

Rumbalara EEC's Environmental Education Guide for Schools 2019



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1. What is Sustainability?

Sustainability is a goal 'in which society meets the needs of the present without compromising the ability of future generations to meet their own needs'.

Sustainability education refers to the purposeful development of knowledge, skills, attitudes and values that build the capacity of students to live more sustainably.

Sustainability management refers to the decisions and actions of a school in using resources, materials and the school's environment more sustainably.

2. School Sustainability Leaders

School Sustainability Leaders are the teachers and parents who facilitate effective and meaningful environmental education within schools. Rumbalara Environmental Education Centre endeavours to support the Sustainability Leaders within Central Coast Schools by providing teaching programs, fieldwork opportunities and access to resources and advice. It is envisaged that nominated Sustainability Leaders would assist in the promotion of sustainability education within their schools via a number of possible roles and actions.

Possible roles and activities of the School Sustainability Leaders

- | | |
|---|--|
| Disseminate Information | <p>Make sure the School Administration Manager (as well as all other staff) is aware that you are a School Sustainability Leader so that any information sent to the school relating to EE goes to you.</p> <p>Distribute Environmental information to other members of the school community. Rumbalara EEC regularly sends out an email newsletter of environmental education updates that could be distributed to other interested staff.</p> |
| Maintain a notice board for EE material | <p>This could include information, newspaper articles, posters about relevant environmental dates, workshops, courses, contacts, excursions etc.</p> |
| Promote and Coordinate the school's bookings for field studies excursions with Rumbalara EEC | <p>Bookings with Rumbalara EEC are made via an <i>Expressions of Interest (EOI) form</i> sent to the School Sustainability Leaders in Term 4. The School Sustainability Leaders could ensure classes don't miss out by canvassing staff (particularly new staff) & organising bookings. They could also try to encourage a sequential arrangement of stage specific excursions to avoid repetition in future years (more on this in the next section).</p> |
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<i>Coordinate the School Environmental Management Strategy</i>	Identify curriculum links to sustainable management of the school site. Promote whole school community engagement. Organise a school environment committee. Develop partnerships that support the delivery of sustainability education.
<i>Encourage staff to become involved in Environmental Education</i>	Sustainability education is cross-curricula and touches on all aspects of our lives and our society. You may be able to assist colleagues with the sustainability components in their subject, e.g. by guiding them to relevant material and local area studies. Promote interest in environmental sustainability, e.g. organise speakers to address staff meetings /school development days
<i>Attend EE Forums and other professional learning opportunities in EE</i>	Find out about various happenings, initiatives and how things are done in other schools. Liaise & link with community based environmental groups, other EE providers and relevant government departments.
<i>Organise / promote special events on environmental themes</i>	Identify / celebrate some special days , e.g. Clean Up Australia Day, World Environment Day, Threatened Species Day, Water Week, visiting performers. (See the Green Dates section of this guide).
<i>Update websites to promote and share achievements</i>	Access a wide range of environmental websites, keep in touch with relevant events and share your school's achievement by linking your school's website to www.rumbalara-e.schools.nsw.edu.au .
<i>Write or include EE information in the school newsletter</i>	Many parents are great supporters of EE and often have more time to get things done. Keep them informed and interested - send home snippets from environmental publications & newsletters in your school's newsletter. Also send contributions to REEC newsletters.
<i>Promote environmental projects & keep the school community informed of grant opportunities</i>	Environmental projects may include nature trails, frog ponds, restoration of denuded playgrounds, water tanks, habitat rehabilitation etc. Rumbalara EEC website and the regular email newsletters provide information about grant opportunities (see the Guide to Environmental Grants in this booklet).
<i>Put environmental themes & issues on the school agenda</i>	Identify EE targets in the school plan. Promote EE initiatives in meetings of Staff, Student Representative Council, School Parliament, P&C etc.
<i>Promote recognition awards & competitions</i>	E.g. Council Awards, Keep Australia Beautiful Awards, Celebrate the achievements of the school community.
<i>Share your achievements, solutions, good ideas etc. with other teachers</i>	Let's not be reinventing the wheel. Help others to achieve by sending information about any little thing that works for you to Rumbalara EEC so that we can disseminate it to the network of School Sustainability Leaders and/ or upload to our website.

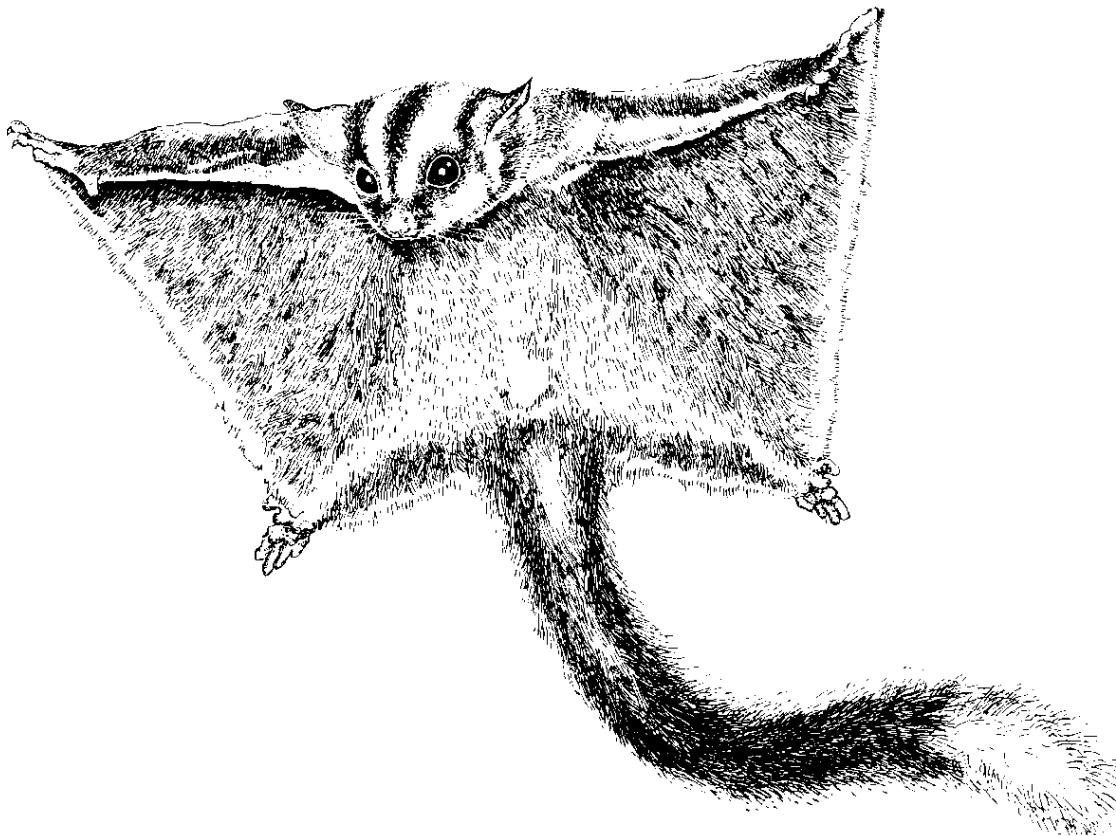
**Act as a resource person
on EE matters**

Keep relevant EE information for use by other staff. Keep a historical record of environmental initiatives at your school. Rumbalara EEC website has a resource section and at the Centre there is an Environmental Education library that lends kits, books, journals, CD's, posters, maps and field study equipment.



The Environmental Education Policy was introduced in all NSW schools in 2001. It is currently under review to conform to DEC standards. The policy and the very useful support document, guides schools in developing and enhancing environmental education programs that equip students with the understandings and skills required for active and informed participation in managing the environment.

Current information on the Environmental Education Policy can be found at: <https://education.nsw.gov.au/policy-library/policies/environmental-education-policy-for-schools>



3. Steps in Becoming an Environmentally Active School

What Stage is Your School up to?

Adapted from *Environmental Education Policy for Schools – NSW DET 2001*

Step	Whole-school planning	Curriculum	Management of resources	Management of school grounds
No commitment	Lack of interest in environmental education (EE) at all levels.	No commitment to local / school EE issues in teaching & learning programs.	EE and environmental sustainability not considered.	No consideration of environmental impacts or use of school grounds for EE.
1. Awareness	Individuals concerned about lack of support for EE. Staff participate in EE in-service.	Individual teachers program for EE.	Individual teachers promote resource management, with little executive support. Purchasing doesn't consider ecological sustainability.	No long term plans. Strategies for grounds are limited to issues such as equipment, shade, safety and seating.
2. Planning	Establishment of formal school environmental management committee.	EE opportunities (eg audits) identified in syllabuses. Sustainability cross curriculum priorities identified across KLAs. (National Curriculum)	Water, Energy and Waste audits scheduled. Joint planning with external providers begins.	Stormwater and Biodiversity audits scheduled.
3. Implementing	Audits underway. Policies and practices begin to reflect views promoted by EE committee.	EE and sustainability cross curriculum priority integrated across KLAs. Students participate in auditing process.	Strategies to reduce resource use and waste production arise from audit analysis.	Strategies to manage school grounds arise from audit analysis.
4 Consolidation	Environment management committee prioritises action plans. A school environment management plan (SEMP) has been formulated and implemented.	Teaching and learning programs support sequential development of environmental objectives. Special events, management of resources and school grounds are incorporated into programs.	Strategies being implemented. On-going data collection to evaluate. Staff, students and community participate in activities that exemplify "best practice".	Grounds are being improved and are being used as a teaching resource Evaluation and review structures are established.
5. Sustainability	Commitment to a SEMP is part of school plan. Effective action plans are in place and are regularly reviewed. Objectives for all focus area are being met. Progress is included in school's annual report. A logical and holistic plan is evident.	Effective EE is integrated into all stages and KLAs. Opportunities for EE are maximised, including special events, programs and management of school resources and grounds. Programs are based on environmental citizenship and personal action.	All objectives for management of resources are achieved. "Best practice" is employed, emphasising sustainability of resources and minimal environmental impact. Learning opportunities are incorporated. Progress is visible and is reported.	Objectives are fully met. Management is consistent with the principles of ecological sustainability. Progress is reported and the SEMP is reviewed. Grounds are a diverse learning environment with positive impact on local and global environments.

4. Ways to Celebrate World Environment Day

World Environment Day is celebrated on 5th June each year. Don't let this special day pass without recognition. To find out the theme for this year visit <https://www.worldenvironmentday.global/>

Some activities that can be conducted during the week include:

- Environmental posters, art, games, poetry, music and dance;
- Debate a local environment issue;
- Check on the progress of your school's School Environmental Management Plan (SEMP) targets
- Reuse / recycle – make something useful or a statement out of things we normally throw away;
- Survey what students throw away and discuss ways of reducing waste eg. Using reusable containers instead of throw away packs;
- Pick up rubbish from around the school and consider where waste goes after it enters the stormwater system;
- Identify ways of reducing contribution to the greenhouse effect (reducing electricity consumption);
- Plant trees to absorb carbon dioxide and discuss the use of the carbon credits initiative;
- Make a significant trees register for the school, with a map showing the location of each tree;
- Plan / implement ways to use water more efficiently;
- Plan and grow a native garden, collect and germinate seeds from hardy native plants, mulch gardens;
- Identify wildlife corridors or where such corridors could be created,, research animals that could benefit from a corridor in your area;
- Make and install nesting boxes, details from Rumbalara EEC
- Go for a walk in the school's nature area, use field guides to record biodiversity in the school grounds;
- Use your Nature Watch Diary to monitor changes in biodiversity throughout the year;
- Remove some weeds from the school's nature area or a place nearby that needs rehabilitation;
- Invite a guest speaker to the school (go to www.rumbalara-e.schools.nsw.edu.au for contact information);
- Establish a school environment action e.g. Waterwatch, or Landcare group.



5. Green Dates 2019

From

<https://www.sustainableschoolsnsw.org.au/manage/green-dates>



February

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- | | |
|---|---|
| 2 | World Wetlands Day
"Wetlands take care of water"
http://www.environment.gov.au/topics/water/water-our-environment/wetlands/world-wetlands-day |
|---|---|
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March

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- | | |
|----|---|
| 1 | Schools Clean Up Day
Clean Up Australia
1800 CUA DAY (1800 282 329)

www.cleanupaustraliaday.org.au |
| 3 | Clean up Australia Day
1800 CUA DAY (1800 282 329)

www.cleanupaustraliaday.org.au |
| 22 | Ride2School Day
https://www.bicyclenetwork.com.au/rides-and-events/ride2school/?gclid=EAlaIqobChMI9L3e_t2f2QIVjJO9Ch0E6QBQEAAAYASAAEgI5BfD_BwE |
| 22 | World Day for Water
www.unwater.org
www.worldwaterday.org |
| 23 | World Meteorological Day
Climate Knowledge for Climate Action

http://www.wmo.int/worldmetday/index_en.html |
| 30 | Earth Hour 2018
Switch off 8:30pm
www.earthhour.org |
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April

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- | | |
|-------|--|
| 18-21 | Australian Heritage Week 2019
Your heritage... pass it on
http://heritage-week.govspace.gov.au/ |
| 18 | World Heritage Day
http://www.gdrc.org/heritage/world-heritage-day.html |
| 22 | Earth Day
www.earthday.net/ |
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May

- 5-11 **International Composting Awareness Week**
"Better Soil, Better Life, Better Future"
<http://www.compostweek.com.au/core/>
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- 11 **World Migratory Bird Day**
Energy – make it bird friendly!
www.worldmigratorybirdday.org
-
- 17 **Walk Safely to School Day**
Pedestrian Council of Australia
<http://www.walk.com.au/wstsd01/page.asp?PageID=260>
-
- 22 **International Day For Biological Diversity**
Water and biodiversity
www.cbd.int/ibd
-

June

- 5 **World Environment Day**
United Nations Environment Program
Theme: Seven Billion Dreams. One Planet. Consume with Care
<https://www.worldenvironmentday.global/>
-

- 8 **World Oceans Day**
www.theoceanproject.org/wod
-



July

- 7-14 **NAIDOC Week**
www.naidoc.org.au
-
- 26 **Schools Tree Day**
<http://treeday.planetark.org/schools/index.cfm>
-
- 28 **National Tree Day**
www.planetark.com/trees
-

August

- 19-25 **Keep Australia Beautiful Week**
www.kab.org.au/
-

September (Biodiversity Month)

- 1-30 **National Biodiversity Month**
www.environment.gov.au/biodiversity/month.html
-
- 1-30 **Save the Koala Month**
Australian Koala Foundation
www.savethekoala.com/
-

Phone: (07) 32297233 Email: akf@savethekoala.com

1 **Wattle Day**

www.wattleday.asn.au

7 **National Threatened Species Day**

Department of Sustainability, Environment, Water, Population & Communities

www.environment.gov.au Freecall: 1800 803 772

Email: ciu@environment.gov.au

8 **National Bilby Day**

www.savethebilbyfund.com

15 **Sustainable House Day**

<http://www.sustainablehouseday.com/>

October

7 **World Habitat Day**

www.un.org/en/events/habitatday

17-25 **National Organic Week**

International Composting Awareness Week Australia

www.compostweek.com.au

16 **Ride to Work Day**

www.ride2work.com.au

21-27 **Aussie Backyard Bird Count**

Birdlife Australia

www.aussiebirdcount.org.au

birdweek@birdlife.org.au

November

11-17 **National Recycling week**

<http://recyclingweek.planetark.org/>

21 **World Fisheries Day**

www.gdrc.org/doyourbit/21_11-fisheries-day.html

December

10 **International Human Rights Day**

<https://www.un.org/en/events/humanrightsday/>

11 **International Mountain Day**

www.timeanddate.com/holidays/un/international-mountain-day

STATE & NATIONAL ENVIRONMENT ORGANISATIONS

Organisation Name	Phone	Web Site Address
Australian Conservation Foundation	1800 332 510	www.acfonline.org.au
Gould League NSW	9560 7844	https://www.gould.org.au/
Greening Australia	1300 886 589	www.greeningaustralia.org.au
Greenpeace	1800 815 151	www.greenpeace.org.au
Keep Australia Beautiful Council	02 8594 4000	www.kabnsw.org.au
Landcare Australia	02 9412 1040	https://landcareaustralia.org.au/
Nature Conservation Council of NSW	02 95161488	www.nature.org.au
Planet Ark		www.planetark.com.au
Total Environment Centre	02 92115022	www.tec.org.au
Wilderness Society of NSW (Newcastle)	1800 030 641	www.wilderness.org.au
World Wide Fund for Nature	1800 032 551	www.wwf.org.au



Sustainable Schools NSW website has a wealth of information including resources, units of work, case studies and guidance on developing a plan. It is maintained by the Australian Association of Environmental Education. <https://www.sustainableschoolsnsw.org.au/>

Sign up for the newsletter.

Newsletters

Web addresses for some relevant newsletters to which you might like to subscribe to keep abreast of are as follows:

EcoNews: www.econews.com.au/

ATA (Alternative Technology Association): www.ata.org.au/

Birds in Backyards: www.birdsinbackyards.net/

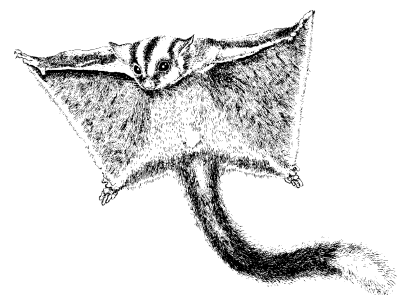
Greater Sydney Local Land Services: www.greatersydney.lls.nsw.gov.au/

Renew: www.renew.org.au/

AAEE (Australian Association for Environmental Education): www.aaee.org.au/

CEN (Community Environment Network) www.cen.org.au **Central Coast Based Issues**

COOL AUSTRALIA (Teaching Resources) www.coolaustralia.org/



6. Environmental Education Centres (DEC)

Name of Centre Address of Centre	Email	Telephone No Fax No
Awabakal Dudley 2290	awabakal-e.school@det.nsw.edu.au	02 4944 7203 02 4942 6097
Botany Bay Botany Bay National Park, Kurnell 2231	botanybay-e.school@det.nsw.edu.au	T: 02 9668 8431 F: 02 9668 8523
Bournda Bournda National Park, Via Kalaru 2550	bournda-e.school@det.nsw.edu.au	T: 02 6494 5009 F: 02 6494 5011
Brewongle Sackville Rd, Sackville North 2756	brewongle-e.school@det.nsw.edu.au	T: 02 4579 1136 F: 02 4579 1072
Camden Park PO Box 684, Camden 2570	camdenpk-e.school@det.nsw.edu.au	T: 02 4636 6313 F: 02 4636 6342
Cascade PO Box 206, Dorrigo 2453	cascade-e.school@det.nsw.edu.au	T: 02 6657 4188 F: 02 6657 4117
Dorrroughby Mullimbimby Rd, Lismore 2480	dorrroughby-e.school@det.nsw.edu.au	T: 02 6689 5286 F: 02 6689 5042
Field of Mars PO Box 2082, Boronia Park 2111	fieldofmar-e.school@det.nsw.edu.au	T: 02 9816 1298 F: 02 9816 3279
Georges River Chipping Norton P/S Central Ave, Chipping Norton 2170	georgesriv-e.school@det.nsw.edu.au	T: 02 9755 3189 F: 02 9755 3190
Gibberagong PO Box 3276, Asquith 2077	gibberagon-e.school@det.nsw.edu.au	T: 02 9457 8245 F: 02 9457 8182
Illawarra C/- Killalea State Park Buckley Rd, Dunmore 2529	illawarra-e.school@det.nsw.edu.au	T: 02 4237 6100 F: 02 4237 6122
Longneck Lagoon Whitmore Rd, Maraylya 2765	longneck-e.school@det.nsw.edu.au	T: 02 4573 6323 F: 02 4573 6534
Observatory Hill PO Box 43, Millers Point 2000	observhill-e.school@det.nsw.edu.au	T: 02 9247 7321 F: 02 9247 4787
Penrith Lakes Casstlereagh Rd, Cranebrook 2750	penritlake-e.school@det.nsw.edu.au	T: 02 4730 3630 F: 02 4730 3662
Red Hill PO Box 185, Gulgong 2852	redhill-e.school@det.nsw.edu.au	T: 02 6374 2558 F: 02 6374 2560
Riverina PO Box 5336, Wagga Wagga 2650	riverina-e.school@det.nsw.edu.au	T: 02 6931 5039 F: 02 6931 5084
Royal National Park PO Box 44, Sutherland 1499	royalnatpk-e.school@det.nsw.edu.au	T: 02 9542 1951 F: 02 9545 4830
Rumbalara Donnison Rd, Gosford 2250	rumbalara-e.school@det.nsw.edu.au	T: 02 4324 7200 F: 02 4323 7451
Taronga Zoo Ed. Centre PO Box 20, Mosman 2088	www.zoo.nsw.gov.au	T: 02 9969 2455 F: 02 9978 4508

Thalgarrah Rockvale Rd, Armidale 2350	thalgarrah-e.school@det.nsw.edu.au	T: 02 6775 1736 F: 02 6775 1681
Wambangalang Obley Rd MS-3, Dubbo 2830	wambangala-e.school@det.nsw.edu.au	T: 02 6887 7209 F: 02 6887 7237
Warrumbungle National Park PO Box 280, Coonabarabran 2357	warrumbung-e.school@det.nsw.edu.au	T: 02 6825 4302 F: 02 6825 4304
Western Plains Zoo Ed. Centre PO Box 831, Dubbo 2830	wpzoed@tpg.com.au	T: 02 6882 5888 F: 02 6884 4530
Wetlands Centre (The) PO Box 292, WallSEND 2287	wetlands-e.school@det.nsw.edu.au	T: 02 4955 8673 F: 02 4950 0497
Woogemai PO Box 78, Oakdale 2570	wooglemai-e.school@det.nsw.edu.au	T: 02 4680 9483 F: 02 4680 9486

DEC SUSTAINABILITY ACROSS THE CURRICULUM RESOURCES & ENVIRONMENTAL & ZOO EDUCATION INFO

<https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-across-the-curriculum/sustainability>

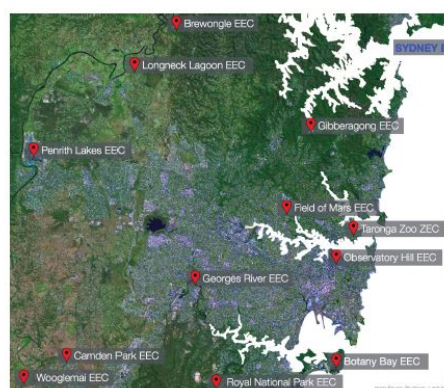
EZEC

Environmental and Zoo Education Centres

Supporting students and staff in

- * Fieldwork
- * In-school programs
- * Video Conferences
- * Professional Learning

All programs support the NSW curriculum and cross curricular priorities



Contact your local EEC for more information

Find us



environmentaleducationcentresNSW

@EZECSNSW



7. Guide to Environmental Grants

These tips assume you know *nothing* about grant-seeking. This is not meant as an insult but rather to avoid the sort of assumptions you find in computer manuals which tell you all about the program but fail to tell you how to switch on the machine.

Locating the Funding Source

- First, check out Rumbalara EEC's eNewsletter and website. Any information regarding grants that are available will be posted in the NEWS section. www.rumbalara-e.schools.nsw.edu.au
- Check out the Sustainable Schools Website www.environment.nsw.gov.au/sustainableschools They also have a grants section especially related to environmental education in schools.
- Contact the Community Environment Network (CEN). Ph: 4349 4756 or email: cen@cen.org.au The CEN may be able to assist with information on grants that are available to the general community.
- Contact the local Catchment Management Coordinator at the Greater Sydney Local Land Services (GSLLS).
- Contact your local council and talk to the Grants Officer (if they have one) or the Environment section.
- Contact your local Members of State and Federal Parliament.
- Surf the Internet, especially web sites of peak organisations such as the Nature Conservation Council.
- All grant funding programmes are advertised in major newspapers and often the local ones as well. One of the best sources is the Sydney Morning Herald, especially the Saturday edition.
- There are a number of providers who also profess to supply details of grants as they become available. For example, Easygrants newsletter is an email newsletter available for \$85 per annum (check out www.ourcommunity.com.au).

Obtaining a Funding Package

The advertisement will always indicate a free call number, internet address or telephone number from which guidelines and application forms may be obtained. Many of these forms are now electronic and are available on floppy disk or can be downloaded from the internet. A quick look at the guidelines will indicate whether or not your project is within the funding parameters, or if you are looking to create a project they will give you a starting point.

This brings us to the **First Golden Rule**. Always contact the grantor and compare your interpretation of the guidelines with them. If you just *assume* you know exactly what is required your submission could well be on the way to the dustbin. Here are a few examples of grant submissions which would have been successful had the applicant made this most important enquiry:-

Example1:

An applicant applied for a grant assuming the guidelines would prefer a small budget with limited participants. When the applicant was unsuccessful, he contacted the grantor and was told they liked his application but it was *too small*, they were looking for at least one hundred

participants and not the fifteen indicated. They were looking for the submission to cover a larger area.

Example 2:

An applicant spent a lot of time writing out a detailed methodology by which he would implement his grant if successful. When he enquired, he was told that his methodology was contrary to a best practice statement that the department had issued only a short time earlier. He was wasting his time from square one.

Example 3:

A grant called for strict adherence to the guidelines in relation to the compulsory use of the form supplied, length of submission and annexures. The applicant, without consultation, decided to dazzle the grantor with an irresistible submission. The application was beautifully bound, contained maps and graphics and was about twenty times longer than the requested limit. As the department clerk went through the various submissions she asked, "What is this, is the standard form in here somewhere?" She found the half dozen pages which related to the grant in the back of the submission, tore them out, put them with the others and threw the rest into a giant cardboard carton. Over \$15,000 worth of consultancy fees and work gone in less than three seconds! The submission failed.

This contact also answers one of the most fundamental questions. How much money is in the bucket and how much is likely to be allocated to each project? Size does matter. It is no use asking for money until you know how much is available. The amount to ask for is often a very difficult question. Knowing the amount available can go a long way towards making the answer to that question easier.

Identifying the Players

By obeying the First Golden Rule and contacting the grantor the door is opened for the Second Golden Rule. The **Second Golden Rule** requires you to identify the players, stakeholders, partners, whatever you want to call them, that collection of people whose skills mesh together to afford you the best chance of obtaining the grant. Grants may be offered to address problems, cure social ills, or for a host of other reasons, but they are implemented by *people*. Common triangles are emerging, community groups + local council + government authority is one of them. You must complete the loop. When you talk to the grantor, ascertain who they want involved, who are the targeted populations, who are they doing it for?

Contributions

The **Third Golden Rule** is aimed directly at welfare or handout mentality. The days of applying for a grant for 100% of the funds required are gone! Sitting in at the grantor's table are the, all too familiar nowadays, bean counters and number crunchers. They are looking for evidence of your ability to perform, your management skills, *your ability to raise money from other sources*. Most environmental funding is on a dollar for dollar basis and formulae have been introduced to allow you to place a value on volunteer time and in kind materials to match the dollars. Do they really believe that Woop Woop Landcare Group has 80 volunteers prepared to work 100 hours each at the allowed rate of \$30 per hour ($80 \times 100 \times \$30 = \$240\,000$)? Or 40 workers doing 200 hours each at the same rate? I don't think so. It all appears very artificial. After all, this number of volunteers should have been able to put their heads together and come up with some fundraising ideas which would translate into real dollars and have then gone out and raised some of those dollars. If you can't be bothered making an effort for your project, the lack of demonstrated need is likely to see the grantor adopt the attitude, "Then why should I?"

Lateral Thinking

The more you can put in, the better your chance of success. This is where the wheat sorts itself from the chaff. You know the players. Can the partners contribute? Are there other grants that can be factored in? Is private sponsorship possible either in cash or kind?

Politics

This is the big one, the **Fourth Golden Rule**. Past elections have demonstrated that enormous amounts of money will be thrown at marginal seats. This isn't limited to the few weeks before an election. All politicians are aware of maintaining profile and of being seen to be doing things. Never underestimate the power of the political machine. If the grant is at state level, involve the State Member, and so on for federal grants. Have them test the water regarding the strength and attractiveness of your application. Ask the question, how can you help them? The easiest way is to develop a media campaign which will run parallel with your project should you receive funding. Indicate how you will let the constituents know that your local member helped foster the grant. Opening and closing functions with the media in attendance are highly regarded. People like to bask in the glory of what they have helped to create. This is human nature, especially with politicians. It is also part of a more long term relationship, whereby you take on the harder grants and deliver. You nurture the relationship with the politicians by showing that you are prepared to give as well as to take. When you go for the juicier grants your efforts on the tough ones won't go unnoticed.

Solutions Not Problems

You tell the grantor that you need money, that you have problems finding the cash to do what you want to do. So what, everyone needs money. This in itself isn't enough reason for the grantor to part with the funds. Don't go to them with your problems, but rather with a solution to their problems. You have found out what they are trying to achieve. How hard is it to then say, "If you were able to find the funding for my project, what could I do to help you? What is the most important outcome you are trying to achieve?" There are priorities within priorities. If you can offer a solution to their problem in a cost effective manner you are halfway to achieving your goals.

This is the **Fifth Golden Rule**, offer solutions not problems. The grantor always has in the back of his mind, "What is in it for me? Why this application and not the next one?"

Summary

My Five Golden Rules represent the basics. They are a good starting point. Just remember that by applying the ground rules you are able to zero in on a grant and target it more effectively. This is the opposite of the shotgun principle, whereby you produce a standard application then send it off to all and sundry with scant regard for any of the matters discussed above. Once you zero in you then become tenacious and are able to lobby as much support as you can to achieve your goals.

With acknowledgement to Duncan Gilchrist – former grants officer to Gosford City Council

8. Fieldwork with Rumbalara EEC

Programs

Rumbalara EEC provides a broad range of fieldwork activities for students from K – 12 across all KLA's. These programs are listed in this booklet. More information about individual programs can be found at www.rumbalara-e.schools.nsw.edu.au. Contact the Centre if you would like to adapt or develop new programs to better suit your needs.

Bookings

Book on-line using our Survey Monkey form. <http://www.rumbalara-e.schools.nsw.edu.au/bookings>

It is preferable that schools co-ordinate the number of excursion days required by all staff for the year and that a stage co-ordinator completes the form for each stage and distributes the information to all attending teachers. Please nominate a time frame rather than exact dates as we have many schools to fit in our calendar. We ask that schools complete the booking form by the end of week 3, term 1 to ensure bookings.

Preparing for your Excursions

Before the excursion the organising teachers will be sent an Itinerary, Resource Pack, Safety Information (risk assessment) and a Student Safety Notification Form. On the basis of this information the school will organise **transport**, **permission notes** and advise students about requirements for the day.

Teachers will also be advised of the appropriate DEC policies. A copy of these policies is included in this pack.

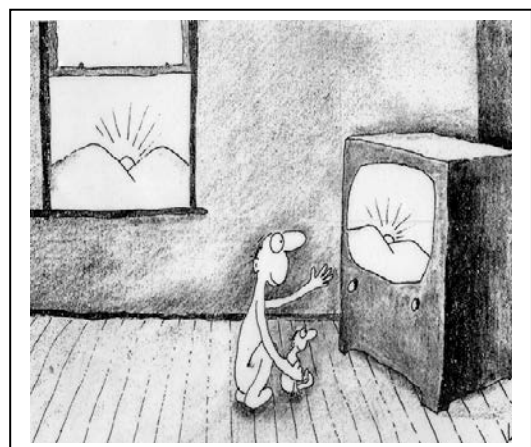
Timing Your Excursion

Please consider the following:

1. All fieldwork should coincide with the relevant unit of work.
2. Longer walks (e.g. Significant Environments, Maitland Bay & Factors That Shape Places, Katandra excursions) are more enjoyable in the cooler months (Terms 2 and 3).
3. Coastal Studies fieldwork has to be conducted on low tide days.
4. Invertebrates (for Living World Excursions) are more abundant in warmer months.
5. There is a greater chance of fieldwork being cancelled due to bush fire threat in Term 4.
6. Fieldwork for Kindergarten children is usually more rewarding after they have settled into school routines e.g. in Terms 3 and 4.

Excursion Evaluation

Rumbalara EEC fieldwork should meet the needs of teachers and students. Improvements to our programs often arise out of teacher and student feedback. For this reason we value the comments and suggestions made on the Evaluation Forms that are available online to participating teachers after the excursion.



9. A Guide to Developing a K – 6 Fieldwork Scope and Sequence

A planned scope and sequence of fieldwork activities will help to ensure that excursions are relevant and that students experience a variety of excursion venues.

Even with a plan, keeping track of who went where and did what is made difficult when school organisation changes from one year to the next depending on school population and the mix of single year and composite classes. If in doubt contact Rumbalara EEC and we will check our records.

The following is just one example of a scope and sequence of fieldwork based on Rumbalara EEC Programs. Notice there are two excursion options for each stage so these can be run in odd and even years. Rumbalara K-6 programs are outlined on the Rumbalara web-site

10. Rumbalara EEC Programs 2019

Stage	Program / Topic	Syllabus
ES1	Bush Picnic	Geography (People Live In Places) Science (living World)
1	Living World	Science
1	Features of Places	Geography
2	Living World-Coasts	Science (Living World)
2	Our Aboriginal Heritage	History
2	Significant Environments	Geography
2	Investigating Our Living World	Science (STEM Program)
2	Earth & Space	Science
3	Factors That Shape Places	Geography
3	Our School/Our Place (Incursion at your school)	Science Geography
3	Bright Sparks / Energy Trailer (Incursion at your school)	Science
3	Nature Documentary	English / Science

Rumbalara Programs K-6

Rumbalara K-6 programs are outlined in a brochure on the Rumbalara web-site and also via hyperlink [Primary Programs](#)

Rumbalara Geography Programs

Rumbalara Geography programs are outlined in a brochure on the Rumbalara web-site and also via hyperlink [Geography Programs](#)

Rumbalara Science Programs

Rumbalara K-6 programs are outlined in a brochure on the Rumbalara web-site and also via hyperlink [Science Programs](#)

Additional Programs

School Environmental Management

Measuring and analysing waste, energy, and water use, monitoring wildlife and stormwater to help the school become a model of environmental sustainability. Suitable for all stages.

Wiping Out Waste

The program is funded by Central Coast Council and brought to your school by educators from Rumbalara Environmental Education Centre for free. Through an expression of interest you can ask for your school to receive support for waste audits and extra support to take action for change.

Future Council

Future Council is a Stage 4 program run in conjunction with Central Coast Council. Students participate in a mock council meeting at the council and discuss a variety of sustainability issues based on current issues.

Bioblitz

Rumbalara Environmental Education Centre, in partnership with Central Coast Council and the Community Environment Network (CEN), will be holding a Bioblitz event at Bateau Bay on **Monday 9 September (Stage 3) and Tuesday 10 September (High School)**.

Bioblitz is an international initiative where the community, school groups, stakeholders and scientists get together and "blitz" the local environment to gather scientific data.



Locations and programs can be adapted to suit your needs.

All programs are supported with background materials, worksheets and teacher resources.

Booking forms are available on our website or through your school's sustainability leaders.

11. Getting ready for your excursion

Weather and Fire Risk

Most of our excursion venues are well drained and so can be used straight after rain. For this reason, decisions about weather are best made on the day of the excursion. If you want to check weather predictions then go to www.bom.gov.au



Fire bans may exclude excursions in forested areas eg National Parks, Rumbalara and Katandra Reserves. Please contact Rumbalara if in doubt. After hours phone 43 601 801 or 0409 786 620.

Ticks and leeches

Leeches are a natural part of the rainforest / wet forest community. They usually attach to shoes and then inch their way towards some naked skin. Mostly people are unaware they are donating blood as the bite is painless (leeches administer their own anaesthetic and anticoagulant).

Prevention is better than cure!

Encourage students **NOT** to bring salt to remove leeches. Instead apply insecticide to shoes and ankles. In this way leeches will be deterred from attaching to shoes.

If a leech does attach itself just pull it off and throw it away. They are a type of worm - it doesn't hurt to hold them, in fact it's quite interesting to see how they move using the suckers at each end. To find out more about these fascinating creatures go to

www.rumbalara-e.schools.nsw.edu.au.

Most tick bites cause nothing more than an irritation however some people can have an allergic reaction to tick bites.

Tips for prevention:

- Cover up eg hats, long pants, long sleeves
- Use an insect repellent

How to remove a tick:

DO NOT attempt to kill or irritate the tick with heat or chemicals – this could cause it to inject more toxin. Rumbalara EEC uses liquid nitrogen to 'freeze 'off ticks (e.g. Wart-off freeze) as suggested by ASCIA.

<https://www.allergy.org.au/patients/insect-allergy-bites-and-stings/tick-allergy>

DEC Excursion Policy

Go to the Policies and Procedures on the DET portal to review the latest excursion policy: **PD20040010 17/11/2009** and implementation procedures: **PD20040010 28/05/2009**

Specific Points:

- All teachers participating in an excursion must accept responsibility for students in their care for the duration of the excursion.
- Before the planned excursion is undertaken principals are to ensure that a risk assessment has been conducted and that precautions are taken in relation to the safety of the participants and that supervision will be adequate in relation to the number of students, their maturity, anticipated behaviours and the activities planned.

Rumbalara EEC will provide specific risk management advice to schools that can be included in their risk management plans.

Guidelines for the Safe Conduct of Sport and Physical Activity in Schools

Go to policies and procedures on the DET portal and search for '[Sport and Physical Activity in Schools, Safe Conduct Guidelines](#)

Specific Points:

- For all bushwalks, parents must be informed of full details of the location, supervision to be provided, activities to be undertaken, degree of difficulty, the contact system, cost and intended departure and return times before their written permission is obtained. The permission note must contain a clause authorising medical aid if it is considered necessary by the supervising teacher. The note should also include a section where the parent advises the school of any illness or medical condition that the student suffers from, or any medication the student is currently taking (including asthma sprays, etc).
- As a guide, it is recommended that the adult supervisor to student ratio not exceed 1:15.

12. Earth Friendly Food

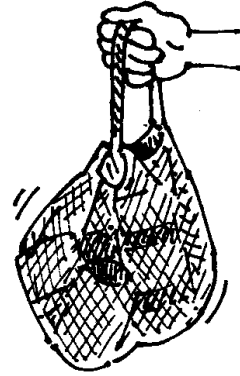
Rumbalara EEC encourages healthy food and waste minimisation

One way you can make your field trip better for the environment is to bring Earth Friendly Food.

Please don't bring anything that can't be reused or fed to the worms.

Earth Friendly Food might be:

- sandwiches in greaseproof paper - biodegradable
- drinks in a reusable container
- fresh fruit - peelings are biodegradable
- snacks in paper bags and paper wrapping - biodegradable.
- packed in a lunch box



Please don't bring

- popper drinks in throw away cartons with straws
- glass bottles - dangerous if broken
- cans - they can't be resealed
- lollies in wrappers
- pre-packed foods e.g. chips or biscuits and cheese combination packet.

Remember - if you don't bring it, you don't need to take it back to your garbage.



13. Every Experience Matters

An evidence based research report on the role of learning outside the classroom for children's whole development from birth to eighteen years.

The *Every Experience Matters* report draws on research from around the globe and provides evidence that children engaged in Learning Outside the Classroom (LOtC) achieve higher scores in class tests, have greater levels of physical fitness and motor skill development, increased confidence and self-esteem, show leadership qualities, are socially competent and more environmentally responsible. The review confirms that, when children experience the world through explorative play and experiential learning activities in school grounds, wilderness camps, art galleries, parks, or community settings their lives can be positively changed. All these experiences can lay the foundation for shaping a child's growing knowledge, confidence and identity.

This evidence-based review supports the argument that *Every Experience Matters* for children and young people. Experiences outside the formal classroom help provide the blueprint on which young people continue to build throughout their schooling. Evidence now exists that these experiences will have significant impact on the child's whole development.

This evidence has come at an important time as, around the globe, we find children and young people are experiencing a change in the way they engage and learn through the natural, cultural and physical world. This change, signified by many parents withdrawing their children from public spaces such as parks, streets and community facilities, is predominantly fed by a culture of fear and insecurity.

Additionally, in response to litigation concerns over managing 'risk', some schools are limiting out of school activities, therefore eliminating potentially rich learning experiences for children. This is in light of current childhood research that states by not allowing children to engage in independent mobility and environmental learning, teachers and parents are denying children the opportunity to develop the skills and resilience that they need to be able to be safe and manage complex environments. There are indications that this will have long-term implications for children's future development, health and well-being.

In conjunction with questions around the quality of children's experiences there has been growing debate around the relevance of what children are 'learning' in the classroom. There has been a call for a balance between what children learn and do in classrooms and what they are exposed to and experience outside the classroom. Problem-based learning, real world learning, experiential learning - all these learning models emphasise children's problem solving and critical skills using real life problems and experiences beyond the classroom walls. They are about bringing the world into the classroom and the classroom into the world.

The outcome of the review provides evidence that by experiencing the world beyond the classroom children:

- Achieve higher results in the knowledge and skill acquisition;
- Increase their physical health and motor skills;
- Socialise and interact in new and different ways with their peers and adults;
- Show improved attention, enhanced self-concept, self-esteem and mental health;
- Change their environmental behaviours for the positive, as do their values and attitudes; and their resilience to be able to respond to changing conditions in their environment.

The review has been organised around the five areas where the evidence was substantiated that children benefit from learning outside the classroom: children's learning, children's social interactions, children's emotional well-being; children's physical experiences; and children's responses and behaviour change.

The evidence includes research conducted with adults and children and is school and non-school based.

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