

2022 Annual Report

Dorroughby Environmental Education Centre



Dorroughby

Environmental Education Centre

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Introduction

The Annual Report for 2022 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

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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>

Self-assessment using the School Excellence Framework

Elements	2022 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: 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

Professional learning: \$4,831.00

Summary of progress

In 2022, every program developed and presented by Dorroughby EEC (DEEC) facilitated quality learning, through challenging, engaging, meaningful and contextually relevant Sustainability Education experiences. DEEC mentored and inspired environmentally responsible behaviour within school communities and supported teaching colleagues in the delivery of stage appropriate Australian Curriculum outcomes in Sustainability Educational content across KLAs. Programs include current information on global sustainability issues and aim specifically at developing students' knowledge and skills - enabling them to engage in informed, environmentally responsible behaviour that potentially positively influences their future.

Excellence in Curriculum Delivery - Curriculum - Collaborative Practice

In 2022 all DEEC programs were developed in collaboration with participating schools, targeting the specific needs of their students. All DEEC programs target specific NSW curriculum outcomes, are taught using Quality Teaching methodologies and include current pedagogies, such as 'What Works Best' report methods. All programs are taught by staff familiar with the DEEC induction materials; with adequate training in specific programs; and include current, authentic, relevant content. DEEC have 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 throughout 2022.

Strategic Resource Allocation- School Resources: Pocket Forest

In 2022 K-6 programs focusing on ***Nyambir Muruwi*** - The Pocket Forest resource were presented to local schools to great success. The forest has been growing well with the recent rains, very few plants have died. Handpainted signage regarding the pocket forest technique and the 'Uluru Statement of the Heart' has been installed. Students from Corndale who visited DEEC were impressed and proud of the pocket forest that they had been instrumental in creating. DEEC staff presented a well received workshop on Pocket Forest creation at EZEC Rural and Remote Conference 2022 and schools visiting DEEC often ask for information about making one in the future on their school grounds. The seed collection and propagation area is being revamped T4 2022 and T1 2023.

WHERE TO IN 2023: DEEC will continue to maintain collaborative practices with DoE colleagues and networks; Lismore AECG; and local environmental groups and educators. Our ***Nyambir Muruwi*** will continue to be used as a learning tool for K-12 programs. DEEC will continue to monitor 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
DEEC staff will self-assess at the	DEEC staff self-assessed at the Sustaining and Growing level of the

Sustaining and Growing level of the Curriculum element of the School Excellence Framework	Curriculum 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 School Resources element of the School Excellence Framework.	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

Summary of progress

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

In 2022 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. Additionally, 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 teaching staff have presented professional development focusing on Nature and Mindfulness teaching techniques to local Principals and teachers in Teaching Principal and small school teacher workshop settings. DEEC staff have employed learnt mindfulness practices to manage student behaviour throughout 2021-2022, 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

In 2022 all DEEC staff were consistently compliant with mandatory NSWDoE PL. All permanent staff and casuals developed and maintained a Personal Development Plan (PDP) that linked with the DEEC School Improvement Plan (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 10 2022.

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 2023: 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 Excelling level of the Learning and	DEEC staff self-assessed at the Excelling level of the Learning and Development element of the School Excellence Framework demonstrating

Development element of the School Excellence Framework.	that we exceeded our annual progress measure.
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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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	174,822
Revenue	453,903
Appropriation	401,044
Grants and contributions	16,098
Investment income	2,473
Other revenue	34,289
Expenses	-420,514
Employee related	-381,909
Operating expenses	-38,605
Surplus / deficit for the year	33,389
Closing Balance	208,211

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	0
Equity - Aboriginal	0
Equity - Socio-economic	0
Equity - Language	0
Equity - Disability	0
Base Total	367,809
Base - Per Capita	10,613
Base - Location	647
Base - Other	356,549
Other Total	8,664
Grand Total	376,473

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 the Dorroughby Environmental Education Centre context there are no permanent students or parents. Evaluations regarding school communities using DEEC 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 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.