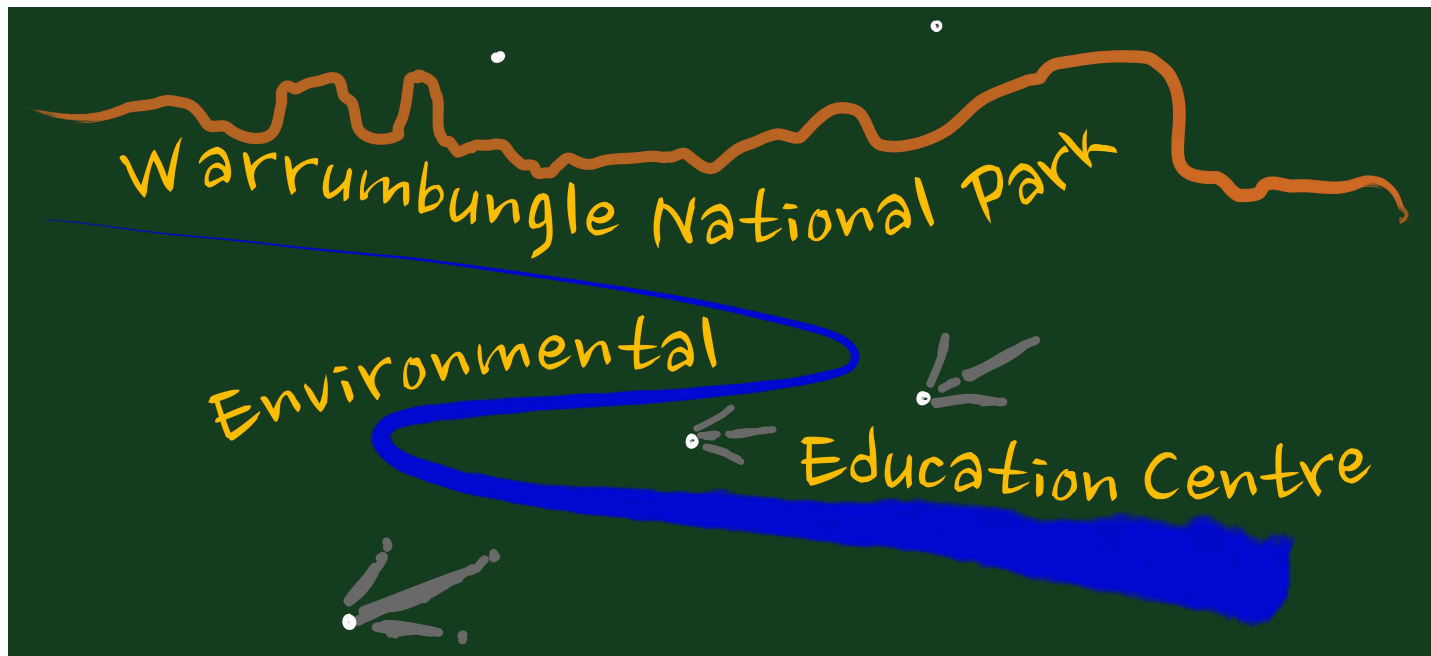


# 2020 Annual Report

## Warrumbungle National Park Environmental Education Centre



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# Introduction

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

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

## School contact details

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Warrumbungle National Park Environmental Education Centre

Warrumbungle National Park

Coonabarabran, 2357

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6825 4302

## School vision

### WNPEEC Vision Statement

Shaping environmental citizens through meaningful connections in, about and for the environment

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

Leading environmental education to empower learners for a sustainable future

## School context

### Context

The Warrumbungle National Park Environmental Education Centre (WNPEEC) is a Department of Education and Communities school located near Coonabarabran in the Warrumbungle National Park.

**Our programs** aim to inspire young people to experience and connect with the natural world and encourage the development of positive behavioural changes towards its protection.

**Our school** achieves this through the provision of high quality field work and environmental and sustainability education programs for school students K-12 at excursion locations within the Warrumbungles, surrounding areas or at sites near or within schools.

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

Our school is in close collaboration with the following partners: EZEC, Warrumbungle Hub, Office of Environment and Heritage and the Western Plains Network of schools.



Teddy Bear Picnic

## 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>

## Strategic Direction 1

### Empower Learners

#### Purpose

To develop students environmental knowledge, skills, values and attributes in creating environmentally literate citizens. This is accomplished through providing engaging and stimulating learning programs and by developing the capacity of Centre staff and those in our networks as learners, teachers and leaders in environmental and sustainability

#### Improvement Measures

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

#### Progress towards achieving improvement measures

##### Process 1: Collaborative Program Development

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

Evaluation	Funds Expended (Resources)
Enthusiastic, engaging, got them out of their comfort zone, 100% participation. Partner school and staff commented on what a great program and created many outdoor classrooms.	Canoes & equipment Wiking garden materials Trained Staff <b>Funding Sources:</b> • 6100 (\$44000.00)

##### Process 2: Professional Learning

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

Evaluation	Funds Expended (Resources)
60 students from CPS were taken on the water over a three day period. 115 students from FMHS were taken on the water over a two day period learning skills and completing a challenge.	Hiking packs, traniers, tents, canoes, sleeping mats, paddles, PFD's were purchased and hikes were taken to explore how to use and ease of use. <b>Funding Sources:</b> • 6100 (\$15000.00)



Coonabarabran P.S. Stage 6 Enrichment Week - Castlereagh River  
Connection & cooling off

## Strategic Direction 2

### Strengthen Partnerships

#### Purpose

To extend and strengthen partnerships with our networks and communities through effective communication and a culture of collaboration. The impact of these relationships drives the provision of authentic, relevant and unique experiences, which enable students to be confident and creative environmental citizens.

#### Improvement Measures

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

#### Progress towards achieving improvement measures

##### Process 1: Building and Extending Partnerships

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

Evaluation	Funds Expended (Resources)
The Local Land Services Artwork commissioned by WNPEEC and Coonabarabran High School was a quality piece of artwork which clearly demonstrated local Gomeroi Culture.	local artists DoE support Local Gomeroi Elders and Community Members <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• (\$1500.00)</li></ul>

##### Process 2: WNPEEC Promotion

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

Evaluation	Funds Expended (Resources)
High viewing numbers, likes and shares	

##### Process 3: Warrumbungle Hub

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

Evaluation	Funds Expended (Resources)
Excellent team teaching opportunities to increase capacity amongst our hub and a clear understanding how WNPEEC can assist in the delivery of Stage relevant scope and sequence delivery and also support client school milestones.	Casual teacher and GA wages to assist Coonabarabran P.S., Coonabarabran H.S., Baradine C.S., Tooraweenah P.S., Binnaway P.S., and Gwabegar P.S.



How healthy is your Macquarie Marshes water? Dip netting to investigate biological indicators to determine water quality.



## Student information

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

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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.



Gwabegar P.S. students showoff their produce from their wonderful updated "Gwabegarden".

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
School Administration and Support Staff	1.04

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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

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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

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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.



WNPEEC and Coonabarabran H.S. hand over artwork for Local Land Services at assembly

# 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 (\$)
<b>Opening Balance</b>	109,999
<b>Revenue</b>	304,840
Appropriation	295,137
Sale of Goods and Services	1,150
Grants and contributions	8,140
Investment income	413
<b>Expenses</b>	-308,678
Employee related	-247,420
Operating expenses	-61,258
<b>Surplus / deficit for the year</b>	-3,838
<b>Closing Balance</b>	106,160

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

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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>	291,857
Base - Per Capita	7,215
Base - Location	647
Base - Other	283,995
<b>Other Total</b>	1,623
<b>Grand Total</b>	293,480

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 2020, teachers involved with all programs at the WNPEEC were surveyed on how well they thought these programs supported the development of their students. 100% of respondents agreed or strongly agreed that the educational programs developed their students' skills of communication, critical thinking, collaboration and creativity. Discussions with visiting teachers and teacher surveys' indicate a high level of satisfaction in regards to student engagement in the activities conducted as well as relevance to what is being taught in class.

Student feedback was also very positive with a high percentage of students very excited in our new canoeing and hiking and garden based programs.



Ballimore P.S. Stage 2 students out in the Bungles discovering and learning about eucalypt forests.

# 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.



Coonabarabran P.S. in the WNPEEC classroom taking time out with some nature play.