

Rumbalara Environmental Education Centre Annual Report



2017



5740

Introduction

The Annual Report for **2017** 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

Rumbalara Environmental Education Centre

Donnison St

Gosford, 2250

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

rumbalara-e.School@det.nsw.edu.au

4324 7200

School background

School vision statement

Students become global citizens contributing to the ecological sustainability of planet earth as a result of the experiences in, about and for the environment provided by Rumbalara EEC (REEC).

NSW Department of Education Environmental and Zoo Education Centres' Vision

To support NSW Public Schools in implementing sustainability education through meaningful learning experiences in, about and for the environment. We strive to be leaders in providing students with the skills, values and opportunities to act as responsible citizens.

School context

Rumbalara EEC is one of 25 Environmental and Zoo Education Centres (EZEC) operated by the NSW Department of Education and Communities (DEC).

Together these centres form a learning community that lead schools in the implementation of environmental and sustainability education. They provide students with experiential learning opportunities in natural and built environments and professional learning and support for teachers and school communities.

The centre is located at the entrance to Rumbalara Reserve and just a short walk from the central business district of Gosford. Our facilities support the delivery of fieldwork programs and the production of environmental education resources. They include a connected classroom, environmental resource library, field studies laboratory and bush walking trails.

The Centre particularly encourages and supports environmental sustainability in Central Coast public school communities. As a result of our services they will be:

- more aware and appreciative of local and global environments;
- more knowledgeable about the causes of environmental problems;
- more skilled in communicating to environmental decision makers; and
- more actively involved in caring for the environment

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 of Delivering in most learning elements and Sustaining and Growing in the area of Curriculum and Learning. Rumbalara has improved support for STEM and science through an increased commitment to Citizen Science and development of new programs in collaboration with experts from Central Coast Council and scientists from Macquarie and Newcastle universities. We developed new resources for secondary Geography and delivered two specialised Environmental Art days (one specifically for Aboriginal Students). We implemented new on line assessment strategies and attended professional learning to increase our understanding of student reporting and assessment. A new discipline policy was developed and will be trialled in 2018. Our evidence to support our judgements includes teacher evaluations, assessment rubrics, collection of student work samples and pre and post recorded student interviews.

In the domain of Teaching our evidence has led us to a judgement that we have been Delivering in Effective Classroom Practice and Professional Standards and Sustaining and Growing in Learning and Development. and Collaborative Practice. REEC has continued its collaboration with the Central Coast Curriculum Advisory Group (CAG) and the EZEC community to deliver professional learning on the science syllabuses. Relieving Principal Christine Freeman was also a member of the EZEC Collaborative Practice Team that met each term to discuss projects and priorities for EZEC state

wide. Our evidence to support our judgements includes evaluations from our professional learning events, visiting teacher evaluations, minutes from staff meetings and the minutes of meetings with the Collaborative Practice Team.

In the domain of Leading our evidence has led us to a judgement of Sustaining and Growing in all elements. The Centre has developed a strong relationship with the community and was involved in projects with the University of Newcastle, Take 3, Central Coast Council and the Community Environment Network. Rumbalara teaching staff are extensively involved in school planning processes and are committed to continual improvement. The Centre is also focussed on collaborating with local schools and other Environmental and Zoo education Centres. . Our evidence to support our judgements comes from a survey of Central Coast teachers and principals, collaborative program evaluations, Rumbalara School Plan, staff meeting minutes and visitation statistics.

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

Learning for environmental sustainability

Purpose

Providing experiences in the environment that develop a deep understanding and ability to think critically, creatively and ethically for environmental sustainability

Overall summary of progress

This year Rumbalara EEC was able to provide outstanding support in learning for environmental sustainability. We improved support for STEM and Citizen Science by developing a local rock platform monitoring project for Gifted and Talented students at Copacabana Public School and delivering a 'Bioblitz' citizen science program with local scientists and Central Coast Council at Bateau Bay. We developed new programs and resources for secondary Geography and delivered two specialised Environmental Art days (one specifically for Aboriginal Students). We also began planning and developing resources for the new Stage 6 Science Syllabus.

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">All REEC programs aligned to new syllabuses and new programs developed.	<ul style="list-style-type: none">Casual Relief to deliver GATS program –\$500Prepare and deliver Bioblitz (funding from Central Coast Council and Teachers Mutual Bank)–\$4450Casual Relief for program development Geography & Science \$2000Prepare and deliver 2 Environmental Arts Days (funding by Arts Council) –\$2500Relief to attend GATS camp (Funded by Central Coast GATS fund) \$1000	<p>Increased Citizen Science and STEM opportunities for students through</p> <ul style="list-style-type: none">developing a rock platform monitoring program for GATS students at Copacabana P.Sdelivering a 'Bioblitz' citizen science program at Bateau Bay.developing new resources for Stage 4 Geography Environmental Change and Management and Sustainable Biomesdelivery of two Environmental Art Days (one specifically for Aboriginal Students).planning and consultation for the Stage 6 science syllabusdelivery of a science inquiry program for Stage 3 GATS camp. <p>Improved student assessment through the development of online post students surveys and collection of pre and post learning through video evidence.</p>
<ul style="list-style-type: none">25% improvement in student environmental knowledge, skills and attitudes as a result of participation in REEC programs.		<p>In 2017 98.39% of teachers indicated that participation in Rumbalara EEC's program enhanced students' knowledge about the environment and skills in interpreting the environment. This is a 15% improvement from data collected in 2016. There was no base line data collected in 2015.</p>

Next Steps

Increase engagement of schools beyond field work through the delivery of a Stage 3 Energy program and a Stage 2 Biodiversity program with the Erina Learning Community.

Development of Stage 6 Science Inquiry and Depth Study program for Bateau Bay Rock Platform and Microplastics at local lagoons.

Increase student assessment opportunities.

Strategic Direction 2

Fostering quality teaching

Purpose

To build the capacity of teachers to deliver quality environmental education experiences in, about and for the environment

Overall summary of progress

During 2017 Rumbalara EEC delivered a range of professional learning for teachers in sustainability education, geography and science. We also supported teachers with improved pre and post visit resources, newsletters and case studies of schools with significant achievements in sustainability education.

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">• More environmental sustainability professional learning opportunities for teachers.	<ul style="list-style-type: none">• Preparation and casual relief for two CAG workshops (funded by Central Coast CAG) \$2000• Prepare and deliver Sustainability Leaders Forum. –\$2000• Prepare and deliver Science workshop (including casual relief) \$1000	Professional learning provided by Rumbalara EEC in 2017 included; <ul style="list-style-type: none">• a K–6 science investigations workshop in collaboration with Central Coast CAG• a K–6 geography workshop for curriculum leaders in collaboration with Central Coast CAG• the annual Sustainability Leaders forum with a focus on collaborative projects• a Stage 6 science workshop on Depth Studies with a focus on rock platforms and microplastics.
<ul style="list-style-type: none">• Increase in the number of schools contributing to the 'Green Schools' web based directory of best practice.		This year four more schools provided reports for the website and newsletter on sustainability education. The Sustainability Leaders pack was upgraded and provided to teachers attending the sustainability leaders forum.
<ul style="list-style-type: none">• Improved pre and post excursion resources		Pre and Post visit resources were improved for Stage 1 Living World, Stage 2 Significant Environments and Stage 4 Geography Environmental Change and Management

Next Steps

Provide professional learning on

*STEM and project based learning with a sustainability education focus.

*local Aboriginal culture using the historical inquiry process.

Continue support for sustainability leaders through case studies and sustainability leaders forum.

Increase professional learning opportunities for Rumbalara teachers through collaboration with the EZEC network.

Engage in professional learning that will embed practices at Rumbalara EEC to support students with special learning needs.

Strategic Direction 3

Environmental sustainability through strong connections

Purpose

Forging strong networks by leading and inspiring a culture of collaboration and innovation to achieve environmental sustainability

Overall summary of progress

During 2017 Rumbalara EEC continued to provide quality environmental sustainability projects through strong connections with the community and government environmental education providers. Both teachers at the Centre significantly contributed to meetings of the Central Coast Environmental Education Network (CCEEN). A joint project on reducing waste in school canteens was planned and implemented towards the end of 2017. Projects with Central Coast Council included the continuation of support for Wise About Waste, Future Council and a citizen science project (Bioblitz) at Bateau Bay. Planning for the delivery of a collaborative project on Microplastics with Take 3 and Macquarie University was also undertaken with implementation to local schools in 2018. Rumbalara EEC principal attended four meetings of the EZEC collaborative Practice Team.

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"> Development and implementation of new programs 	<ul style="list-style-type: none"> Deiver Wise About Waste (casual release funded by Central Coast Council) – \$7200 Casual Relief for leaders day – \$500 Casual Relief for Pre-service techers Newcastle Uni – \$1000 	<p>Rumbalara EEC delivered eight programs in collaboration with partners in 2017. These included;</p> <ul style="list-style-type: none"> Green canteens project with CCEEN Wise About Waste with Central Coast Council and 8 local schools. Future Council with Central Coast Council and 12 local schools Bioblitz with Central Coast Council and 5 local schools. Stage 3 Environmental Leaders day with Central Coast Council and selected students from 25 local schools. a student leadership workshop for 'Valley Schools' learning community (50 students) Sustainability Education and Geography workshops to pre-service teachers at University of Newcastle (Ourimbah Campus). development of a Stage 6 science Microplastics program with Take 3.
<ul style="list-style-type: none"> More effective delivery of environmental education as a result of EZEC community collaboration 	<ul style="list-style-type: none"> EZEC Representative funding – \$1270 Casual Relief to attend EZEC meetings – \$1500 	<p>REEC principal attended four meetings of the EZEC Collaborative Practice Team. These meetings resulted in</p> <ul style="list-style-type: none"> continued support and funding for and elected EZEC representative development of professional learning and a generic professional learning course for Stage 6 Science Depth Studies sharing of geography programs across the EZEC network on Google drive development of shared strategic directions and processes for EZEC 2018–2020

Next Steps

Continue support for collaborative projects with EZEC Collaborative Practice Team, Central Coast Council and Take 3.

Increase community engagement through a Rumbalara EEC open day and develop a relationship with Regional P&C.

Student information

In 2017 Rumbalara EEC conducted field work programs for 8427 students. Of these 63 % were primary and 26% were secondary and . Our most popular primary programs were ES1 Bush Picnic, Stage 1 Features of Places, Stage 2 Our Aboriginal Heritage and Stage 3 Bright Sparks Energy Trailer. Our most popular secondary programs were Stage 5 Environmental Change and Management (Geography) and Stage 6 Local Ecosystems (Science).

An additional 956 students were also involved in special programs delivered with Central Coast Council. 34 pre service students from Ourimbah University were also trained in Sustainability Education with Rumbalara EEC.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.19
Other Positions	0

*Full Time Equivalent

Rumbalara EEC employees a permanent full time principal and a permanent full time teacher. In Term 4, 2017 the permanent teacher began 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	50
Postgraduate degree	50

Professional learning and teacher accreditation

Rumbalara EEC is active in enabling the ongoing professional learning of the twenty five Environmental and Zoo Education Centre's around the state. Through the EZEC Collaborative Practice team and the EZEC conference co-ordinators, the Centre contributed to learning sessions and programming for both teacher and principal EZEC conferences. Our specific contributions included sessions on Citizen Science, Geography and NESAs inspections in an EZEC context.

Other professional learning attended by Centre staff included;

- maintenance of mandatory training in CPR, Child Protection and Code of Conduct
- Science stage 6 MESH roadshow
- Geography Teachers Conference
- LMBR training for SAM and principal
- Newcastle/ Central Coast Ed Connect Leadership conference
- Creative thinking and Quality teaching at Erina Learning Community Staff Development Day
- Evaluation Essentials

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	39,247
Global funds	35,745
Tied funds	2,124
School & community sources	10,171
Interest	264
Trust receipts	0
Canteen	0
Total Receipts	48,304
Payments	
Teaching & learning	
Key Learning Areas	16,345
Excursions	0
Extracurricular dissections	5,498
Library	0
Training & Development	5,394
Tied Funds Payments	5,943
Short Term Relief	928
Administration & Office	5,051
Canteen Payments	0
Utilities	2,782
Maintenance	1,056
Trust Payments	0
Capital Programs	0
Total Payments	42,997
Balance carried forward	44,555

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	91,125
Appropriation	66,638
Sale of Goods and Services	-680
Grants and Contributions	24,971
Gain and Loss	0
Other Revenue	0
Investment Income	197
Expenses	-57,408
Recurrent Expenses	-57,408
Employee Related	-38,058
Operating Expenses	-19,350
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	33,717
Balance Carried Forward	33,717

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

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.

	2017 Actual (\$)
Base Total	381,290
Base Per Capita	9,170
Base Location	324
Other Base	371,797
Equity Total	0
Equity Aboriginal	0
Equity Socio economic	0
Equity Language	0
Equity Disability	0
Targeted Total	0
Other Total	0
Grand Total	381,290

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 2017 we assessed visiting school teacher's perceptions of our field work programs. The responses are outlined below.

- Creating a Positive Learning Environment 80% scored 4/4, 20% scored 3/4
- Rumbalara Staff demonstrate high learning expectations 79% scored 4/4, 21% scored 3/4
- Relevance of field work programs to curriculum 59% scored 4/4, 31% scored 3/4
- Staff Knowledge of topics 92% scored 4/4, 7% scored 3/4

Below are some responses from our teacher surveys

- I have been on this excursion a number of times over the past 10 years – both in the capacity of a teachers aid and as a Classroom teacher. I found this time to be more informative about local stories specific to this area which really engaged the students.
- Absolutely fabulous very engaging with students and staff, differentiated where needed on day.
- Full of local area knowledge and curriculum content.
- The teachers were excellent on a very difficult day weather wise. They were able to adapt and change the program as weather conditions changed.

Policy requirements

Aboriginal education

Most of the Centre's programs include an Aboriginal perspective. The 'Our Aboriginal Heritage' fieldwork program specifically focusses on traditional Aboriginal life and culture. The program and resources were presented to the regional AECG and approved for distribution to schools.

Rumbalara EEC also conducted a field work days specifically for Aboriginal students from Avoca P.S and delivered an Aboriginal & Environmental Art day specifically for Aboriginal students.

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 world wide students events.