

# Wooglemai EEC Annual Report 2015



Environmental and Zoo  
Education Centres NSW



## Introduction

The Annual Report for 2015 is provided to the community of Wooglemai EEC 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.

*Peter Nicoll*

Principal Wooglemai EEC



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## Message from the Principal

Wooglemai EEC has enjoyed yet another busy year, providing unique services in Environmental and Sustainability Education to NSW DoE schools. We have conducted camps and day visits for schools from a wide geographical area spanning from Central, Western and Southern Sydney, the Illawarra, the Southern Highlands and Tablelands of NSW. We are proud to have provided services for schools with unique circumstances and special needs and to have involved all students from many different backgrounds and needs the opportunity to immerse themselves in nature and environmental education.

This centre's success is largely as a result of the dedicated staff who continually provide exciting, highly educational and safe experiences that supplement in-school programs. Adding to this, we have a large community of schools who visit Wooglemai EEC each year as they seek quality, practical learning experiences for their students. We can be proud of their continuous visitation to our centre.

Our self assessment involving all staff at Wooglemai EEC identified key achievements in 2015 including:

- Visitations by over 6876 students for various day and residential programs.
- Implementation of The Go MAD (Make a Difference) Challenge which involved 250 students attending the Youth Eco-Forum and 22 students participating in the ultimate challenge . . . attending the Go MAD Leaders Camp. Wooglemai EEC received a \$1500 grant from the RCE (Regional Centre of Excellence in Education for Sustainability) at Western Sydney University to help run the camp. The camp also involved a number of council environmental officers as well as staff from the Youth Eco Summit. Students who participated in the challenge received a participation award at the Youth Eco Summit.
- WEEC staff training in NSW DoE Website Master class (design) resulted in a new website being constructed and launched. The site includes user friendly features such as the implementation of Google Calendar to facilitate school bookings, teacher resources and program information sheets accessible by visiting staff through Google docs. This website renewal and new features will make planning for excursions so much easier and more workable for teachers.

- Development a new Wooglemai website with far more information to assist teachers in their excursion planning. Staging of pre and post visit resource materials for Stage 6 Biology classes on the new website. These programs will be trialled in 2016.
- Development and delivery of student action camps for Bowral HS leading to this becoming a focus area with a Year 9 Science. A Year 9 focus group is currently in the process of implementing 6 different sustainability projects within their school and community.
- Incursions by WEEC staff to a variety of schools undertaking sustainability/ environmental programs.
- Teacher Professional Learning conducted by Wooglemai EEC in 2015 included . . .
  - 117657 Integrating Sustainability across the curriculum (in conjunction with Cool Australia)
  - 91568 Teaching outside the classroom
  - 21428 Introduction to fieldwork for secondary teachers
  - 91442 Sustainability Networks
  - 96161 Plugging into nature
- WEEC facilitation of Eco-Schools membership for 12 Wollondilly Network schools via coordination with Keep Australia Beautiful and sponsorship grant through Wingecarribee Shire Council.

## School background

### School vision statement

Our motto: "Experiences for today, thoughts and actions for tomorrow".

Our vision: "Learning and working together for a more sustainable world."

WEEC provides visiting students with "hands on" quality student-centred learning experiences that build on their normal classroom lessons and experiences.

We aim to ensure our students become successful learners, confident and creative individuals and active and informed global citizens and leaders.

Our core purpose is to assist students to make sense of their changing world (with specific regard to sustainability issues) and to realise that we are all capable of contributing to positive changes in our families, communities and society.

EZEC vision: EZECs will provide educational experiences and opportunities that will engage and motivate all students to learn, discover and critically analyse their knowledge, to equip them to become informed citizens of the future who are socially, environmentally and culturally aware.

### School context

Wooglemai Environmental Education Centre (WEEC) is one of twenty five Environmental and Zoo Education Centres (EZEC) operated by the NSW Department of Education (DoE). WEEC actively collaborates across this network to set directions and develop the organisation for environmental and sustainability education. WEEC programs are designed to address primary and secondary key learning areas including fieldwork and sustainability education as a cross curriculum priority. The centre also provides for residential recreational based camps (including outdoor activities such as kayaking, archery and high ropes challenges) designed to improve social outcomes and personal development of students. WEEC is located at Oakdale, adjacent to Nattai National Park and the Greater Blue Mountains World Heritage Area. The centre is a 16 ha residential camp site catering for approximately 7,500 students K-12 pa. As well as programs at Wooglemai, WEEC uses other sites, works in schools and presents at education events run by state and local government. Schools using the services of WEEC are drawn primarily from the Illawarra, Southern Highlands and Metropolitan South West areas.

Teachers booking WEEC are offered support (including phone conversations, pre-excursion visits, written confirmation, program advice and online support via the WEEC website) to ensure the service we provide meets their needs. Communication covers logistics, special needs of students, syllabus links, learning experiences, resources and risk assessments.

WEEC caters for Aboriginal students and/or students from areas of socio-economic disadvantage. WEEC also offers differentiated learning experiences for schools and communities of schools to provide for gifted and talented, intellectual and physical disadvantage and students at risk of disengagement.

## **Self-assessment and school achievements**

### **Self-assessment using the School Excellence Framework**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. As an EEC, we are significantly different to mainstream school and so the way the School Excellence Framework is used is different and needs to be altered to our unique educational setting. There was significant discussion about this topic at the EZEC principal's conference in October, 2015 and whilst the framework is useful, it certainly has some barriers for our circumstance. EZECs are continually working together to find the best way it can be used to help better service our intended outcomes.

In the domain of learning, we have focussed on improving our existing programs and practices as well as the creation of new programs to enhance school visits and student outcomes. One of our major focus areas has been the development of pre and post visit programs as research has uncovered the importance of such programs to student performance. We have employed external staff to help analyse our existing programs against feedback we receive from schools and collaborate with permanent staff to create a workable program for teachers. This will be trialled in 2016. We have also developed sustainability camps and day visits which have been adopted by a number of schools. We plan to continue this development as the success of such programs has been evident in the knowledge that schools have continued the program post visit.

Our major focus in the domain of partnerships has been to build stronger partnerships with both NSW DoE faculties as well as non-NSW DoE organisations in order to share ideas and expertise in improving programs to enhance student learning. We can be proud of EZEC collaboration to develop The Go MAD Challenge which has had some promising success in 2015. We have also built partnerships with the NSW OEH to improve this program and we have had significant input into their development of 'The Enviro Club Manual for High School Students'. NSW OEH partnership has also led to a citizen science program in Senior Biology. The building of the SEEDS network is also something Wooglemai EEC has led and this network continues to help build teacher's capacity to implement sustainability education strategies in their own schools.

In the domain of leadership we have focused on the development and delivery of student leadership camps for primary aged students and the provision of transition to high school camps in conjunction with a number of communities of schools. Programs were developed in consultation with school leaders and executive to best meet the needs of each specific student cohort (from captains and prefects elect to those struggling with attendance and compliance with a normal school routine).

We also focused on developing of a collaborative Youth Leadership Model with 5 other EZECs to replace the Youth Environmental Network program. The project was titled Go Mad (make a difference) and was trialled throughout 2015 with encouraging success. The program shifts focus from specified sustainability challenges to students leading their own communities in sustainability actions that are most relevant to them and achievable. Students that developed successful projects delivered their project outlines at the Youth Eco Summit at Sydney Olympic Park.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

Improving learning outcomes for all students through consistent high standard educational practice

### Purpose

To provide educational experiences and opportunities that will engage and motivate all students to learn, discover and critically analyse their knowledge, to equip them to become informed citizens of the future who are socially, environmentally and culturally aware.

### Overall summary of progress

We have critically evaluated a number of our programs and engaged external sources to help us critically reflect on our practice. This has allowed us to modify programs to better meet the needs of our students. Through this collaborative approach, new ideas have developed and we are steadily implementing changes into student experiences. The new website is largely completed and operating well with positive feedback. We are well into the process of creating pre and post materials however further consultation with visiting teachers to create such documents tailored to their needs is ongoing. We are planning to implement our first pre and post materials in 2016. This will include uses of innovative technology to support student learning.

PL for teachers through the SEEDS sustainability network has had positive response and evaluation suggests teachers feel more supported in implementing sustainability into their teaching following the workshop. There was strong enrolment for most courses offered e.g. Integrating Sustainability across the curriculum (in conjunction with Cool Australia) and Plugging into Nature but puzzlingly staff have not shown enthusiasm for enrolment in courses offered to those who attend WEEC with their students. i.e. Teaching outside the classroom and Introduction to fieldwork for secondary teachers.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	Funds expended
Increase in the number of students actively engaging in sustainability programs	<ul style="list-style-type: none"><li>- Increased number of pure Sustainability Camps undertaken - Bowral HS, Burrawang PS, Wilton PS, Glenquarry PS, etc</li><li>- School implementation of class lessons around programs undertaken at WEEC (Bowral HS and Burrawang PS)</li></ul>	\$4000
Students adopt attitudes and methods of positive citizenship	<ul style="list-style-type: none"><li>- Students demonstrate high level engagement in sustainability programs</li><li>- Delivery of new programs including Go MAD, Problem solving Games at Ropes course, Sustainability lessons, Explorer's program, Phil's Farm program</li></ul>	
Positive evaluation by visiting schools of pre and post visit material	<ul style="list-style-type: none"><li>- Material uploaded to website but current use is limited. Anecdotal evidence (teacher comment) positive about format and usefulness.</li></ul>	

## Strategic Direction 1

Professional Learning is implemented and undertaken by SEEDS Network

- Implemented "Cool Australia" and "Sustainability Networks" PL for teachers via the SEEDS network
- Enrolments in Eco schools via SEEDS/ council
- Hosted 'Plugging into Nature' course
- Teachers undertaken aspects of PL at own school

\$3000

## Next steps

- Extend programs to more schools
- Continued support to schools
- Further adoption of new programs by schools
- Further promotion of new programs on website
- Link with Eco-School
- EEC visit to schools to assess implementation
- Editing programs and evaluate teacher response to trial of new programs
- Continual evaluation of program



Wilton Public School students making damper (and a mess).

## Strategic Direction 2

Building stronger partnerships to achieve systems improvement.

### Purpose

To build strong partnerships that will provide a range of varying expertise to support and enable systems to improve the quality of outcomes. Working collaboratively enhances organisational and individual health and well-being. Teaching staff in EZEC's require collaboration to overcome geographical and professional isolation.

### Overall summary of progress

Continued development of partnerships has been a key focus in 2015 in order to help create quality learning experiences. Innovative education programs such as Koala Monitoring Days, Plastics Project, Helping Hands Project have been developed and delivered in partnerships with DoE school staff, Wingecarribee Council staff, WSU and non-government providers. These partnerships have also provided support and structure to The Go MAD Challenge, as well as assisting to continually develop pre and post visit materials. Strengthening partnerships has allowed us to implement effective teacher professional learning and networking in the area of sustainability (including the SEEDS sustainability network, Eco Schools program and Cool Australia TPL).

We have exceeded our expectations in 2015 and are continually working with our partners to find common ground in order to work more efficiently and effectively.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> (to be achieved over 3 years)	<b>Progress achieved this year</b>	
SEEDs attendance improved	Our partnership with Wollondilly Network Schools has provided opportunity for the sharing of sustainability practice between teaching staff and schools via SEEDS network. Membership is stable at 35% of network schools.	\$1500
Significant correlation between visitation and network participation.	18 visitations were from network schools out of 70 total visits by schools (for day and residential programs). This represents a significant correlation with our network based on our drawing area.	
Visiting surveys show positive feedback around program outcomes.	Feedback is overwhelmingly positive around program outcomes. WEEC received a rating of 4.8 out of 5 for satisfaction.	
Improvements in centre utilisation – return visits as well as overall schools accessing WEEC services.	Visitation remains relatively stable, however there has been a slight decline in visitation due to issues related to site facilities (specifically accommodation). Return visits are constant with 90% of bookings being return visits.	

## Strategic Direction 2

<p>Improved quality of learning experiences for teachers and students as a result of partnership support</p>	<p>Our partnership with Wingecarribee Shire Council has . . .</p> <ul style="list-style-type: none"> <li>- provided Sponsorship for Wollondilly Network Schools to join KAB "Eco Schools" project</li> <li>- provided Sponsorship for Cool Australia Teacher Professional Learning</li> <li>- supported the SEEDs Teacher sustainability group</li> <li>- assisted to develop and implement a Koala count study with Bowral HS students</li> </ul> <p>Our partnership with Keep Australia Beautiful has facilitated teacher professional learning and school enrolments in the "Eco Schools" program.</p> <p>Our partnership with Cool Australia has facilitated teacher professional learning in "Integrating sustainability into the curriculum".</p> <p>Our partnership with WSU has allowed Wooglemai EEC to become a committee member for RCE (Regional Centre Excellence on Education for Sustainability) and receive funding to support the Go MAD Camp.</p> <p>Council partnerships were built during Go MAD Camp and 2 councils attended the Go MAD Camp and offered support to schools</p> <ul style="list-style-type: none"> <li>- Wooglemai EEC contributed ideas and expertise to the NSW OEH 'Enviro Club Manual For High School Students'</li> <li>- Development of a Go MAD Challenge Committee</li> </ul>	
<p>Improved capacity of WEEC staff to implement quality teaching experiences and PL as a result of partnerships.</p>	<ul style="list-style-type: none"> <li>- Attendance and input into conferences which has led to new ideas and programs at WEEC</li> <li>- Collaboration with EZEC to implement Go MAD Challenge. 22 students adopted The Go MAD Challenge in 2015.</li> </ul>	<p>\$1000</p>

## Next steps

- Continued collaboration with EZEC teachers to improve range and quality of programs through effective sharing
- Planning days organised to improve effectiveness of programs
- Continue contributing to RCE and seek more support (which has been offered) to support the logistics The Go MAD Challenge.
- Consult with councils to help support students in The Go MAD Challenge as well as other specific action projects or citizen science programs
- Meet with Erin Rogers from OEHS to develop citizen science program based around our eco-system
- Future PL in using cross curricula sustainability outcomes. Consider collaboration with Sherie Meyers to create PL for schools to undertake class-based sustainability projects
- Maintain (or increase) SEEDS attendance and collaborate effectively to improve learning outcomes in schools



### Strategic Direction 3

Fostering excellence in positive values and student leadership.

#### Purpose

Promoting positive values and leadership capacity enables students to develop their social and emotional intelligence and improve their life skills. It means they are more able to actively contribute positively to society. Developing leadership skills around the concept of sustainability helps students understand and act and lead as global citizens for a better world.

#### Overall summary of progress

2015 has been a milestone year for student leadership at WEEC. Through collaboration with the EZEC network and OEH, we developed The Go MAD (Make a Difference) Challenge. This was developed to address gaps in previous leadership programs which were uncovered with collaborative research with Peter Andersen of University of Wollongong. Aspects of The Go MAD Challenge are a product of research by Nikki Hare (Psychology for a Better World, 2011) and Les Robinson (Changeology, 2012). 22 students took up the challenge and all participants received awards at the Youth Eco Summit Awards evening for developing environmental change projects (some of which are not in the implementation stage as yet). Whilst there were many positive gains, there are still many areas where the program could improve. An evaluative discussion with student participants, teachers and coordinators took place in order to improve the program in 2016. A meeting involving OEH and 5 EZECs has helped to improve the project for 2016.

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> (to be achieved over 3 years)	<b>Progress achieved this year</b>	<b>\$2500</b>
<p>YEN successfully endorsed (student attendance/ school numbers) Leadership camps successfully endorsed (student numbers).</p> <p>Active leadership developed in Go Mad ambassadors (school and student numbers maintained or increased) and Active representation at Sustainability events YES, Youth Eco Forum</p>	<ul style="list-style-type: none"> <li>- 200 students attended the YEN forum at Taronga Zoo</li> <li>- 22 students from 8 different schools attended Go MAD Leaders Camp</li>   <li>- One school completed the challenge (with the film) – Catherine McCauley HS with McCauley’s Fauna Corner</li> <li>- Burwood Girls HS have undertaken an energy audit in their school and are working towards their goals. The same group spoke at the YES and the YES awards ceremony.</li> <li>- Numerous other schools are continually working on their projects.</li> <li>- Some feedback from teachers show students have had significant institutional barriers to overcome but are still working productively on projects.</li> <li>- Student feedback demonstrates positive learning outcomes in developing an understanding of current issues as well as working creatively to find solutions.</li> </ul>	\$2500

### Strategic Direction 3

Students display leadership skills related to sustainability in their own schools

- Continued bookings of leadership day visits
- Implementation of student action project with Bowral HS
- Follow Up visit to Bowral HS
- Student action projects implemented at Bowral HS

\$1000

### Next steps

- Meeting with Go MAD Committee in 2016 to continue development and analyse program (and feedback from teachers and students) in collaboration with external agencies (OEH) as well as leadership unit from NSW DoE.
- Development of Class Movie to help demonstrate the program
- Workshop at 2016 EZEC Annual Conference to promote the program and allow other centres to adopt the model.
- WEEC Staff to attend "Changemakers" course
- Develop Indigenous Leadership Program with Briar Rd PS and their COS
- Liaise with Brewongle EEC as to the strengths of their Indigenous Leaders program.
- Design and promote leadership camps for school leaders in both HS and primary schools by using aspects of Go MAD



Frank Calabria and "Go Mad" students presenting at the Youth Eco Summit at Sydney Olympic Park

## Key initiatives and other school focus areas

WEEC has no permanent student enrolment and therefore receives no specific funding for socioeconomic, Aboriginal or multicultural programs. We do offer a range of programs to support students that attend our site.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b>	<p>WEEC staff contributed to the EZEC Aboriginal Education portfolio resulting in the development and launch of the EZEC Reconciliation Action Plan. The EZEC Reconciliation Action Plan has been approved by Reconciliation Australia. It will guide and strengthen our commitment to building relationships, respect and opportunities for Aboriginal and Torres Strait Islander communities.</p> <p>A number of special camps were run for students of Aboriginal background.</p>	\$0
<b>Targeted students support for refugees and new arrivals</b>	<p>WEEC offered support camping programs for "new arrival" students from Holroyd HS and Miller HS Intensive English Centres. A weekend program was run for the "Tree-house" Theatre group (new arrivals from the Syrian conflict).</p> <p>A weekend retreat was also run for the Camden International Friendship Association (Japanese exchange students through Camden, Elizabeth Macarthur, Mount Annan and Elderslie High Schools).</p>	\$0

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Students from Holroyd IEC working on some team challenges with the big ball.

## Mandatory and optional reporting requirements

### Student information

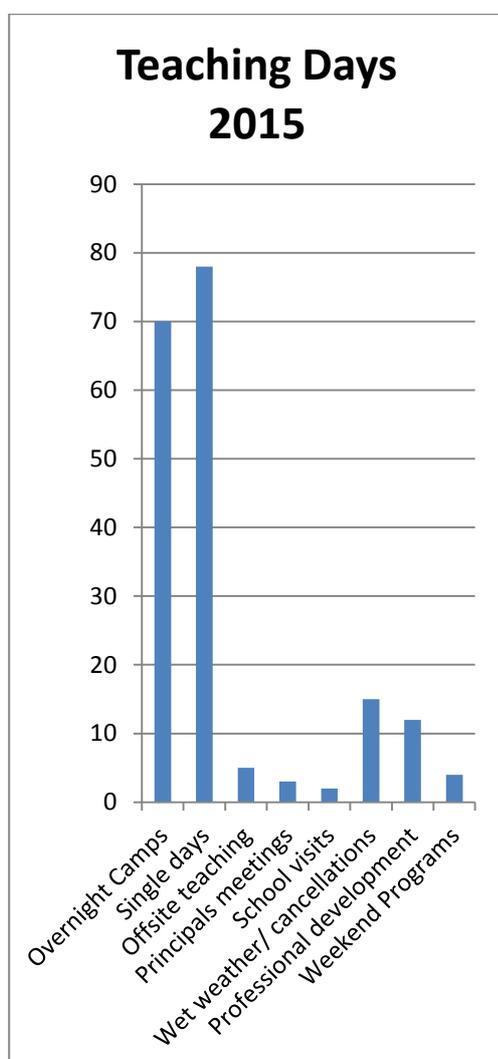
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile

Wooglemai EEC has no permanent student enrolments. Student numbers are dependent on school requests for visitation to the Wooglemai site for day visits and camps, on requests for WEEC staff to visit schools or other sites or for requests for our staff to run special events and workshops in a variety of locations.

### Student attendance profile

WEEC hosted 6876 students in 2016 for a range of day and overnight experiences (see table below for days allocated to various categories).



### Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Classroom Teacher(s)	1
School Administrative & Support Staff	1
Other positions	0.2
Total	3.2

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No staff members identify as being of Aboriginal or Torres Strait Islander background.

### Teacher qualifications

All teaching staff met the professional requirements for teaching in NSW public schools, having degree or equivalent training.

Qualifications	% of staff
Undergraduate degree or diploma	2
Postgraduate degree	0

### Professional learning and teacher accreditation

Both WEEC teachers commenced service prior to the new scheme for teacher accreditation taking effect. WEEC staff completed the mandatory training in Child Protection, Code of Conduct and First Aid/ CPR and Anaphylaxis in 2015.

WEEC staff also enrolled in a range of courses in line with their own Professional Development plans including Website Design Masterclass, DEEP Inquiry Deep Instruction, Plugging into Nature, NSW EZEC Annual Conference and Principal's Conference as well as the Campbelltown/ Macarthur Principal's Conference.

WEEC staff also ran a number of professional learning courses (in fieldwork and sustainability) for beginning and experienced teaching staff in 2015.

## Financial information

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	112036.79
Global funds	38794.73
Tied funds	6988.84
School & community sources	54864.44
Interest	1891.62
Trust receipts	0.00
Canteen	0.00
<b>Total income</b>	<b>214576.42</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	19174.27
Excursions	985.26
Extracurricular dissections	7898.24
Library	0.00
Training & development	0.00
Tied funds	8863.13
Casual relief teachers	754.84
Administration & office	32176.57
School-operated canteen	0.00
Utilities	4602.78
Maintenance	31866.49
Trust accounts	0.00
Capital programs	23636.36
<b>Total expenditure</b>	<b>129957.94</b>
<b>Balance carried forward</b>	<b>84618.48</b>

## School performance

### Parent/caregiver, student, teacher satisfaction

WEEC surveys a random sample of its school clients each year to gauge the opinions of both students and teachers about our service.

Teacher surveys include questions around . . .

- Relevance of excursion activities to in school programs
- Meeting expected teaching program outcomes
- Organisation of program/timetable for the visit
- Student response to program/activities
- WEEC staff management of visiting students
- WEEC staff focus on student welfare

- WEEC staff assistance to visiting teachers
- Standard of Centre facilities, buildings, accommodation, etc.
- Overall rating of Wooglemai E.E.C. service

A Likert scale from 1 = Unsatisfactory to 5 = Excellent was used to evaluate responses.

Overwhelmingly visiting staff reported positively on all aspects of the performance of WEEC staff and the quality of the teaching programs conducted with an average rating of 4.8 out of 5 achieved.

Full details of these survey results can be obtained by contacting the EEC.

Student surveys included questions around their engagement in and enjoyment of WEEC programs, and the WEEC teacher performance in relation to quality teaching practice, student welfare, etc.

Students were invited to respond to the following statements.

I enjoyed the activities at Wooglemai.  
Things that we learnt were interesting.  
I wanted to do my best in all activities.  
I really got involved in the activities.  
The Wooglemai teacher explained what we were going to do.  
The Wooglemai Teacher explained why we were going to learn something.  
The Wooglemai teacher told me what to do to achieve good results.  
The Wooglemai teacher encouraged me to improve my standard of work.  
The Wooglemai teacher expected me to do my best.  
The Wooglemai teacher set high standards.  
The Wooglemai teacher gave me work that made me think.  
Students showed respect for each other.  
Students showed respect for the teachers.  
Students helped each other to do their best.  
I got to help other students understand what we were learning.  
Other students helped me to understand when I was having difficulties.  
The Wooglemai teacher showed me how to do things when I was having difficulties.  
The Wooglemai teacher praised me when I did well.  
The Wooglemai teacher used things I already understood to help me learn new ideas.  
The activities followed on from work I had done at school.  
I was able to understand the more complicated things we were being taught.  
The Wooglemai teacher presented ideas I was unfamiliar with in ways that were understandable to me.  
I got to think about how things are related to each other.  
I got to think about how or why things happen.  
I got to work things out step by step (systematically).

I was encouraged to explore different ways of doing things.

I got to solve problems during activities.

I was able to ask questions if I was not sure I understood.

Students got to discuss the ideas we were learning.

I got to show what I understood.

The Wooglemai teacher showed me how ideas in one activity related to ideas in other activities.

All students participated regardless of where they came from or who they are.

The Wooglemai teacher got everyone to join in activities.

I got to have my say during activities.

Everyone was treated fairly.



Peter Nicoll working with students from Wilton PS on the "Explorers" program

A Likert scale was developed to assist students to target their responses.

1	Don't know
2	Always
3	Mostly
4	Sometimes
5	Rarely

Student responses indicated an overall average score of 2.2 – 2.4 across all questions i.e. Always/ Mostly. This indicates a high level of student engagement and satisfaction with their experiences whilst at the EEC.

## Policy requirements

### Aboriginal education

WEEC has an established Aboriginal Education policy. Both WEEC teaching staff have completed the 8 Ways Aboriginal Education training.

Additionally WEEC staff sat on the EZEC Aboriginal Portfolio in 2015 and contributed to the production of the EZEC Reconciliation Action Plan. This RAP will be launched in early 2016.

### Multicultural Education and Anti-racism

WEEC has an established Multicultural Education and Anti-racism policy.