

# 2021 Annual Report

Dorroughby Environmental Education Centre



**Dorroughby**  
Environmental Education Centre

5683

## Introduction

The Annual Report for 2021 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 Strategic Improvement 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](http://www.dorroughby-e.schools.nsw.edu.au)  
[dorroughby-e.school@det.nsw.edu.au](mailto:dorroughby-e.school@det.nsw.edu.au)  
6689 5286

## School vision

### Dorroughby Environmental Education Centre Vision Statement

Provide engaging experiences in Sustainability Education that will support school communities to enable student critical, creative and ethical thinking - empowering 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 Centres (EZEC) supported by the NSW Department of Education. The centre is located 25 km 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 are delivered on and off site, as incursions, excursions, camps or online lessons. The neighbouring property owner allows access to a large dam and a fully operational dairy farm for education purposes. DEEC offers overnight programs to school communities with dormitory accommodation. Offsite locations include Rocky Creek Dam, Nightcap National Park, Ballina / Flat Rock, Byron Bay, Brunswick Heads, Cabarita Beach, Woody head and Illuka. The biomes at these locations include dry sclerophyll forest, littoral and subtropical rainforest, mangals, and rock platforms.*

*The centre supports school communities to implement Sustainability Education across the curriculum, engaging a strong emphasis on student led / inquiry based learning. Facilities at the centre include a water science lab that focuses on open ended science challenges and collaborative learning; a microscope and technology room that contains an interactive whiteboard, digital and stereo microscopes and iPads; a water saving garden, interactive 1880's school, native nursery and plant propagation area, vegetable/ bush tucker gardens, class djembes, yarnning circle and campfire area.*

*DEEC strives to ensure that all students attending our programs are engaged, challenged and that DEEC staff impart deep, authentic content knowledge. Connection to Country is important on 2 levels - a deep respect for the traditional owners of this country and how they lived sustainably for tens of thousands of years, and also to foster in students a love and inspire custodianship for our country, our biodiversity, and our planet.*

*DEEC works collaboratively with the local school communities and the Environmental and Zoo Centres (EZEC) network. The centre is affiliated with the Northern Rivers Group of Environmental Educators (NRGEE), OzFish, RMS, Richmond and Brunswick Valley Landcare groups, local councils, Lismore AECG, Rous County Council 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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: Leading Teaching and Learning

### 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 responsible behaviour, capable of positively influencing their future.***

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Excellence in Curriculum Delivery
- Strategic Resource Allocation

### Resources allocated to this strategic direction

**Location:** \$647.00

**School support allocation (principal support):** \$6,802.50

**Teaching Principal Support:** \$19,426.00

### Summary of progress

In 2021 each program implemented by DEEC:

- facilitated quality learning, through challenging, engaging, meaningful and contextually relevant Sustainability Education experiences
- mentored environmentally responsible behaviour
- supported teaching colleagues in the delivery of stage appropriate Australian Curriculum outcomes in Sustainability Educational content across KLAS
- included current information on global sustainability issues and
- developed students' knowledge and skills, enabling them to engage in informed, environmentally responsible behaviour, capable of positively influencing their future.

#### Curriculum - Collaborative Practice

Dorroughby Environmental Education Centre (DEEC) maintained collaborative practices with Department of Education (DoE), Environmental and Zoo Educational Centre (EZEC) Network, Lismore Aboriginal Education Consultancy Group (AECG) and local environmental educators such as Northern Rivers Group of Environmental Educators (NRGEE), AUSMAP, Brunswick Valley Landcare Group (BVL), ROUS County Council and OzFish Richmond River.

#### School Resources - Big Scrub Pocket Forest

Planting Day on the 31st May was a success with 500 Big Scrub species planted in 100 square metres on DEEC grounds.

- K-6 programs have been created around The Pocket Forest resource. These will be promoted in 2022 when schools can once again visit DEEC fingers crossed.
- A comprehensive Plant ID resource has been created that outlines all the species in the PF (too large to upload)
- A google site has been developed, and continues to be added to, in order to contain PF info for future lessons
- Wyrallah PS had 2 initial consultations to develop their own PF in their school grounds
- DEEC principal completed the reports for the Sustainable Schools and Lismore Sci Hub grant
- DEEC staff have been weeding out the PF but allowing the tobacco to stay to afford shade. These will be weeded out eventually.
- BSPF has been growing well with the recent rains, very few plants have died.

**WHERE TO IN 2022:** DEEC will continue to maintain collaborative practices with DoE networks, Lismore AECG and local environmental groups and educators. DEEC will continue to employ the Big Scrub pocket Forest as a learning tool for K-12 programs -monitoring its success through analysis of formal and anecdotal feedback.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Improvement in the <i>Learning Domain</i> - <i>Curriculum</i> Element of the school excellence framework self assessed and validated as Sustaining and Growing in 2021</b>	DEEC staff self-assessed at the Sustaining and Growing level of the Curriculum element of the School Excellence Framework demonstrating that we met our annual progress measure.
<b>Improvement in the <i>Learning Domain</i> - <i>School Resources</i> of the school excellence framework self assessed and validated as Sustaining and Growing in 2021.</b>	DEEC staff self-assessed at the Sustaining and Growing level of the School Resources element of the School Excellence Framework demonstrating that we met our annual progress measure.

## Strategic Direction 2: Enhancing Staff Capacity

### Purpose

***Build the capacity of NSW DoE staff (including DEEC's) to enable the delivery of high quality, relevant teaching practices in relation to Sustainability Education, enhancing student engagement in learning and their relationship with the Earth.***

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Developing Staff Skills and Knowledge
- Innovation in Educational Practice

### Resources allocated to this strategic direction

**Professional learning:** \$4,559.00

**School support allocation (principal support):** \$6,802.50

### Summary of progress

**Effective Classroom Practice** - Embedding Nature/Mindfulness into Classroom Practice.

In 2021 Dorroughby Environment Education Centre (DEEC) developed Staff Skills and Knowledge in the areas of Lesson Planning, Explicit teaching, Feedback, and Classroom Management. This is demonstrated through staff Personal Development Plans (PDP), lesson observations and evaluative data collection.

DEEC staff applied Nature and Wellbeing research to, and embedded specific nature experiences that promote wellbeing, into DEEC repertoire of programs and teaching practice., with excellent feedback (both anecdotal and formal).

DEEC's teacher created a number of positively received Mindfulness Brain Breaks used on the NSWDET home classroom website (during the COVID -19 pandemic) and DEEC teaching staff have been asked to consult on Nature and Mindfulness teaching techniques by Environmental and Zoo Education Centres (EZEC) network and other DETNSW staff.

DEEC staff have employed learnt mindfulness practices to manage student behaviour throughout 2021, with excellent results.

DEEC engaged in Innovative Educational Practices such as Collaborative Practice and Feedback and Professional Learning.

**Learning and Development** - Mandatory Professional Learning (PL), PDPs, Lesson Observations

At the end of T4 all DEEC staff were Up To Date with mandatory NSWDET PL .

All permanent staff and casuals developed and maintained a PDP that linked with the DEEC SIP; reflected their stage of career, role within the centre and the appropriate standards (teaching staff), so as to reflect the performance and development policy. The mid year review was completed in early Term 3 and self assessment annual review was completed by all teaching staff by Week 8 2021.

Lesson Observations that targeted specific Australian Professional Standards were used to guide future improvement of the permanent and casual teaching staff practice.

**WHERE TO IN 2022:** DEEC will continue to embed nature/mindfulness into classroom practice and monitor its success as effective classroom practice. DEEC will continue to employ meaningful PDPs, and improve their practice through relevant PL, lesson observations and feedback analysis.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
DEEC staff will self-assess at the Sustaining and Growing level of the Effective Classroom Practice element of the School Excellence Framework.	DEEC staff self-assessed at the Sustaining and Growing level of the Effective Classroom Practice element of the School Excellence Framework demonstrating that we met our annual progress measure.
DEEC staff will self-assess at the Sustaining and Growing level of the Learning and Development element of the School Excellence Framework.	DEEC staff self-assessed at the Excelling level of the Learning and Development element of the School Excellence Framework demonstrating that we exceeded our annual progress measure.



## Student information

Dorroughby Environmental Education Centre has an enrolment of zero students.

Dorroughby Environmental Education Centre has an enrolment of zero students.

### Attendance

---

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### 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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

---

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

---

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	165,742
<b>Revenue</b>	401,705
Appropriation	378,442
Grants and contributions	23,013
Investment income	249
<b>Expenses</b>	-380,006
Employee related	-355,852
Operating expenses	-24,154
<b>Surplus / deficit for the year</b>	21,699
<b>Closing Balance</b>	187,441

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.

	2021 <b>SBAR Adjustments (\$)</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>	359,567
Base - Per Capita	10,354
Base - Location	647
Base - Other	348,566
<b>Other Total</b>	18,875
<b>Grand Total</b>	378,442

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

Teaching staff who engaged Dorroughby EEC programs for their students were predominantly very satisfied with the Curriculum Support experienced. This conclusion was informed by data collected from formal surveys and informal feedback.

# 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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

---

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.