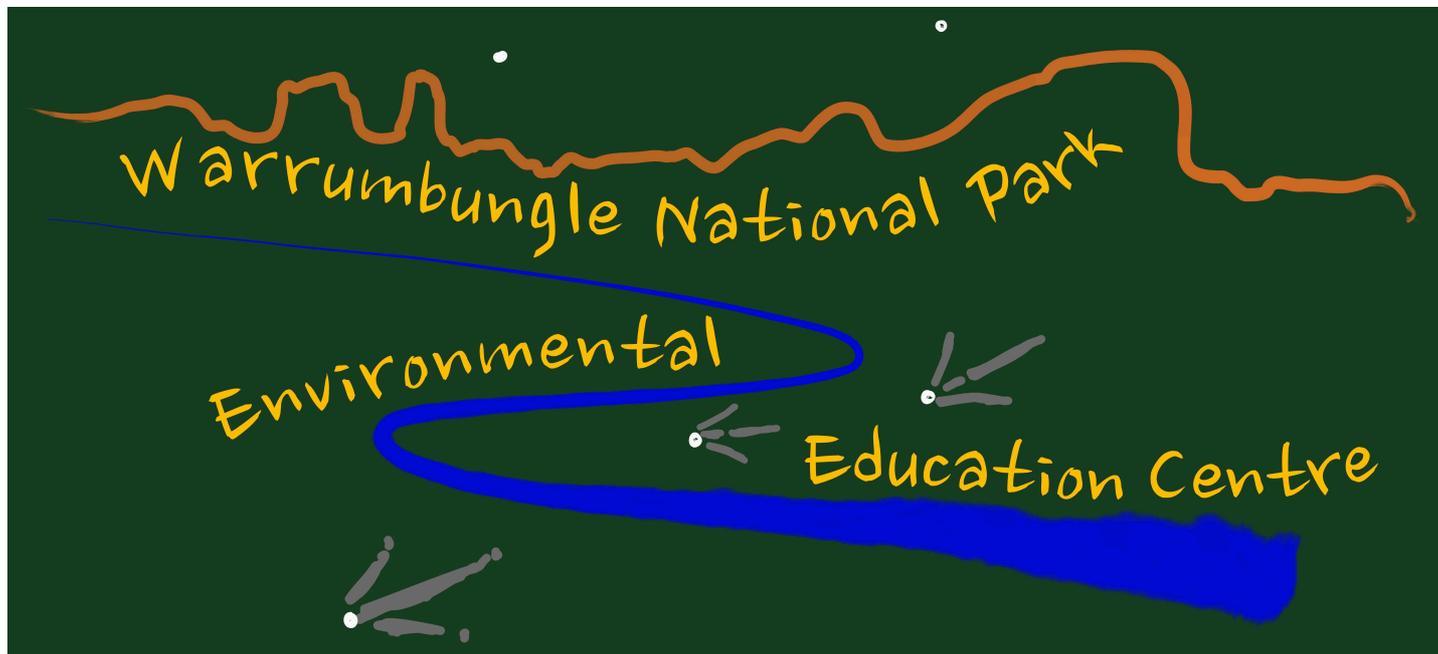


2022 Annual Report

Warrumbungle National Park Environmental Education Centre



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Introduction

The Annual Report for 2022 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 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

Warrumbungle National Park Environmental Education Centre

Warrumbungle National Park

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School vision

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

School context

Warrumbungle National Park Environmental Education Centre (WNPEEC) is a Department of Education 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 built on collaboration with the following partners: EZEC, Warrumbungle Hub Schools and Western Plains Network of schools, local Government agencies, local community networks and Local Councils.

Some community consultation also highlights that schools are acquiring bookings that do not align strongly link to the curriculum and support and strengthen classroom learning outcomes and/ or the school's improvement initiatives. WNPEEC will continue to move forward from the view that we are an excursion centre and instead we are a program enhancement centre that focuses on learning programs delivered in the right place, at the right time for the right educational outcomes.

Through the situational analysis, we have identified two focus areas for school improvement planning for 2021 - 2024.

1. Empowering Learners
2. Strengthen Partnerships

Groundwork will take place to review our teaching and learning programs to identify the future scope of support in an ever-changing educational landscape to best empower learners for today and beyond. Collaboration with our community of schools and other partners will be of focus to identify and implement a choice selection for K-12 delivery on site and offsite. These partnerships will be targeted to identify possible strategies for a wider range of formative assessment tools, data use in planning and timely reporting to confirm that students learn what is taught. WNPEEC staff will deliver professional learning designed to support teacher capacity building for Environmental education, Sustainability education, wellbeing and learning in the outdoors.



Students learning about the unique landscapes and landforms of the Warrumbungles from Split Rock.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Empower Learners

Purpose

To develop students environmental knowledge, skills, values and attributes in creating environmentally literate citizens.

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.

- Highly effective teaching practices
- Increased student wellbeing Learning Environments

Resources allocated to this strategic direction

: \$46,726.00

Summary of progress

WNPEEC in 2022 empowered more learners by continually providing engaging and contextual programs that challenge students. These programs are seeing more demand from new and existing schools. Many client schools comment on what great programs we offer that complement their school's scope and sequences and support their school's strategic directions.

2022 was a year where Young Leaders of The West (YLOW) totalled 21 rural and remote DoE schools with 40 Stage 3 school leaders attending a three day camp to increase their leadership skills and assist their school and community in a sustainability project. YLOW is continuing to grow and has developed into a well refined and needed leadership program catering for our small schools. Furthermore, the Koalas and Others Program has enabled students in Stage 3 to increase their digital data literacy for the benefit of biodiversity awareness and conservation in their own school yards.

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
Excelling in the delivery of all programs to offer the best opportunity to build confidence, knowledge, wellbeing and attributes in creating environmentally literate citizens - 75% positive feedback in the highest WNPEEC Student and Visiting Staff survey bracket.	The WNPEEC 2022 evaluative feedback and analysis showed: <ul style="list-style-type: none">• 82% of students enjoyed the program at a high level.• 74% of students indicated that the program made them feel "happy".• 87% of teachers post-program evaluation gave the highest positive rating in "The program provided a stimulating learning environment, and a variety of experiences, to enhance student's engagement with the environment."• 83% of teachers post-program evaluation gave the highest positive rating in "The Centre addressed the needs of identified student groups including students with special needs."• 87% of teachers post-program evaluation gave the highest positive rating in "The staff were knowledgeable about the topics being taught, and interacted well with the students."• 93% of teachers post-program evaluation gave the highest positive rating in "The Centre had high expectations for student behaviour, learning and wellbeing."
Increase the percentage of authentic study bookings aligned to local school teaching and learning scope and sequences and to assist client schools improvement measures and initiatives to above 80%.	The WNPEEC 2022 evaluative feedback and analysis showed: <ul style="list-style-type: none">• 87% of teachers post-program evaluation gave the highest positive rating in "The program was strongly linked to the curriculum and supported and strengthened classroom learning outcomes and/ or your school improvement initiatives."• 91% of teachers post-program evaluation gave the highest and second highest positive rating in "The program enhanced my professional learning for integrating environmental / sustainability education into the curriculum."
Sustaining and growing in positive and	The quantitative and qualitative evaluative data from WNPEEC 2022 visiting

respectful relationships which is evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning in all aspects WNPEEC delivers.

students, visiting staff and WNPEEC staff clearly demonstrates that the ECC is sustaining and growing and in some aspects with respectful relationships and EEC wellbeing culture excelling.

91% of students rated the WNPEEC Teachers and other staff in the highest and second highest positive rating.



Marshes Mini-Camp - Dip netting to determine the water quality from biological indicators

Strategic Direction 2: Strengthen Partnerships

Purpose

To extend and strengthen partnerships with our networks and communities through effective communication and a culture of collaboration.

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.

- Collaborative Practices and Professional Learning with EZEC and local School Communities

Resources allocated to this strategic direction

Professional learning: \$6,000.00

: \$55,000.00

Summary of progress

2022 WNPEEC continued to strengthen partnerships with existing and new client schools, community and collaborative partners. This was demonstrated by increased incursion bookings, rebookings, and new programs delivered to meet contextual community needs that brought together a diversity of community and government stakeholders. 2022 provided great traction for the delivery of our new Stage 6 Science "Woodland Restoration Depth Study" and Stage 3 "Koalas and Others A Schoolyard and Community Biodiversity Project" which includes literacy and numeracy and forms part of a regular semester reporting sessions where the community of 10 schools come together to discuss their school's scientific biodiversity report.

WNPEEC as in previous years continued to collaborate and share teaching, learning and leadership developments with the EZEC and Western Plains Network.

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
WNPEEC always solicits and addresses feedback on EEC performance from students, own staff, collegial and visiting teachers, partner EECs, other government and non-government partner organisations and the broader school community.	WNPEEC over 2022 has had a 80% success rate in getting post-program surveys completed by visiting teachers. Furthermore, WNPEEC has been active in obtaining a significant number of student post-program survey results as well. WNPEEC has made it a requirement for every program that we are planning and delivering with other or to: <ul style="list-style-type: none">• DoE partners schools and cooperate• Other government organisation• Non-government organisations• Broader school community That feedback is acquired to assist the WNPEEC with future strategic directions and to increase our performance and value for students.
75% of schools rebook programs with WNPEEC annually	WNPEEC from 2022 to March 2023 has seen a 90% rebooking of school excursions to the EEC with the same or similar program.
Implement a Kitchen Garden program with two local schools and provide support for WNPEEC teacher and client school staff.	WNPEEC in 2022 assisted three local schools to implement and build their own staff capacity with their kitchen garden programs. In 2023 all three schools are continuing with their kitchen garden programs with minimal support from the WNPEEC, and the students are thoroughly engaged and enjoying the new outside teaching space.

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
School Administration and Support Staff	1.04

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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.



Gamilaraay experience - Ochre colours and symbols

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	120,071
Revenue	409,381
Appropriation	312,532
Grants and contributions	56,410
Investment income	2,041
Other revenue	38,399
Expenses	-352,735
Employee related	-290,574
Operating expenses	-62,161
Surplus / deficit for the year	56,646
Closing Balance	176,717

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	303,688
Base - Per Capita	7,580
Base - Location	647
Base - Other	295,460
Other Total	3,152
Grand Total	306,840

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.



Castlereagh Connections Program with Coonamble P.S. Stage 3

Parent/caregiver, student, teacher satisfaction

After every program delivery WNPEEC obtains formal survey data from all organising teachers.

During and after each program students are also questioned about the program and the program evaluated.

All survey and anecdotal data indicates WNPEEC is providing satisfaction to client schools. This data is providing WNPEEC with information to inform continual improvement for best practice.



Koalas and Others program with Carroll P.S.

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.



WNPEEC AEO building cultural capacity amongst Western EEC
teachers/ staff professional learning conference.