



# Bournda Environmental Education Centre

## Annual Report



2016



5679

# Introduction

The Annual Report for 2016 is provided to the community of Bournda 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.

Doug Reckord

Principal

## School contact details

Bournda Environmental Education Centre

Bournda National Park

Kalaru, 2550

[www.bournda-e.schools.nsw.edu.au](http://www.bournda-e.schools.nsw.edu.au)

[bournda-e.School@det.nsw.edu.au](mailto:bournda-e.School@det.nsw.edu.au)

6494 5009

## Message from the Principal

In 2016 Bournda Environmental Education Centre (BEEC) celebrated 40 years of providing environmental education programs to schools. The demand for our programs, and the support that we continue to receive from schools and teachers, is an indication that the centre is contributing strongly to positive educational outcomes for students.

The BEEC staff are a key ingredient in the Bournda success story; their skills, knowledge, commitment and enthusiasm mean that students are engaged in rewarding experiences that make a difference to their learning. It is wonderful to work with a team that is always prepared to make that extra effort to make programs a success. Our School Administrative Manager, Jan Lynch has worked very hard to ensure that the Centre is well prepared for the transition to the Learning Management Business and Reform (LMBR) and new finance system in 2017.

Our partnerships continue to contribute resources to learning programs for our schools. The Sapphire Coast Regional Science Hub collaborated on a successful National Science Week program with the support of Inspiring Australia. The Canberra Region Joint Organisation (CBRJO) has been an excellent partner in waste education programs and we thank CEO Gabrielle Cusack for the continued support. Our Centre is located in a National Park and we thank the NPWS for their support of our programs. Regional Manager Tim Shepherd has been a steadfast supporter over many years and we thank him for his leadership and support.

Our greatest inspiration comes from the students who participate so enthusiastically in our programs. Their energy and enjoyment continually focuses us on the importance of outdoor learning and positive experiences in the natural world for student wellbeing. A key strategic direction for BEEC is empowering students to have a positive impact on their environment through learning for sustainability and those sustainability principles will drive our success in 2017 and beyond.

## Message from the school community

These teacher testimonials were sent to BEEC after school programs. Teachers provide us with the ultimate feedback by continuing to book students into programs, year after year.

"It was my absolute pleasure to attend the leadership camp. Every student had nothing but positive things to say and went home with some amazing memories and increased understanding of the skills and attributes needed to be a leader."

"Thanks so much! I really enjoyed the camp and the team at Bournda were just brilliant!"

"I had an absolute ball! Thanks so much for doing what you do!"

# School background

## School vision statement

A highly skilled, vibrant and inclusive Environmental Education Centre, where students are actively engaged in meaningful and challenging learning experiences that build resilience, wellbeing and the capacity to contribute as responsible citizens in an ecologically sustainable society.

Bournda EEC will work with other Environmental Education & Zoo Education Centres (EZEC), teachers, communities of schools and partners to implement sustainability education through meaningful learning experiences in, about and for the natural, built and cultural environment. We strive to be the leaders in providing students with the skills, values and opportunities to act as responsible citizens in an ecologically sustainable society.

## School context

Bournda EEC (BEEC) is a Department of Education (DoE) facility located within Bournda National Park, a superb natural setting ideally suited for the delivery of environmental education and sustainability programs across a range of key learning areas. We service a large catchment of K–12 schools across rural south-east NSW. Programs are also offered in schools and at other off-site locations as required. Overnight programs for students are offered, with camping available at the Hobart Beach Camping Ground and the Field Studies Hut. BEEC also delivers professional learning opportunities for teachers, assists schools with environmental audits and provides teaching resources to support student fieldwork activities. BEEC has developed many partnerships to enhance curriculum opportunities for students in our rural communities. BEEC works closely with local Aboriginal communities to provide support for schools in the delivery of Aboriginal education.

## 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** we are delivering. In 2016 we evaluated a major transition program by interviewing 84 students and found that 95% of the students felt that the BEEC staff did a great job looking after their needs. This illustrates that positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. BEEC programs address the needs of identified student groups as demonstrated by the strong support for the 2016 Creative and Talented students program.

In the domain of **Teaching** we are delivering. The development of a new website has led to an ongoing review of BEEC programs to match new syllabus documents. The BEEC Principal participated in a coaching program and this will assist in providing formal mentoring and coaching support to improve teaching and leadership practice. Our teachers are actively engaged in planning their own professional development to improve their performance and have completed Professional Development Plans.

In the domain of **Leading** we are sustaining and growing. BEEC liaises closely with the Sapphire Coast Learning Community (SCLC), the Far South Coast Principals Network (FSC) and Environmental and Zoo Education Centres (EZEC) to ensure our programs meet the needs of our client schools. BEEC has a lead role with the Sapphire Coast Regional Science Hub and, with Inspiring Australia NSW funding support, coordinated a successful National Science Week program. Our partnerships with organisations such as Canberra Region Joint Organisation (CBRJO) have lead to BEEC being recognised as a contributor to improving available resources for improving student outcomes.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Empowering students to have a positive impact on their environment

### Purpose

Every student participating in Bournda EEC programs will be actively engaged in meaningful and challenging learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

### Overall summary of progress

In 2016 the Bournda Environmental Education Centre provided excellent support for teachers and students in the key areas of wellbeing, mandatory fieldwork and enrichment of curriculum opportunities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
2 new programs developed and evaluated in partnership with schools.	A new Stage 3 marine science program, focusing on prawns and local estuaries, was developed with positive results.	\$5000
Leadership programs available to schools in 2017.	The EZEC Conference and Principals Conference provided opportunities to learn more about youth leadership Programs. The Eurobodalla Learning Community Leaders Camp was a new program; 6 schools attended.	Professional learning funds \$1700
School evaluations of NAIDOC show positive engagement with new activities.	Planning meetings with BEEC, NPWS and Eden LALC personnel. The Eden Aboriginal Community provided a new activity based on the cultivation of yams. This was well received by the schools as reflected in positive evaluation data.	BEEC provides a staff member as in-kind support and also art materials and other resources to support the program  \$1500
10% increase in number of students and schools participating in Regional Science Hub activities.	The Atlas of Life in the Coastal Wilderness and BEEC collaborated on the Four Winds Bioblitz with 3 schools and 75 students attending. Hub members also collaborated on National Science Week activities and a STEM Expo/Robotics Workshop attended by 6 schools and 30 students.	Planning and preparation – 3 x teacher days.  \$3000
Two "Where's Ollie" units produced.	Initial work on setting up a web portal was undertaken in conjunction with teachers from Bega Valley PS. Planning meetings were held to scope what units needed to be prepared.	BEEC support – 3 x teacher days  \$1500

### Next Steps

Continue to evaluate and refine NAIDOC program in partnership with Eden Aboriginal Community and NPWS.

Finalise new programs and upload new Science and Geography units to BEEC website.

Develop STEM activities for National Science Week activities for 2017. Draft online

Where's Ollie units prepared for SCLC schools to trial.

## Strategic Direction 2

Fostering quality teaching and leadership in environmental and sustainability education

### Purpose

Build the Bournda EEC workforce capacity through focused professional learning and development that creates a culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level. Bournda EEC will work to improve the quality of professional learning and leadership in environmental / sustainability education with the EZEC network, teachers, communities of schools, Principals networks and partners.

### Overall summary of progress

BEEC has two casual teachers seeking accreditation as proficient. The Professional Development Framework and Professional Development Plan processes have provided an excellent opportunity for discussion and collaboration around goals and the evidence for meeting professional teaching standards.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student feedback reports show high scores for activities.	BEEC has developed a new booking system integrated into our new website which allows for automatic emailing and processing of evaluation surveys for teachers and students. Data only became available towards the end of 2016 but confirms high scores for activities conducted at BEEC	\$13250  for development of BEEC website, BEEC Booking system and evaluation reports
BEEC teacher profession learning evaluation data shows activities met staff needs.	TPL activities included orienteering coaching, Enabling Change, social media masterclass. Staff evaluations showed that these activities contributed to staff capacity to improve student learning outcomes.	\$3500
100% of staff have PDPs that are developed and reviewed annually.	All BEEC teachers were engaged in PDP development and worked towards accomplishing professional goals. The BEEC Principal participated in peer coaching training to support staff.	\$700
Teachers seeking accreditation have 5 annotated work samples.	BEEC staff took part in Adobe Connect sessions on the annotation of work samples. BEEC staff discussed how evidence would be collected and presented.	\$0
Bournda Mindfulness program is developed and positive evaluation data is collected	The BEEC Principal contributed to the Mindfulness team and attended the Thriving Schools – Mindfulness workshop. The information will be used to design activities for students in 2017.	\$0

### Next Steps

Increase the number of activities where student evaluations are received.

Completion of teacher accreditation evidence and annotation.

Develop mindfulness activities and integrate with existing BEEC programs for leadership, peer support and wellbeing.

Increase opportunities for professional learning courses on sustainability, environmental education and safe excursions.

## Strategic Direction 3

### Leading Environmental and Sustainability Education

#### Purpose

Bournda EEC will work with the EZEC network, teachers, communities of schools and our partners to develop systemic leadership, innovation and best practice in environmental and sustainability education.

#### Overall summary of progress

BEEC continues to work collaboratively with a wide range of organisations. Our partnerships contribute resources to programs that support schools and student learning outcomes.

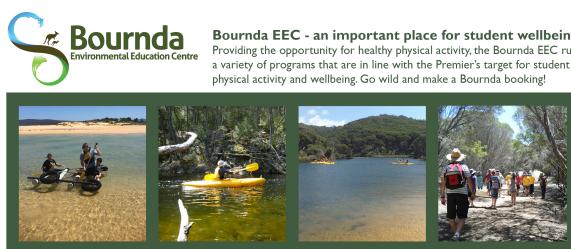
#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Number of disabled or high need students involved in programs increases by 10%	BEEC investigated how to improve access for students with mobility needs. A quote was obtained from suppliers and schools were surveyed regarding their potential use of all-terrains. An application for funds from the Support Equipment program was made.	\$0 (\$9000 sought)
Number of EZEC activities and resources supported by BEEC increases by 10%	BEEC Principal took on a role with the EZEC Social Media team posting on behalf of the EZEC Twitter and Facebook accounts. Participation in the EZEC Social Media training course led to positive changes in how our centre uses social media to link with community and partners.	Computer coordinator funds \$2800

#### Next Steps

Purchase a suitable all-terrain wheel chair.

Support BEEC staff to utilise the new BEEC website to post stories and resources for schools.



## Student information

A total of 7628 students attended programs run by BEEC in 2016. Primary students (Early Stage 1 to Stage 3) accounted for 4196 of these students. The secondary cohort was 2434. Students from Universities, TAFE and other educational institutions totalled 998.

### Management of non-attendance

Figures in the table below are shown as percentages.

The visitation profile remains similar to other years with 60% of students in Stages 2, 3 and 4.

St 1	St 2	St 3	St 4	St 5	St 6	Other
11	20	25	15	14	2	13

## Workforce information

### Workforce composition

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

\*Full Time Equivalent

Bournda EEC does not have any Aboriginal staff but where possible Aboriginal presenters are employed to deliver Aboriginal education activities.

### 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	100

### Professional learning and teacher accreditation

BEEC contributes resources to our community of schools and learning community, Environmental and Zoo Education Centres (EZEC), which is made up of the twenty-five centres located across NSW. BEEC staff participated in the Environmental and Zoo Education Centres (EZEC) Annual Conference hosted by Thalgarrah EEC at the University of New England. BEEC contributed presentations on citizen science projects, education experiences in Nepal, nocturnal surveys and waste education. The BEEC Principal also attended the Annual EZEC Principals Conference in Sydney and chaired a session on the administration of centres. EZEC also provided a range of professional learning activities through workshops and video conferences that assisted us to improve our capacity to deliver quality teaching and learning programs.

The Sapphire Coast Learning Community (SCLC) is also a key area for professional learning engagement and the BEEC Principal participated in a coaching program with other SCLC schools.

Two casual teachers employed by BEEC are receiving support for teacher accreditation.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>142 738.83</b>
Global funds	36 362.82
Tied funds	9 620.43
School & community sources	82 456.46
Interest	2 968.68
Trust receipts	12 051.68
Canteen	0.00
<b>Total income</b>	<b>286 198.90</b>
Expenditure	
Teaching & learning	
Key learning areas	8 250.64
Excursions	10 367.66
Extracurricular dissections	40 617.80
Library	426.41
Training & development	0.00
Tied funds	8 029.88
Short term relief	299.75
Administration & office	12 811.12
School-operated canteen	0.00
Utilities	4 065.41
Maintenance	2 846.45
Trust accounts	12 065.64
Capital programs	13 252.50
<b>Total expenditure</b>	<b>113 033.26</b>
<b>Balance carried forward</b>	<b>173 165.64</b>

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.

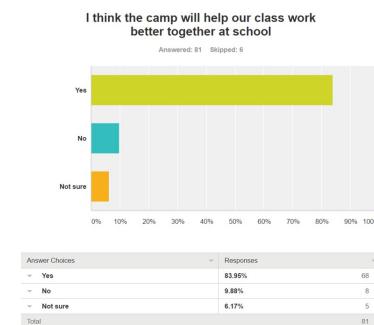
## Parent/caregiver, student, teacher satisfaction

BEEC seeks feedback from visiting students and teachers and for every program we deliver.

A Year 7 Leadership and Wellbeing Camp that BEEC provided for a local high school was evaluated by students with 84 respondents. 84% identified that the camp would help the students work better together back at school. 83% strongly agreed with the statement, "I learned more about myself and classmates". The average score given for the camp by the students was 8 out of 10.

Teacher evaluations were returned and scored on a Likert scale of 1 to 5, with 1 being the most positive response and 5, the most negative. The average score for the evaluations received was 1.1 indicating a high level of satisfaction with the programs. This excellent result is similar to previous years indicating that BEEC is consistently delivering programs that meet teacher and student needs.

In 2017 the new BEEC booking system will be used to collate evaluation results.



## Policy requirements

### Aboriginal education

BEEC acknowledges the Yuin Nation as the custodians of the land and will continue to work with local Aboriginal communities to provide improved opportunities for all students to learn about Aboriginal heritage and culture. BEEC supports the EZEC Aboriginal Reconciliation Plan, whose vision is for all Australians, particularly young Australians, to recognise, understand and be proud of the fact, that Aboriginal and Torres Strait Islander peoples, as Australia's first peoples, have strong connections culturally, physically and spiritually to the lands and waters of our nation. BEEC worked with the Eden Aboriginal community and NPWS to deliver the 2016 NAIDOC program to 488 students from Bega Valley PS, Pambula PS, Eden PS, Cadelo PS, Wyndham PS and Bemboka PS.



## Multicultural and anti-racism education

BEEC provides opportunities for all students to participate in programs regardless of their ethnic background and provides an inclusive environment that promotes understanding, tolerance and harmony. 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. The BEEC Principal commenced ARCO training.

## Other school programs

Consistent with the Rural and Remote Education Blueprint, Bournda EEC provided K–12 students across rural south-east NSW, access to a broad range of curriculum opportunities including the following:

### Student Wellbeing – including team building, peer support, leadership and PEHEPD activities

Bega HS Year 7 Transition Program

Eurobodalla Learning Community Leadership Camp

Cobargo PS Leadership Camp

Small Schools Peer Support Camp – 8 schools

Eden PS Year 6 Leadership Day

Bega Valley PS Bike riding program

Tanja PS Outdoor Expedition

Tathra PS Yr6 Leadership Camp

Small Schools Outdoor Expedition – Tanja PS; Wyndham PS; Towamba PS.

Narooma HS Year 7 Camp

Bombala HS Year 8 Camp

Bega HS Kayaking Expedition.

Year 10 Cross Roads Program– 1 school

Bega Valley Community Drug Action Team Camp – 4 schools

Stage 6 Sport, Leisure and Recreation Camps  
– Monaro HS; Karabar HS; Eden MHS

### K–6 Enrichment/Creative and Talented Programs included:

Creative Art and Writing – 12 schools

Our Place – Mapping, GPS and Sense of Place – 8 schools

Environmental Science – 15 schools

Science in the Lab – 7 schools

Marine Science – 8 schools

Biodiversity for Kids – 7 schools

Leadership and Fitness – 6 schools

Literacy and Puppets – 8 schools

Numeracy and Geocaching – 8 schools

Going Ape – 7 schools

Biike Safari – 8 schools

### K–6 Fieldwork Program – HSIE – 6 schools

**STEM Expo** – Tanja PS, Quaama PS, Tathra PS, Cadelo PS, Bega Valley PS, Ulladulla HS, Narooma HS

### K–6 Science Fieldwork Program

Marine Science – Wallagoot Lake Prawn Study – Pilot program trialled with Tathra PS

Spring Water Bug Survey – 8 schools

Zoomobile tour – Bega Valley PS, Bombala PS, Delegate PS

Four Winds Bioblitz – 3 schools

Talbingo PS Environmental Day

Tathra PS Weather Warriors Program

Merimbula PS Living and Non-living Environments

Cooma PS Rock platform/Bug catching/beach activities

### 7–12 Science

Four Winds Bioblitz – 1 school

Yr 10 Marine Studies – Karabar HS

Biology fieldwork – 2 schools. Batemans Bay HS; Bega HS.

### 7–12 Geography

Year 10 Geography Fieldwork – Bombala HS; Eden  
MHS

EcoRanger Program – with NPWS – 2 schools. Eden  
MHS; Bega HS

### **School Sustainability Programs**

Threatened Species Week – 7 schools

Elephant Conservation Video Conference – 4 schools

Waste audits in Schools – with CBRJO – Eden PS;  
Eden MHS; Cooma North PS

Queanbeyan Sustainability Expo – with CBRJO –  
Bungendore PS; Braidwood CS; Jerrabombera PS.

World Environment Day Activities – Ulladulla HS Yr 7  
Environment day

### **Support for all students**

Animal habitats – Pambula Pre-School.

Initiative/Team work program – South Coast Hearing  
Impaired students.

English as a Second Language Camp – Bega HS.

Outdoor Activities program – Eden MHS Special  
Education Unit