

# Rumbalara Environmental Education Centre Annual Report



2018



5740

## Introduction

The Annual Report for **2018** is provided to the community of Rumbalara 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.

Christine Freeman

Principal

### School contact details

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## School background

### School vision statement

#### Rumbalara EEC Vision

*Providing authentic learning experiences in, about and for the environment that enable students to make decisions and take actions for a sustainable future.*

#### NSW Department of Education Environmental and Zoo Education Centres' Vision

*Leading environmental education to empower learners for a sustainable future.*

### School context

#### Rumbalara EEC Context

Rumbalara EEC is located at Gosford on the Central Coast near Rumbalara Reserve. The school pays respect and acknowledges that it is on Darkinjung land. The Centre has no permanent student enrolments and instead services over 8000 students from predominantly Central Coast Schools.

Rumbalara offers a variety of high quality field work and sustainability education programs for students K–12. There is a strong emphasis on student led/inquiry learning with programs offered across the curriculum. The Centre's programs are also delivered off site with locations including Bouddi, Brisbane Water and Wyrabalong National Parks, Katandra Reserve, Copacabana and within schools' grounds. Aboriginal Education is a major focus of the Centre with all programs including Aboriginal perspectives and there is an Aboriginal Heritage program formally approved by Central Coast Regional AECG.

Rumbalara EEC also supports teachers on the Central Coast to deliver Sustainability Education through the provision of high quality professional learning.

Rumbalara EEC works closely with Central Coast schools and is a member of the Erina Learning Community and the Central Coast Environmental Education Network (CCEEN). The Centre has a partnership with Central Coast Council to deliver a 'Wiping Out Waste Program' and 'Future Council' (a civics and citizenship program).

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

In the Domain of Learning our evidence has led us to a judgement that we are Excelling in the areas of Learning Culture and Curriculum and Sustaining and Growing in Wellbeing and Assessment. All other areas for this domain were not applicable to our school's situation. We developed a new program and resource for the new Stage 6 Science Syllabus and Stage 4 Geography. A significant achievement this year was our in depth support to the Erina Learning Community with two 10 week Sustainability programs developed and supported by Rumbalara EEC. Our evidence to support our judgements includes visitation statistics, teacher evaluations and student and community surveys. Our ability to check student progress was improved with four new on line student surveys and pause periods to collect student work samples and assessments from visiting teachers.

In the Domain of Teaching our evidence has led us to a judgement that we are Excelling in the areas of Effective Classroom Practice and Learning and Development and Sustaining and Growing in Professional Standards. This year we significantly improved Classroom Practice by supporting visiting schools with their Positive Behaviour for Learning (PBL) and providing professional learning to improve our support to students with Autism. Rumbalara also delivered professional learning to other schools by developing and delivering new courses on the new K–6 Science Syllabus, local Aboriginal History and Stage 6 Indigenous Science Perspectives. Our evidence to support our judgements includes

teacher evaluations from professional learning workshops, staff PDP's, MyPL enrolment data and staff meeting minutes.

In the Domain of Leading our evidence has led us to a judgement that we are Excelling in Educational Leadership and School Planning, Implementation and Reporting and Sustaining and Growing in all other areas. Successful implementation of the School Plan was a central focus for all our work this year. Staff PDP's and professional learning was focussed on being able to meet our strategic directions. Our engagement with the community was significantly improved with our first Rumbalara Community Open Day with over 60 people attending. Rumbalara Principal continued as a member of the EZEC Collaborative Practice team and the Centre continued to support partnerships with the Central Coast Environmental Education Network (CCEEN), TAKE 3, Community Environment Network (CEN) and Central Coast Council. Our evidence to support our judgements includes Staff PDP's and staff meeting minutes, staff NESA reports, SPARO evaluation reporting.

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/sef-evidence-guide>

## 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.

#### Major SEFV2 links

- Learning – Curriculum, Assessment
- Teaching – Effective Classroom Practice, Professional Standards, Learning and Development
- Leading – Educational Leadership, School Resources

#### Overall summary of progress

We developed a new program and resource for the new Stage 6 Science Syllabus. This included an inquiry based Rock Platform Study and a Microplastics investigation. We also developed new programs for Stage 4 Geography –Water in Our World at Mardi Dam and Landforms and Landscapes at Bouddi National Park. A significant achievement this year was our in depth support to the Erina Learning Community with a Stage 3 Energy program in Term 2 and a Stage 2 Biodiversity program in Term 3.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increased number of schools supported to engage students in sustainability education beyond the "field work day". (Base line data 2017 is three schools)</li><li>• Student work samples demonstrate to a greater extent the creative/ critical thinking processes based on ACARA Creative &amp; Critical Thinking Continuum. (Base line 2018)</li></ul>	<ul style="list-style-type: none"><li>• Casual Relief to prepare energy and biodiversity program and resources – \$2000</li><li>• Casual Relief to deliver program \$4000</li><li>• Casual Relief to collect student assessment data – \$1000</li></ul>	<ul style="list-style-type: none"><li>• Five schools in the Erina Learning Community supported in two ten week programs.</li><li>• Students involved in ELC Programs used critical and creative thinking skills to develop Biodiversity and Energy Saving Plans for school.</li></ul>

#### Next Steps

Next year Rumbalara EEC will

- provide in depth support to five schools in the Wyong Learning Community to deliver a ten week energy program
- identify and implement an increased amount of critical thinking into our main programs
- develop and collect a range of assessments for our main programs in order to allow sharing of ideas among schools.

## Strategic Direction 2

### Develop Teacher Capacity

#### 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.

#### Major SEFV2 links

- Learning – Wellbeing, Curriculum, Assessment
- Teaching – Effective Classroom Practice, Professional Standards, Learning and Development
- Leading– Educational Leadership, School Resources, Management Practices and Processes

#### Overall summary of progress

All staff attended professional learning to increase their understanding of how to support students with Autism. The Centre collaborated with the Assistant Principal for Learning Support and as a result new resources and administration procedures were developed. Rumbalara Staff also received training on implementing Creative and Critical Thinking.

Rumbalara collaborated with EZEC Community and curriculum advisors to develop and deliver two professional learning workshops on the new K–6 Science Syllabus. Other professional learning delivered and supported by Rumbalara EEC included a local Aboriginal History afternoon with the Central Coast Curriculum Advisory Group (CAG), Annual Sustainability Leaders Forum and Stage 6 Indigenous Science Perspectives.

All staff involved in implementing the Erina Learning Community Energy and Biodiversity projects received afternoon Professional Learning to support implementation. Wyong Learning Community teachers received a full day workshop to support next years Energy project.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increase in the number and type of professional learning opportunities offered to Central Coast teachers tracked through MyPL. (Baseline Data 2017 MyPL is 3 courses).</li><li>• 50% of main K–6 programs include adjustments to teaching and learning for students with specific learning needs.(Based on ten main primary programs)</li></ul>	<ul style="list-style-type: none"><li>• Casual Relief to prepare and deliver professional learning courses \$4000</li></ul>	<p>Developed and Delivered six professional learning opportunities for Central Coast Teachers</p> <ul style="list-style-type: none"><li>• Local Aboriginal History Using Historical Inquiry Process</li><li>• Geography Tools for Berkeley Vale PS</li><li>• Annual Sustainability Leaders Forum</li><li>• Introduction to new K–6 Science Syllabus</li><li>• Stage 6 Indigenous Science Perspectives</li><li>• Learning Community Energy &amp; Biodiversity project support</li></ul> <p>Developed Social Stories Outlines for six of our main primary programs to support students with Autism.</p>

#### Next Steps

Rumbalara will provide program support to schools involved in the Wyong Learning Community Energy Project

The Stage 6 Indigenous Science Course was so successful it will be run by at least three other EEC's in 2019. as part of our shared EZEC professional learning.

The Annual Sustainability Leaders Forum will continue to run in 2019. The Centre will provide more opportunities for afternoon professional learning.

Social Stories will be developed to support students with specific learning needs.

## Strategic Direction 3

### Strengthen Partnerships

#### Purpose

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.

#### Major SEFV2 links

- Learning – Curriculum
- Teaching – Effective Classroom Practice
- Leading – Educational Leadership

#### Overall summary of progress

Rumbalara Principal continued as a member of the EZEC Collaborative Practice team and assisted with the development of a state wide microplastics Citizen Science program with AUSMAP and TAKE 3. Citizen Science was also supported through the BioBlitz program delivered to five Central Coast Schools at Bateau Bay in conjunction with Central Coast Council. REEC also worked with the University of Newcastle to provide Sustainability Education lessons to pre service primary teachers.

Our engagement with the community was significantly improved with the delivery of our first Rumbalara Community Open Day where parents and students from the Erina Learning Community participated in tree planting and students presented ideas to improve local biodiversity to Central Coast Mayor Jane Smith. The day was presented in partnership with the Community Environment Networks (CEN) Wildwatch program.

The Centre also consolidated partnerships with other Environmental Education providers by assisting with the co-ordination of four Central Coast Environmental Education Network (CCEEN) meetings and continuing partnerships with TAKE 3, Community Environment Network (CEN) & Central Coast Council. Rumbalara Principal also attended and provided a presentation to the Regional P&C Committee. Our partnership with State AECG was consolidated by assisting the delivery of two STEM programs for Aboriginal Students at two regional STEM Camps.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increase in the number and quality of programs developed in collaboration with the EZEC Community of Schools and implemented by REEC. (Base line data 2017 is one collaborative program. Quality will be measured through Centre based survey to schools with an aim of 10% increase in high to very high responses for curriculum, values and engagement questions).</li><li>• Increase in the number of schools engaged in community learning projects. (Base line data 2017 is thirteen schools)</li></ul>	<ul style="list-style-type: none"><li>• Casual relief funds to attend EZEC Collaborative Practice meetings \$4000</li><li>• Casual relief funds to attend partnership projects and develop resources \$5000</li></ul>	<ul style="list-style-type: none"><li>• EZEC/TAKE 3/AUSMAP Microplastics program developed and delivered to six schools on the Central Coast. Of the four survey responses collected 3/4 schools rated high to very high responses for curriculum, values and engagement questions.</li></ul> <p>Rumbalara EEC delivered the following projects in conjunction with Community Partners.</p> <ul style="list-style-type: none"><li>• Bioblitz – 5 Schools</li><li>• Wise About Waste – 7 schools</li><li>• Aboriginal STEM Camp (185 student)</li><li>• Future Council – 80 students</li><li>• Green Canteens – 25 schools</li></ul>

## Next Steps

Rumbalara EEC will continue to offer the Microplastics program with new resources developed in conjunction with AUSMAP. Some schools involved in the trial with Take 3 will complete the program with Take 3.

Collaborative programs such as Bioblitz, Future Council and Sustainability Education Course for Newcastle Uni will continued to be offered in 2019.

Rumbalara EEC will run another community open day event and organise for partners to be able to use the Centre through Community Users Agreements.

Wiping Out Waste program will be developed and delivered to at least 8 schools in partnership with Central Coast Council.



## Student information

In 2018 Rumbalara EEC conducted field work programs for 8802 students. Of these 61% were primary and 29% were secondary. Our most popular primary programs were Stage 1 Features of Places, Stage 1 Living World, Stage 2 Significant Environments. Our most popular secondary programs were Stage 5 Environmental Change and Management (Geography), Stage 6 Local Ecosystems (Science) and Stage 4 Landscapes & Landforms (Geography).

An additional 857 students were also involved in special programs delivered with Central Coast Council. Twenty pre service students from Ourimbah University were also trained in Sustainability Education with Rumbalara EEC.

## Workforce information

### Workforce composition

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

\*Full Time Equivalent

Rumbalara EEC employees a permanent full time principal and a permanent full time teacher. Currently the permanent teacher is on leave four days a week and these days have been filled by two casual teachers. The Centre does not have any Aboriginal Peoples in its workforce.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

Rumbalara Staff participated in a number of professional learning opportunities during 2018. These are listed below

- Annual EZEC teachers Conference and Principal Conference

- Geography Teachers Association Conference
- Teaching Science with Confidence
- Stage 6 Science Aboriginal Perspectives and content
- Implementing the Historical Inquiry Process using local Aboriginal Perspectives
- Teaching Students With Autism
- Critical & Creative Thinking
- Developing & Managing the Total School Budget for 2018
- Engaging with SCOUT reports
- Connect Ed Professional Learning Conference for Principals

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	33,717
<b>Revenue</b>	415,052
Appropriation	383,443
Sale of Goods and Services	2,070
Grants and Contributions	29,033
Gain and Loss	0
Other Revenue	0
Investment Income	506
<b>Expenses</b>	-399,869
Recurrent Expenses	-399,869
Employee Related	-360,722
Operating Expenses	-39,147
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	15,183
<b>Balance Carried Forward</b>	48,900

The Centre generates some income from visiting schools. These funds are used for program development, resources and the employment of casual teachers to increase the number of field work days available for schools.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
<b>Base Total</b>	380,980
Base Per Capita	11,602
Base Location	324
Other Base	369,054
<b>Equity Total</b>	0
Equity Aboriginal	0
Equity Socio economic	0
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	0
<b>Other Total</b>	0
<b>Grand Total</b>	380,980

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## Parent/caregiver, student, teacher satisfaction

Throughout 2018 we assessed visiting school teacher's perceptions of our field work programs. The responses are outlined below.

- Creating a Positive Learning Environment 73% scored 4/4, 21% scored 3/4
- Rumbalara Staff demonstrate high learning expectations 70% scored 4/4, 22% scored 3/4
- Relevance of field work programs to curriculum 59% scored 4/4, 31% scored 3/4
- Staff Knowledge of topics 71% scored 4/4, 22% scored 3/4

### Below are some responses from our teacher surveys

- Students are independently and actively discussing ways to reduce power use etc in school and at home.
- The students were able to see the natural features that we have been discussing in class in person which was an incredible experience for them. Many had never been bush walking or to the bush before.

- All the staff had excellent field knowledge and presented this knowledge in an engaging way.
- The program has made me look at the natural environment within our school grounds and in the surrounding neighbourhood and realise the wealth of accessible opportunities for science and environmental education.

## Policy requirements

### Aboriginal education

Most of the Centre's programs include an Aboriginal perspective and content that reflect local "on country" learning. This year we met with the Aboriginal Education & Wellbeing team to discuss how we could further support Aboriginal students. As a result of the discussions Rumbalara EEC supported the AECG STEM camp for Central Coast Students. Over two days we supported 185 Aboriginal students in STEM education. The Centre also ran an Aboriginal Art day with support from NAIDOC funding.

The Centre always engages in ongoing conversations with Tuggerah DoE District Office Aboriginal Learning and Well Being Team and Regional AECG.

### Multicultural and anti-racism education

The Centre's programs encourage students to consider sustainability as a global issue. They also demonstrate that environmental attitudes and values have a cultural basis. Our regular newsletter to schools and our website encourage participation in worldwide students events.