paramount to DEECs shared vision and future goals.</p>	

Strategic Direction 3

Leading Collaborative Partnerships.

Purpose

Lead strong, collaborative partnerships with organisations, including EZEC, to increase knowledge and expertise, resources and quality education opportunities to enhance student engagement in learning.

Improvement Measures

Teachers and students are involved in partnership projects.

Improved leadership capabilities of DEEC staff.

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
A review of how effectively DEEC communicated and planned joint projects with various local environmental community groups was conducted in T4 2020 and it was decided that links with local environmental educators enhanced student education, provided educational opportunities (both as multi-school events and for individual schools) and will feature in the 2021-2024 Strategic Improvement Plan.	Staff time allocated.

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

Evaluation	Funds Expended (Resources)
A review conducted by DEEC staff on of how effectively DEEC staff communicated and planned joint projects with various local school community groups found that DEEC staff consistently and effectively communicated, collaborated, planned and implemented joint projects with various local school groups. This happens effectively in an individual school context, a faculty context and across campus context (as in the Richmond Academy of STEM excellence). DEEC has allocated funds to contribute to the RASE project in 2021 as it is an outstanding vector for DEEC to enhance student learning.	Staff time allocation. \$10000 6300 funds allocated for RASE project in 2021.

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

Evaluation	Funds Expended (Resources)
The review of the effectiveness of communication and planned joint projects with the NSW Environmental and Zoo Education Centres (EZEC) group was found to be outstanding, especially in light of the COVID-19 circumstances. Prior to T1 2020 the EZEC group were cohesive and collaborative. During the uncertainty of COVID-19 the EZEC team really excelled with individual centres contributing to a state-wide online learning site that was available to students learning from home. This was recognised by the Minister of Education as an outstanding achievement in education. The collaboration with the EZEC community will feature strongly in the 2021-2024 Strategic Improvement Plan.	Staff time allocation.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
A review of how effectively DEEC staff communicated and planned joint partnership projects with National and State Environmental Groups over the period 2018-2020 found that whilst important, it is the local Environmental Groups that DEEC interacts more effectively - they have more expertise in local biomes, more potential to act as experts in the field and more available to plan joint projects. Perhaps not a strong presence in the 2021-2024 Strategic Improvement Plan.	

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.

Management of non-attendance

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

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

Workforce information

Workforce composition

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

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	165,826
Revenue	375,616
Appropriation	358,155
Grants and contributions	13,619
Investment income	556
Other revenue	3,287
Expenses	-375,700
Employee related	-315,275
Operating expenses	-60,425
Surplus / deficit for the year	-84
Closing Balance	165,742

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	0
Equity - Aboriginal	0
Equity - Socio-economic	0
Equity - Language	0
Equity - Disability	0
Base Total	352,920
Base - Per Capita	10,101
Base - Location	647
Base - Other	342,172
Other Total	5,235
Grand Total	358,155

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Parent/caregiver, student, teacher satisfaction

In DEEC context there are no permanent students or parents. Evaluations regarding school communities using Dorroughby Environmental Education Centre to support/enhance student learning are predominantly positive.

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.