

# 2020 Annual Report

## Wooglemai Environmental Education Centre



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# Introduction

The Annual Report for 2020 is provided to the community of Wooglemai Environmental Education Centre as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Wooglemai Environmental Education Centre

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## School vision

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 and Communities (DEC). 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 7,500 students K-12 pa. As well as programs at Wooglemai, WEEC uses other sites, works in schools and presents at education events. 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.

NSW DEC has a lease with Guntawang Catholic Youth Centres Incorporated for exclusive use of the Wooglemai site during school terms.

## 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 school plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Delivering
LEARNING: Reporting	Working towards 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	Excelling
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Empower Learners

#### Purpose

To develop students environmental knowledge, skills, values and attitudes in creating environmentally literate citizens. This is accomplished through providing engaging and stimulating learning environments that empower learners to think and communicate creatively, collaboratively and critically to achieve positive environmental impact at a local and global level. Develop student Peer Support and Leadership skills through challenging and thought provoking activities.

#### Improvement Measures

Increase in number of schools actively engaging in sustainability programs.

Generation and implementation of new programs to support new syllabus. Development of pre, post and parallel activities and resources to augment client school teaching programs.

Positive outcomes and evaluations of student leadership activities.

#### Progress towards achieving improvement measures

**Process 1:** Collaboration with COS, Wollondilly Network of Schools, SEEDS and EZEC to develop and model sustainability education programs.

Evaluation	Funds Expended (Resources)
Teacher and student evaluation. School uptake and use of new programs and resources.	Specific programs require funding from global budget.

**Process 2:** Provide teacher professional learning to enhance the capacity of schools to deliver new Australian curriculum specifically to facilitate the integration of sustainability as a key cross-curricular priority area.

Evaluation	Funds Expended (Resources)
COVID restrictions have delayed face to face TPL. Wooglemai staff have delivered virtual TPL and shared professional learning among EZEC members and local schools.	Resources acquired are suitable for intended purpose. Monitor uses and suitability(ongoing). Budget allocation and expenditure monitored through SAP.

**Process 3:** Collaborate with EEC, EZEC and CoS staff to develop and deliver programs that promote student engagement and develop creative, critical and higher order thinking skills.

Evaluation	Funds Expended (Resources)
Teacher and student feedback of programs. Higher order thinking skills incorporated into lessons.	Resources acquired are suitable for intended purpose. Monitor uses and suitability(ongoing). Budget allocation and expenditure monitored through SAP.

## Strategic Direction 2

### Develop Teacher Capacity and Strengthen Partnerships

#### Purpose

To develop the capacity of Centre staff in addition to those within our networks as learners, teachers and leaders in environmental and sustainability education. This will be achieved through participation in, and the provision of, explicit professional learning that improves teaching practice, resulting in the development of environmental citizens. Through this we aim to extend and strengthen partnerships with our networks and communities through effective communication and a culture of collaboration. The impact of these relationships drives the provision of authentic, relevant and unique experiences which enable students to be confident and creative environmental citizens.

#### Improvement Measures

Centre and client school staff achieving and/or maintaining accreditation at proficient, highly accomplished or lead teacher levels. Provide TPL courses that meet the current needs of teachers and inform their future professional learning plans.

Professional development plans (PDP's) that meet the needs of each teacher.

Maintain high rate of returning schools visiting, increase reach of Wooglemai with new schools attending the EEC.

Wooglemai staff attending schools to assist in running sustainability programs.

#### Progress towards achieving improvement measures

**Process 1:** Collaboration with EZEC network to share successful teaching practices and PL courses.

EEC staff participate in PL targeted to their professional needs using the Performance & Development Plan.

Evaluation	Funds Expended (Resources)
PDP's valued and effective. TPL can be utilised by staff at Wooglemai.	Resources acquired are suitable for intended purpose. Monitor uses and suitability(ongoing). Budget allocation and expenditure monitored through SAP.

**Process 2:** Teachers regularly review, revise and evaluate teaching and learning programs including assessment opportunities.

Evaluation	Funds Expended (Resources)
Programs enhanced. New programs rolled out and inquiry questions utilised during programs.	Resources acquired are suitable for intended purpose. Monitor uses and suitability(ongoing). Budget allocation and expenditure monitored through SAP.

**Process 3:** To develop and support school leadership programs.

Evaluation	Funds Expended (Resources)
Positive feedback and repeat custom for leadership programs. Bookings for 2021.	Resources acquired are suitable for intended purpose. Monitor uses and suitability(ongoing). Budget allocation and expenditure monitored through SAP.

## Student information

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1
School Administration and Support Staff	1.19

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	210,062
<b>Revenue</b>	487,651
Appropriation	461,292
Sale of Goods and Services	1,691
Grants and contributions	21,189
Investment income	617
Other revenue	2,862
<b>Expenses</b>	-434,951
Employee related	-366,633
Operating expenses	-68,318
<b>Surplus / deficit for the year</b>	52,700
<b>Closing Balance</b>	262,761

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
<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>	445,678
Base - Per Capita	14,430
Base - Location	324
Base - Other	430,923
<b>Other Total</b>	10,600
<b>Grand Total</b>	456,278

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

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

Overwhelmingly visiting staff reported positively on all aspects of the performance of WEEC staff and the quality of the teaching programs conducted in relation to curriculum outcomes. Visiting staff also commented on the programs and staff performance. Some Examples of feedback include:

- high expectations of students and a wide range of teaching and learning strategies which led to students engaging in rich learning activities safely and successfully.
- The WEEC teachers are extremely knowledgeable of all aspects of the Syllabus and the programs that have been developed and delivered address the outcomes of the syllabus perfectly.
- The Wooglemai staff were able to convey their knowledge and enthusiasm about the subject matter and they use a wide variety of teaching methods to successfully engage students.

Student survey results indicate a high level of engagement, enjoyment and relevance to subject matter covered at school.

# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.