

2020 Annual Report

Observatory Hill Environmental Education Centre



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Introduction

The Annual Report for 2020 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.

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School vision

Centre Vision Statement

To provide world class experiential learning in an urban environment, that enriches curriculum and inspires future focused global citizens.

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.

Observatory Hill EEC, located adjacent to Sydney's CBD in the historic precinct of The Rocks,

- 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 accessed via public transport resulting in a wide drawing area of client schools from across Sydney and regional NSW

OHEEC uses a range of inner urban sites, works in schools and presents at educational events to deliver 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

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>Term 1 began with 1,157 students participating in fieldwork, however, due to Covid-19, rather than concentrate on face to face projects, staff were engaged in developing and delivering a variety of lessons and resources to support online learning and continuity of learning. The Centre targeted compulsory secondary geography fieldwork and developed a number of virtual excursion webinars and supporting websites. These webinars were highly valued by teachers and students as it allowed them to fulfil compulsory fieldwork requirements. The websites were strategically developed to provide comprehensive pre and post fieldwork learning resources post Covid-19. In 2020, approx. 6,525 students participated in virtual learning webinars.</p> <p>In addition the Centre received a DoE HSIE grant to develop a further six HSC geography websites to support student online learning. Two of these websites will be used to strengthen pre and post learning in existing Centre programs.</p> <p>Primary school programs focused around our partnership with the B&B (Bugs, Birds and Biodiversity) Highway program. The Centre received a Sustainable Schools Grant in 2019 to install pollinator gardens, native bee hives and incursion lessons around the importance of pollinators. A website was developed about this project that participating schools are able to contribute to.</p>	Money and time as required

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.

Evaluation	Funds Expended (Resources)
<p>Program data was regularly reviewed, particularly online learning data, to improve delivery. Staff taught collaboratively, particularly in online learning environments, and debriefed with each other, after each session, to ensure effective delivery.</p> <p>Program materials and resources were regularly evaluated and reviewed and all worksheets were modified for an online learning environment.</p> <p>Student evaluation data was overwhelmingly positive with results showing;</p> <ul style="list-style-type: none">• 85% agreed or strongly agreed that the teachers delivering the webinars	Time, money and teacher release time as required

Progress towards achieving improvement measures

were knowledgeable and friendly.

- 80% agreed or strongly agreed that they would apply what they learnt in class on assessment tasks

Typical testimonials are available in the *Teacher and Student Satisfaction* section of this report.

Google Sites were also regularly maintained by staff and new sites added to support student learning. Sites were continually updated as new resources were found. The Centre now has nine program support websites and virtual lessons to accompany the sites. This provides future opportunities to support rural and regional schools that may not be able to physically access the Centre.

The virtual lessons were well booked by teachers with over 6,525 students participating in webinars. These lessons were recorded and will be available in the future as pre excursion learning to enable greater familiarisation of learning sites prior to undertaking a program. They will also allow time for a more hands-on experiences on the day of the excursion.

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>Modelling best practice in curriculum linked fieldwork</p> <p>Due to Covid 19, most fieldwork was conducted virtually. Notwithstanding this, staff collaborated collegially to develop lessons and resources that were highly valued by visiting teachers and students.</p> <p>Teacher evaluation feedback on webinars showed;</p> <ul style="list-style-type: none">• 90% agreed or strongly agreed that the staff were 'knowledgeable about the topics being taught, and interacted well with the students'.• 93% agreed or strongly agreed that the webinars were strongly linked to the curriculum and supported and strengthened classroom learning.• 80% agreed or strongly agreed that the webinars included good pre and post program support to develop deep knowledge and extend classroom learning <p>Teacher evaluation feedback on fieldwork showed 100% surveyed agreed or strongly agreed that;</p> <ul style="list-style-type: none">• The program provided a stimulating learning environment, and a variety of experiences, to enhance student's engagement with the environment.• That the Centre had high expectations for student behaviour and learning, and addressed the needs of identified student groups including students with special needs.• The program was strongly linked to the curriculum and supported and strengthened classroom learning outcomes.• The staff were knowledgeable about the topics being taught, and interacted well with the students.• The program enhanced student's knowledge about the environment, and skills in interpreting the environment. <p>Staff engaged in a daily debrief session about program delivery and content. For example, staff rang each other at the end of most online classes to discuss delivery and content, and make refinements where necessary. All three Stage 6 Geography programs (and others) were significantly modified using this process.</p>	<ul style="list-style-type: none">• Time to reflect on teacher feedback forms and share resources and information about teaching pedagogy• Time and money to effectively train all teachers in all programs on offer

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

Evaluation	Funds Expended (Resources)
<p>All staff have undertaken professional learning in <i>environmental education</i> and <i>education for sustainability</i>, where appropriate and possible, in accordance with their <i>Personal Development Plan</i> and Centre requirements.</p>	<p>Time and money as required</p>

Progress towards achieving improvement measures

A range of training opportunities were provided in environmental education, particularly through the *Environmental and Zoo Education Centre* (EZEC) network. For example, staff participated in courses including:

- The NSW EZEC Conference
- EZEC Collaborative Practice Meetings
- An Eco Schools Information Session
- An EZEC Rural and Remote Education Meeting
- A Google Tools Professional Learning Course
- Youth Eco Summit Preparation sessions
- A *First Contacts* (Aboriginal education) virtual excursion presentation with Kamay/Botany Bay EEC
- A *Sydney Olympic Park* virtual excursion observation session

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>Many planned collaborative special projects were cancelled in 2020 due to the impact of Covid-19. The Centre however received a grant from the DoE HSIE faculty to develop a suite of virtual lessons which supported online learning. The Principal gave a presentation about these websites at a <i>HSIE Statewide Staffroom</i> meeting.</p> <p>The other key collaborative project was with the B&B Highway. The Centre received a NSW DoE Sustainable Schools grant in 2019, and is working with 6 local schools to deliver native stingless beehives, pollinator gardens and incursion science lessons on the importance of pollinators. Participating schools include: Darlinghurst PS, Newtown North PS, Paddington PS, Glenmore Rd PS, Bourke St PS and Inner Sydney High School. A project website was developed for participating schools to showcase their progress and collaborate with each other. Anecdotal feedback from staff and students has been very positive.</p>	<ul style="list-style-type: none">• Time to attend sustainability network meetings• Grant funding to resource and plan for the pollinator incursion.

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

Evaluation	Funds Expended (Resources)
<p>Key partnerships include</p> <p><i>Environmental and Zoo Education Centre Network</i></p> <p>Observatory Hill EEC staff attend (and often host) the EZEC Collaborative Practice meetings. This strong network of Environmental and Zoo Education Centres has been very beneficial for the Centre by establishing common goals and projects across the network and sharing professional learning about Centre practices and environmental education in general.</p> <p>The Coal Loader Sustainability Centre (CLSC)</p> <p>Observatory Hill EEC established closer ties with the CLSC by being awarded the contract to redevelop their teaching manual. Observatory Hill EEC is recognised as a preferred provider of educational programs at the CLSC, and a number of programs have been developed for the site including a Stage 2 Geography program, a Stage 3 Science program, a Stage 4</p>	<ul style="list-style-type: none">• Release time to adequately support partnership projects.

Progress towards achieving improvement measures

Geography program, and a primary school Sustainability Expo in 2021.

AUSMAP (Australian Microplastic Assessment Program)

Observatory Hill EEC supports the national microplastic citizen science program called AUSMAP. As part of our Stage 5 Geography program called *Environmental Change and Management*, students collect microplastic samples at Chowder Bay Beach, which are sent to Macquarie University for analysis. Dr Scott Wilson, who leads the AUSMAP program, regularly attend this fieldwork to offer support and advice.

City of Sydney

The Centre often works with the City of Sydney through use of council facilities and expert staff. One example is the Green Square Urban Dynamics program, where City of Sydney town planners present to Stage 6 geography students at Town Hall, about master planning the Green Square precinct.

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)
<p>The Principal attended (and accredited attendees) at virtual <i>Sustainable Schools network</i> meetings, for the Inner West, Eastern suburbs, North Sydney and Canada Bay networks. The Principal also delivered three webinars on 'Integrating sustainability into teaching and learning' to the Eastern Suburbs, Canada Bay, North Sydney and Inner West Sustainable Schools Networks, as well as the School Infrastructure NSW team.</p> <p>The Centre's <i>Eco Schools</i> professional learning course was cancelled however an online information session was held with the <i>Eco Schools</i> coordinator, and this program will be further supported in 2021.</p> <p>The appointment of a dedicated schools sustainability coordinator was put on hold due to Covid -9, however that position was filled in 2021 and the Centre looks forward to supporting more schools through a range of 14 sustainability focused incursions in 2021.</p>	<ul style="list-style-type: none"> • Time to accredit attendees, develop a presentation and to present at sustainability network meetings

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)	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, 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	334,484
Revenue	477,060
Appropriation	453,473
Sale of Goods and Services	-120
Grants and contributions	22,639
Investment income	1,068
Expenses	-424,082
Employee related	-400,791
Operating expenses	-23,291
Surplus / deficit for the year	52,978
Closing Balance	387,461

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	448,994
Base - Per Capita	14,430
Base - Location	0
Base - Other	434,563
Other Total	5,243
Grand Total	454,237

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

Teachers and students are regularly surveyed to provide evidence of teacher and student satisfaction with programs.

Teacher fieldwork testimonials

- Austin and Loretta were very knowledgeable and were really engaging for the students. Great excursion! Roseville College
- Maria was incredible! So insightful and had great behaviour management. The iPads also helped with engagement. Bourke Street Public School
- Glen was a fantastic guide. The students all got so much out of the day for their Urban Places Assessment task. Most students felt the experience, and information received on the day, was enough that they felt confident to complete the school based assessment task. Nepean CAPA High School
- Deep knowledge and understanding of the topic. Homebush Boys High School
- Absolutely fantastic excursion. Thank you for being so knowledgeable. Nepean CAPA High School
- The teachers worked hard to engage 4 different groups of students. Figtree High School
- Loretta is very knowledgeable about Pyrmont, its history and future. Narrabeen High School
- Loretta great as usual. Very knowledgeable. Belmont High School
- Absolute wealth of knowledge. Provided great links to curriculum. Very clear and encouraged student engagement. St Columba Anglican School
- Very knowledgeable and informative, great interactive activities. Pittwater High School
- All presenters were excellent and well informed on their activity. Excellent day. Pittwater High School
- We have been very impressed by the content and pace of the program. Also the knowledge of the teachers. Pittwater High School
- Austin was knowledgeable and communicated his knowledge clearly. He consistently made strong links to the syllabus and interacted well with the students. Dulwich High School of Visual Arts and Design

Teacher Webinar testimonials

- The webinar engaged the students from home and it was interesting to see how students actually responded when asked questions at the end. Pennant Hills High School
- The resources post visit are great, and it was good that we actually got to speak to a local expert. Wollongong HS of the Performing Arts
- The presenter, Glen was professional and knowledgeable. The students found the webinar to be very helpful in their studies. Both Glen and Austin provided extensive support prior to the webinar to ensure the students and I were able to have access. I really appreciate their patience and guidance through the process. Green Point Christian College
- Clear coverage of key issues. Effective visual resources. Content well aimed at target audience. Whitebridge High School
- The webinar was very well organised, both pre and post. Lots of support materials for the students - website is great. The students seemed to really enjoy it, lot's of interesting information and very relevant for our syllabus. Really impressed and looking forward to doing this excursion in person next year (if possible). Tempe High School
- All aspects of the webinar was fantastic. Glen knew the content fantastically well, and was able to break down the concepts easily for the students. Salamah College
- Austin was very knowledgeable and personable. He pitched the information at just the right level and covered the topic very well. It really was the next best thing to real fieldwork. Normanhurst Boys HS
- It's great to have an actual person who is familiar with the site delivering it live. Dungog High
- The real life application to a place in Sydney and the knowledge Glen had. He was able to bring it to their level and relate to the kids. It was also really helpful that he could acknowledge that our students are country kids and their possible perspective about living in Sydney. I love that you mentioned West Wyalong and compared it against Sydney. Discussing perceptions here compared to Sydney. It was a very interesting tool for our class during this unit. Thank you so much for your time. We really want to try and get there on an excursion. So many students said that they will try and visit the next time they are in Sydney, which is clear they really enjoyed the presentation. West Wyalong
- Austin was an excellent presenter; knowledgeable, well-prepared and engaging. As students left they commented that he was very easy to understand and was very approachable and they felt much more prepared for their upcoming assessment task. From a teacher's perspective I was really pleased to see the relationship between Sydney as a city and Barangaroo as a suburb as I always stress to my students that information from their suburb can be used as evidence in a Sydney essay. Equally that they need to write about their suburb in the context of Sydney in general. I also really liked the before and after photos that clearly showed the dynamic of renewal. Menai High School
- The use of Adobe Connect was great and quite a simple platform to use. The information that was passed on to students was really relevant and the questions that were put forward were answered with lots of detail. The interaction between presenters and students was also good. My students enjoyed being able to answer the questions put to them and see the answers from other students and schools. Hastings Secondary College Westport Campus
- It was great that the content of the webinar linked directly with the syllabus. Appreciated the current statistics. Great worksheet. Engadine High School
- It was concise and appropriately sequenced in a timely manner. Very knowledgeable presenter. Also had

- appropriate pre- excursion activities. Canterbury Boys High School
- Having an expert in the classroom was wonderful. Great images and relatable to the kids. Gosford High School
- Excellent examples of adaptive reuse and heritage building names in Green Square. Perfectly nailed the 3 core elements of criteria when assessing the project. Relates perfectly to how I want the student to structure their essays. Also good ideas shared from the marking centre- referring to virtual fieldwork and implications (traffic, affordable housing) Cranbrook School
- Informative and well-paced, the students were able to clearly understand 4 key issues and respective strategies to address them. Glen was able to discuss the information of each slide using examples and anecdotes, and the visual aides were supportive of the data conveyed. The access to extra links and resources is highly appreciated! Dulwich High School of Visual Arts and Design
- Very informative and engaging. Most students had never heard of Harold Park or White Bay but were left with a clear idea about the areas and how to assess liveability. Thanks Austin! Sydney Boys High School
- Austin was very engaging and knowledgeable. The information was well structured and detailed and clearly linked to the syllabus. The images used were fantastic and showed how the urban dynamics have truly changed Barangaroo. I like how easy it was to get going although we had some tech issues from our end, it was all sorted by the start time! Willoughby Girls

Student fieldwork Testimonials

What did you like best about the program?

- Austin was really good, and presented Barangaroo to us in a very interesting and engaging way. Baulkham Hills High School
- Walking around new places of the city which I had previously not been to, and learning interesting details and histories of the area. Baulkham Hills High School
- Exploring and learning about urbanisation in Barangaroo. Baulkham Hills HS
- I liked how much of it was linked to the syllabus and what questions in the HSC would work well with Pyrmont. St Columba Anglican School
- Walking around the different sites and how everyone was encouraged to participate and ask questions. St Columba Anglican School
- How we were able to walk around and see the examples. This allowed for me to see directly the urban dynamics and aspects of the Pyrmont area. St Columba Anglican School
- Being able to observe our environment and understand the topic through real life examples. St Columba Anglican School
- It was very useful for the course and taught some key skills. Nepean Creative and Performing Arts High School
- I liked how we got to engage and have fun in the activities as well learn lots at the same time. Pittwater High School
- Learning about the successful and unsuccessful developments that took place in Green Square. Dulwich Hill High School of Visual Arts and Design
- Learning new things and walking in fresh air. Dulwich High School of Visual Arts and Design
- I enjoyed looking at how the developers of Pyrmont utilised the old buildings and transformed them into beautiful building with new uses. Gymea Technology High School
- I enjoyed seeing the examples of urban consolidation in Pyrmont. Gymea Technology High School

Student webinar testimonials What was your favourite part of the webinar and why?

- Clarification of key terms before the start enabled me to follow along easily. Scone Grammar School
- The discussion on gentrification and urban renewal. I found this very interesting. Scone Grammar School
- The video of what Barangaroo will look like because it looked very real and all the buildings looked really cool. The information was really good too. Pennant Hills High School
- The teachers were very nice and made sure that the information was clear and presented in an interesting way. Rouse Hill Anglican College
- I liked the section where the different types of sustainability were explained because it was something I didn't know and it was interesting to learn. Pennant Hills High School
- My favourite aspect of the webinar is the fact that resource materials are made available afterwards. Pennant Hills High School
- Well executed and taught. Carlingford High School
- Slides were very visual, engaging and full of informative info. Also liked how HSC questions were included. Although I would've loved to see the site in person, the labelled images really helped me visualise Green Square. Thank you Austin & Glen! Carlingford HS
- Thoroughly discussing the features and history of Barangaroo/Millers Point. NBSC Mackellar Girls Campus
- I loved seeing the difference in construction of Barangaroo from the early 2000's to now. Really put it into perspective despite not being there to see it in person. Barrenjoey High School
- My favourite part of the webinar was the host being able to provide us with the information we needed. Tempe High School
- The questioning at the end of the presentation allowed us to clarify any misunderstandings. Tempe High School
- My favourite part was where the teacher had started talking about the cargo and how Barangaroo used to be concrete. It was my favourite part because it was intriguing, and to see how and what it was used for is interesting and very factual. Tempe high school
- Asking questions. It let me deepen my perspective on the topic and let me see what people thought about the topic. I also liked listening to the changes that the place went through and the reason behind it, as it helped me be

more thorough in my questions, and helped me understand the changes that the place has undergone and the factors influencing the change. Tempe High School

- I like that they explained in clear detail. I understood everything because they took the time to explain everything. They also made time for us to ask any questions. Tempe High School
- The teacher explaining the topic with the use of images and a presentation as this made it easier to understand the information. Tempe high school
- I like that they explained in clear detail. I understood everything because they took the time to explain everything. They also made time for us to ask any questions. Tempe High School
- It was just generally informative and the teachers were friendly. Overall a good experience. Tempe High School
- The speaker was very interesting to talk to. Menai High School
- The relevant new statistics. The before and after pictures. The information about the sustainable processes implemented at Barangaroo and the relationship with Sydney. Menai high school

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.