

Bournda Environmental Education Centre Annual Report



2017

Introduction

The Annual Report for **2017** 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

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Message from the Principal

The opportunity to lead one of the Department of Education's environmental education centres is a great privilege that I continue to derive great professional satisfaction from. Students love learning in the outdoors and enthusiastically take up opportunities to learn about the environment and working towards sustainability. As Bournda EEC has been continuously operating in the Bega Valley for 41 years, we are an intergenerational experience and grandparents and parents who drop off students for programs, have Bournda stories to share.

The Bournda EEC staff are committed to providing the very best teaching and learning programs for students and their hard work is reflected in the positive evaluations we receive. At the end of term 3 Jan Lynch, our School Administrative Manager since 1992, went on leave prior to retiring. Jan has put her heart and soul into Bournda and has made a huge contribution to the success of this centre over many years. That effort has helped build a strong culture of doing our very best to deliver programs that students and teachers enjoy and value. Anyone that has worked with Jan would appreciate her reliability, integrity, commitment to Public Education and diligence in meeting the needs of teachers and students involved in Bournda programs. We wish Jan all the best for a healthy and happy retirement.

We are fortunate to have many supportive principals and teachers who enthusiastically utilise our centre to enhance the learning opportunities available to their students. This year Bournda EEC participated in the "Excellence in School Customer Service 360 Reflection Tool". The findings show that the schools value the level of service we provide and there is no greater feedback for us than to be held in high professional regard by our colleagues in schools!

Message from the school community

This tiny sample is typical of the positive teacher feedback on the impact of our programs on student learning:

"Professional, flexible and great fun. Thanks to Doug and the team for meeting our needs for the day completely!"

"Very patient, knowledgeable and caring towards the students and adults. Always a great day for our families. Thank you so much." (Hearing impaired teacher)

"The day tied everything we had been learning about in class together. We all had a great day."

"The whole day was fabulous, feedback from parents was very positive (based on their child's retellings of the day). I had a happy lot of sleepy children on the bus home all clutching their fossils".

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 overall we are **sustaining and growing**. Our learning alliances create opportunities for schools, community organisations and government agencies to collaborate on authentic learning projects that engage students.

In the domain of Teaching we are **delivering**. BEEC staff demonstrate expertise in teaching environmental education and sustainability outcomes that is highly valued by schools utilising the Centre programs, as evidenced by strong school bookings for key programs.

In the domain of Leading we are **sustaining and growing**. BEEC works closely with the Sapphire Coast Learning Community (SCLC), the Far South Coast Principals Network (FSCPN) and Environmental and Zoo Education Centres (EZEC) to implement programs which support explicit student outcomes and needs. Collaboration in the Sapphire Coast Regional Science Hub enabled schools to access a range of resources and activities e.g. Sapphire Coast Science Festival and Questacon.

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

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 2017 the BEEC 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)	Funds Expended (Resources)	Progress achieved this year
2 new programs developed and evaluated in partnership with schools.	\$3000	<p>A new, Stage 4 Geography program, "Our Place, Our Future" (Landscapes and Landforms) was developed and trialed with a school. Teacher and students evaluations were positive.</p> <p>A Stage 3 online resource was developed to support the Stage 3 content area, "Factors that shape places" in the K–10 Geography syllabus.</p>
Leadership programs available to schools in 2017.	\$11600	<p>A GoMAD (Go Make A Difference) Challenge Day was held at Mogo Zoo in Term 2. This led to a number of in-school projects and the distribution of GoMAD grants. The project culminated in a GoMAD camp at Bournda in Term 4 with four high schools represented.</p>
School evaluations of NAIDOC show positive engagement with new activities.	\$2000	<p>The 2017 NAIDOC program included language activities to complement the theme "Our Languages Matter". Teacher evaluation data showed that the language activities were seen as worthwhile and enjoyable. BEEC contributed staffing to the running and organisation of the program as in-kind support.</p>
10% increase in number of students and schools participating in Regional Science Hub activities.	\$1500	<p>The Sapphire Coast Science Festival and the Questacon "Science on the Move" exhibit were very popular with 400 participants from 5 Sapphire Coast Learning Community Schools. This represents a 75% increase in the number of students participating in school activities in 2016. Many students also attended on weekends and after school.</p>
Two "Where's Ollie" units produced.	\$5000	<p>The focus of the "Where's Ollie?" program was changed to the production of a Shorebird iBook in partnership with National Parks and Wildlife Service. The iBook will be used in student activities and distributed to schools in 2018.</p>

Next Steps

Develop additional digital resources to support schools, including tools for collecting student achievement data. This will also include the development of an online curriculum guide to identify EEC programs and activities that support the needs of students in our client schools.

Work in partnership with the Atlas of Life in the Coastal Wilderness, and other Sapphire Coast Regional Science Hub members, to develop programs and activities that support citizen science and the use of supporting technologies e.g. NatureMapr.

Work in partnership with SCLC Small Schools on the Fair Education STEM project.



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

Bournda EEC staff continue to use available evidence to drive improvements in teaching and learning. Participation in key professional learning activities and collaboration with schools and the EZEC Learning Community has enhanced teacher knowledge and skills in environmental and sustainability education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student feedback reports show high scores for activities.	\$2000	Student evaluation links are now sent to schools automatically by the BEEC Booking System on completion of programs. In data collected from student responses from 2016 to 2017, 92% of students agreed that they, "liked learning about the environment and doing the different activities in the program".
BEEC teacher profession learning evaluation data shows activities met staff needs.	\$1000	The Term 3 School Development Day at BEEC delivered three workshops to local schools. Participants rated the day highly with one teacher stating that, "it was the best professional learning they had ever done"! A Stage 6 Science Depth Studies workshop was also well attended with 5 schools participating.
100% of staff have PDPs that are developed and reviewed annually.	\$1000	All staff completed their Performance Development Plans in 2017.
Teachers seeking accreditation have 5 annotated work samples.	\$0	Teacher accreditation portfolios are well advanced and the teachers will move to completing their accreditation in 2018.
Bournda Mindfulness program is developed and positive evaluation data is collected	\$1500	Attendance by the Principal at the "Positive Schools" and "Happiness and its Causes" conferences provided resources and ideas for future development of the program from 2018 to 2020.

Next Steps

Liaise with schools to identify their teacher professional learning (TPL) needs and increase the number of BEEC teacher professional learning activities.

Complete the Wellbeing Self Assessment tool for schools.

Work with teachers and schools to improve the number of student and teacher evaluations.

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 and effectively 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)	Funds Expended (Resources)	Progress achieved this year
Number of disabled or high need students involved in programs increases by 10%	\$9000	BEEC purchased a TrailRider wheelchair to aid students with mobility needs. BEEC contributed \$3000, the Dept of Education \$3000 and the balance came from Tulgeen and Tarra Motors. The TrailRider was successfully trialled with a Year 10 student from Bega High School during the Crossroads Program.
Number of EZEC activities and resources supported by BEEC increases by 10%	\$6362	Two BEEC staff attended the 2017 EZEC Annual conference. The normal practice has been to send one staff member however the benefits of the shared professional learning makes it a worthwhile investment. The BEEC Principal ran a series of online webinars, for EZEC colleagues, on Geospatial Technologies in collaboration with a data scientist from the Office of Environment and Heritage. The Principal also attended the EZEC Principals conference and shared information on the development of a booking system to handle booking and evaluation data.

Next Steps

Develop a set of procedures for loaning the TrailRider to schools.

Continue to work in partnership with other agencies and organisations to develop teaching and learning resources.



Student information

A total of **7224** students attended programs run by BEEC in 2017.

Early Stage 1 – 441

Stage 1 – 946

Stage 2 – 1662

Stage 3 – 1459

Primary cohort – 4508

Stage 4 – 1221

Stage 5– 1264

Stage 6 – 231

Secondary cohort – 2716

Students from other educational institutions totalled 805

60% of attendees are in Stage 2,3 and 4.

Management of non-attendance

95% of students booked for programs attended on the actual day which indicates students are positive about their attendance at Bournda EEC programs. Factors that influenced attendance include illness, lack of parental permission and/or payment and also student behaviour at school.

Bournda EEC seeks to maximise student attendance:

- Program costs are minimal so that excursion costs for families are kept low.
- When weather conditions are unsuitable, programs are postponed to alleviate parental concerns.

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

Aboriginal presenters are employed to deliver Aboriginal education activities, when available.

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	50

Professional learning and teacher accreditation

The Principal attended the Positive Schools Conference and the Happiness and its Causes Conference to gather information on programs to enhance student wellbeing. The Term 3 BEEC School Development Day was attended by 13 staff from local schools. A Stage 6 Science Depth Studies Workshop and Video Conference was organised in Term 4, with 6 schools represented. An overnight professional learning activity was also hosted for a secondary school and included training for support of students with mobility needs.

The Sapphire Coast Learning Community (SCLC) is also a key area for professional learning engagement and the BEEC Principal participated in the Small Schools Fair Education (STEM) project with SCLC small schools. BEEC maintains membership with the Geography Teachers Association and attended teacher

workshops on the South Coast. Two casual teachers employed by BEEC are receiving support for teacher accreditation.

BEEC contributes resources to the Environmental and Zoo Education Centres (EZEC) learning community, which is made up of the twenty-five centres located across NSW. BEEC staff participated in the EZEC Annual Conference, hosted by Wooglemai EEC., and contributed sessions on geospatial technologies, marine studies and school administration. The BEEC Principal 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.

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	173,166
Global funds	31,942
Tied funds	2,118
School & community sources	42,059
Interest	1,120
Trust receipts	5,349
Canteen	0
Total Receipts	82,588
Payments	
Teaching & learning	
Key Learning Areas	5,835
Excursions	6,208
Extracurricular dissections	23,130
Library	256
Training & Development	0
Tied Funds Payments	6,942
Short Term Relief	0
Administration & Office	5,092
Canteen Payments	0
Utilities	1,539
Maintenance	1,575
Trust Payments	5,858
Capital Programs	8,174
Total Payments	64,608
Balance carried forward	191,146

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	270,794
Appropriation	213,892
Sale of Goods and Services	-850
Grants and Contributions	56,932
Gain and Loss	0
Other Revenue	0
Investment Income	819
Expenses	-96,029
Recurrent Expenses	-96,029
Employee Related	-49,148
Operating Expenses	-46,881
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	174,765
Balance Carried Forward	174,765

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 Principal is responsible for the financial management of the school, supported by the School Administration Manager. In 2017 the school transitioned to SAP Finance as part of the Department of Education's Learning Management Business Reform (LMBR) program.

In 2017 some unusual items to note are:

- Asset improvements – restoration of the surfboat (\$3700) which is used in a range of PDHEPE programs.
- Purchase of a new trailer (\$6500).
- New staff uniforms, featuring our new logo (\$2286).
- Further development of the BEEC Booking system (\$2508).
- Canberra Joint Region Organisation continues to

fund staff costs and travel expenses for resourcing the Waste Education Program (\$14,631).

- Funds were received to support school participation in the GoMAD Challenge (\$11600).
- Purchase of an all-terrain wheelchair to support students with mobility needs (\$9000). The cost was offset with contributions from the Department of Education, a local business and a disability service provider.

The school, as part of its educational management plan, is saving to acquire resources which cannot be funded within a financial year. Proposed longer term acquisitions are:

- Improve accommodation facilities at the Field Studies Hut, within Bournda National Park – \$50000 (2018–2020).
- Improve storage/workshop facilities – \$50000 (2018–2020).
- New resources for school programs e.g. replacement bikes (\$10000).
- Digital school improvements – \$20000 (2018–2020).

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	382,617
Base Per Capita	9,170
Base Location	647
Other Base	372,801
Equity Total	0
Equity Aboriginal	0
Equity Socio economic	0
Equity Language	0
Equity Disability	0
Targeted Total	0
Other Total	0
Grand Total	382,617

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.

Portfolio Summary



Student satisfaction

The responses to evaluation surveys by students participating in BEEC programs give us a clear message:

90% strongly agreed/agreed with the statement "I liked learning about the environment and doing the different activities in the program."

71% strongly agreed/agreed with the statement "The program helped me to understand a subject I have been learning about (or will learn about) in class."

79% strongly agreed/agreed with the statement "I learnt a lot about the environment and ways to care for it."

Teacher satisfaction

In 2017 BEEC participated in the "Excellence in School Customer Service 360 Reflection Tool" which was completed by: a significant sample of Principals of schools that use the Centre, the Education Director, BEEC teaching and non-teaching staff. The tool asked the participants to rate BEEC's level of service in a number of key areas as:

- Sometimes meets community expectations (rating =1)
- Meets community expectations (rating =2)
- Exceeds community expectations (rating =3)

The average ratings for Customer Service were:

Communicate effectively – Information – Quality and ease of use (3.0); Engagement with others (2.7); Values (3.0)

Commit to customer service – Inclusivity (3.0); Customer service (3.0); Community partnerships (2.8); Empathy (3.0)

Work collaboratively – Teamwork (3.0); Collaboration is valued and recognised (3.0); Process collaboration (3.0)

Consistency and vision in planning – Ethical behaviour (3.0); School vision (2.5)

The tool identified "Inclusivity" as a strength.

Areas for development were:

- Non-teaching staff input into the school plan
- The school invites and welcomes members of the school community to be involved and contribute to student learning.

Policy requirements

Aboriginal education

BEEC acknowledges the Yuin Nation as the custodians of the land and continues to work with local Aboriginal communities to provide improved opportunities for all students to learn about Aboriginal heritage and culture. BEEC supports developing an Aboriginal Reconciliation Plan; to recognise that 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 2017 NAIDOC program to 459 students from local schools. A kayaking program was supported with Aboriginal students from Bega HS and an Aboriginal Students Transition Camp was run with Eden Marine High School.



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 and to recognise that environmental attitudes and values have a cultural basis.

Other school programs

BEEC provided K–12 students across rural south–east NSW with access to a broad range of curriculum opportunities.

K–12 Student Wellbeing – including transition, team building, peer support, leadership and PEHEPD activities.

- Bega Valley Community Drug Action Team Leaders Training Day and Camp – 4 schools
- Eurobodalla Leaders Camp – 14 schools
- Sport, Leisure and Recreation Program – 3 schools
- Stage 3 and 4 Leadership/Transition Activities and Camps – 10 schools
- Stage 5 Cross Roads Program– 1 school
- Ulladulla High – PEHEPD Camp

K–6 Enrichment/Creative and Talented Programs

- St 2 and 3 Creative Art and Writing – 18 schools
- St 2 and 3 Environmental Science – 19 schools
- St 2 My Treasure – 10 schools
- St 2 and 3 Save our Shorebirds – 5 schools
- St 2 and 3 Science in the Lab – 10 schools
- St 2 Weather Warriors – 3 schools
- St 3 Environmental Art – 6 schools
- St 3 STEM – 10 schools

K–6 HSIE and HSIE Fieldwork – 14 schools

K–6 Science and Science Fieldwork – 3 schools

- Autumn and Spring Waterbug Surveys – 14 schools
- Zoomobile – 3 schools
- Bird Olympics – 4 schools
- Sapphire Coast Science Festival – 5 schools

7–12 Geography

- Stage 4 Landscapes Program – 1 school
- Stage 5 Fieldwork – 3 schools

7–12 Science

- Stage 4 fieldwork – 1 school
- Stage 6 fieldwork – 1 school
- Zoomobile – 2 schools
- Sapphire Coast Science Festival – 1 school

Support for All Students

- Hearing Impaired students activity day

School Sustainability Programs

- Canberra Region Joint Organisation Waste Education Program – 13 schools
- Go Make A Difference – GoMAD Environmental Leaders – 4 schools
- Threatened Species Week – 3 schools