

Bournda Environmental Education Centre Annual Report



2018



5679

Introduction

The Annual Report for **2018** is provided to the community of Bournda Environmental Education Centre (BEEC) 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 great satisfaction that our staff derive from their important work has contributed to very few changes in permanent and part–time staff during the 42–year history of the BEEC. In July 2018, after a recruitment process that commenced after Jan Lynch's retirement, Rose Constable was appointed as the BEEC School Administrative Manager (SAM). Rose had been relieving in the position during the transition to SAP Finance and SAP HR and demonstrated leadership in taking on those challenges as a vital member of the BEEC team.

One of the key events for BEEC was completion of the external validation process, an important component of a system–wide approach to school excellence. Schools regularly self–assess their improvement efforts using evidence to support their reflections and an external validation panel considers the school's evidence, providing assurance to the school and the system that the process, being made either through the school plan or as part of their ongoing school focus areas, aligns with the standards articulated in the School Excellence Framework. It was very rewarding to see the positive reaction of the expert panel to our evidence and the BEEC staff are proud of the achievements of our centre to support student learning outcomes and wellbeing.

In the Executive Summary of our External Validation evidence I wrote:

"It is useful to think of Principals of our client schools as our parents and their students as their kids. Do they want their kids to come to our school? The evidence says yes. Do they want their kids to experience our programs, resources and expert teaching? The evidence says yes. Does our school community see us as excellent and responsive with a culture of best practice and high expectations? The evidence says yes."

"The recognition given to us by school leaders is our greatest source of satisfaction that we are having a positive impact on schools throughout our region. We stand alongside our school colleagues and take great pride in knowing that that they see us making an important contribution to student learning and wellbeing."

Message from the school community

Student, teacher and principal feedback provides a strong message from our school community.

Student comments

"The peer support camp at the end of the year was an amazing trip. We spent three days, two nights at Bournda with all the other small schools in the area like Tanja, Candelo, Cobargo and Quamma. Thanks to the camp, I now have an extended range of friends in high school. Some of the activities we took part in were sailing, kayaking and team work building exercises."

Teacher comments

"An invaluable experience for our students."

"The students and I loved the day, always a pleasure to come to Bournda, we are so lucky to have such a great resource so close. Thank you!!"

"The Bournda EEC staff member was very knowledgeable and great with the students. His explanation and demonstration were great and pitched at the right level for the students."

"Always a perfect camp. Love bringing the class to you"

"As usual the Bournda staff complement beautifully the school program. Outdoor learning is so important and to have "experts" assist classroom teachers to ensure the students get the most out of the experience is so important."

"Many thanks, teachers and students loved it and have booked in for next year already."

Principals' comments in their School Plans and Annual School Reports.

"The school has a very strong environmental focus and as such is part of the sustainable school's network and has strong links with the Bournda Environmental Education Centre (BEEC)"

"Through our continued partnership with the Bournda Environmental Education Centre our students have had the opportunity to engage with environmental science, visual arts and outdoor education programs."

"Environmental Education: We continued to monitor our local river system in our Waterbug survey studies conducted in spring."

School background

School vision statement

Bournda EEC Vision

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 lead rewarding lives as engaged citizens in a complex and dynamic society.

NSW Department of Education Environmental and Zoo Education Centres' (EZEC) Vision

Leading environmental education to empower learners for a sustainable future.

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, sustainability and wellbeing 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 and plays a key role in the Sapphire Coast Regional Science Hub and Sustainability Education Network. BEEC works 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

Learning – Delivering

In the domain of Learning the school's self–assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Teaching – Sustaining and Growing

In the domain of Teaching the school's self–assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Leading – Excelling

In the domain of Leading the school's self–assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Our self–assessment and the external validation 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

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 citizens.

Overall summary of progress

BEEC continues to develop resources consistent with the "Digital Schools" model, working as a resource hub closely aligned with our client schools. The range of programs and teaching resources that have resulted from this learning and collaboration are being regularly added to our website.

For the first time schools were provided with a comprehensive guide to the Centre's Creative and Talented programs that identified syllabus outcomes and links to STEM, literacy and numeracy, wellbeing, project based learning and community engagement. The program outline was developed in collaboration with Small School Principals and members of the Sapphire Coast Learning Community.

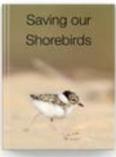
Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Develop digital resources, including online assessment tools to measure student achievement, to support pre-visit and post-visit activities for programs.	NPWS Shorebird program funding (\$5000.00) School funds (\$4000) Principal Support Allocation (\$1000.00)	Consultation with schools and participation in the Fair Education STEaM project Development and publication of the Saving our Shorebirds e-book for use with HSIE and Science and Technology programs Development of the NatureMapr e-book in collaboration with the Atlas of Life iStop Motion Animation program using iPads was implemented at Pambula PS Addition of resources to the BEEC website
Develop a curriculum guide to support the strategic needs of schools	Principal support allocation (\$1000)	The Creative and Talented (CAT) curriculum guide was made available to schools in Term 1 2018. The positive response by schools to the format and timing was reflected in the CAT program being booked out in a very short period of time.

Next Steps

While the areas of assessment and student performance measures are recorded in our 2018 External Validation self-assessment processes as not applicable to the school's context, it has been identified as an important direction for our improvement journey. Identifying student performance measures for our activities and collecting data on those measures will be useful for schools and will provide further incentive to them to utilise our resources. We will continue to explore and develop the use of digital assessment tools to collect data on student achievement of learning outcomes while participating in BEEC programs.

Apple Books Preview



Saving our Shorebirds
Julie Donne

Publisher Description

The students of 2017 need your help! Find out about these wonderful birds and how you can help them to survive. This book has been produced by Bournda Environmental Education Centre in partnership with the support of Bournda Parks and Wildlife Service staff, so the students and teachers can recognise the protection they are working to put into place and play a role in this protection.

<p>ISSUE</p>  <p>Bournda & Bournda Australia</p>	<p>RELEASED</p> <p>2018 17 October</p>	<p>LANGUAGE</p> <p>EN English</p>	<p>LENGTH</p> <p>29 Pages</p>	<p>PUBLISHERS</p> <p>Bournda Environmental Education Centre</p>	<p>SELLER</p> <p>Apple</p>	<p>PRICE</p> <p>66.2 AUD</p>
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More Books by Julie Donne

Strategic Direction 2

Develop teacher capacity

Purpose

Develop teacher capacity, through focused training and development in environmental / sustainability and wellbeing education: with the EZEC network, communities of schools, Principals' networks, and partner organisations.

Overall summary of progress

Our journey to excellence requires that we develop further our **collaborative practices** with our partner schools, especially in understanding what their data is telling them about student needs. By fully participating in that collaboration we have achieved greater success in aligning our teaching and learning programs to the needs of students. Our work on the Fair Education STEaM project with local small schools provided an excellent opportunity to explore how BEEC is valued by teachers and to develop our capacity to assist them to deliver improved student outcomes.

Inclusivity is an important principle for our centre and the availability of the TrailRider wheelchair highlighted to teachers that we provide high levels of support for all students. We continue to promote teachers' understanding of mobility assistance so that all students have access to nature.

BEEC staff participated in a wide range of teacher professional learning activities and two of our teachers successfully completed their accreditation at Proficient Teacher in 2018. The BEEC Principal is the convenor of the Sapphire Coast Regional Science Hub and Sustainability Education Network (SCRSHSEN) which has provided a range of activities to support the development of teacher capacity to deliver sustainability and science education including the Sapphire Coast Science Festival and the 2018 Science Engagement program.

Progress towards achieving improvement measures

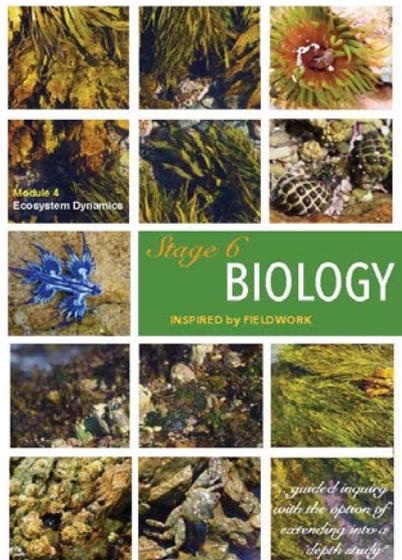
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase teacher professional learning opportunities for teachers.	School and community funds (\$5000) Science grants (\$4200)	BEEC organised the participation of the SCLC Small Schools in the STEMShare pilot. Professional learning activities were developed and added to MyPL. A K–6 science workshop held at BEEC was well attended. Stage 6 Biology workshop was well attended and led to improved school bookings for Stage 6 fieldwork programs. Online resources developed for BEEC by consultant Stuart Delandre were highly valued by local teachers. The TrailRider was made available for schools and a mobility assistance page was developed for the BEEC website to assist teachers looking for information. 3 science engagement events were run with the support of the Science Hub/RSEN
Increased number of schools using online tools to record sustainability data through citizen science.	School funds (\$4000) Grant funds (\$10000)	Creative and Talented programs incorporated the use of NatureMapr software. The Birds of a Feather (BOAF) program was delivered in three schools, received positive evaluations and was accepted by the Australian Association of Environmental Education as a Best Practice Sustainability Education & Engagement case study.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of schools using online tools to record sustainability data through citizen science.		Science Week activities were run in conjunction with the Science Hub/RSEN with 1400 participants.

Next Steps

The Science Hub/RSEN and CRJO partnerships provide exciting opportunities to further develop great resources to improve student learning. Our facilities require upgrading to deal with growing activity and to meet the needs of students with special needs. Currently our facilities do not meet our high expectations.



Student information

A total of **7170** students were booked to attend programs run by BEEC in 2018 and the total attendance was **6345**. There were several program cancellations due to bad weather and natural disasters (Tathra and Bemboka fires). On occasions, schools cancel due to logistics and funding problems. In recent years BEEC staff has prioritised support for small schools which reduces the daily visitation numbers.

Primary cohort – 4391 – Early Stage 1 – 140, Stage 1 – 723, Stage 2 – 1986, Stage 3 – 1542,

Secondary cohort – 1954 – Stage 4 – 1015, Stage 5 – 812, Stage 6 – 127

72% of students attending are in Stages 2–4.

Management of non-attendance

89% 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, payment and transport; 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(s)	1
Classroom Teacher(s)	1
School Administration and Support Staff	1.19

*Full Time Equivalent

Aboriginal presenters are contacted to deliver Aboriginal education activities with schools.

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

BEEC contributes resources to our learning community, the Environmental and Zoo Education Centres (EZEC), which is made up of the twenty-five centres located across NSW. BEEC staff participated in the EZEC Annual Conference, hosted by Royal NP and Botany Bay EECs, and contributed sessions on disability support, waste education 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.

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 (STeAM) project with SCLC small schools and attended the coaching conference in Sydney in August. BEEC also initiated the participation of the SCLC small schools in the STEMShare pilot.

BEEC has played a key role in the integration of the Sapphire Coast Regional Science Hub and the Australian Association for Environmental Education (AAEE) Regional Sustainability Education Network (RSEN), with a successful program of professional learning activities under the banner of the Sapphire Coast Regional Science Hub Sustainability Education Network (SCRSHSEN). This process was the culmination of the BEEC Principal's participation in the two-year AAEE NSW Leadership for Sustainability Program. SCRSHSEN completed an innovative citizen science project (Birds of a Feather) with Tathra and Pambula Public Schools and conducted 11 training sessions in the two schools, educating 114 students and teachers on how to use motion sensor cameras to map their citizen science biodiversity discoveries using online technology. The project was accepted as a AAEE Best Practice Sustainability Education and Engagement Case Study.

The BEEC World Environment Day Dinner speaker was Dr Helen Smith, an ecologist and mobility assistance advocate. Dr Smith's message on supporting people with mobility assistance needs to connect with nature, was reinforced with the BEEC TrailRider on display.

Other professional learning highlights included:

- Combined Principals Network meeting in Canberra
- Coaching/mentoring sessions with PSL
- Aboriginal Education Forum in Queanbeyan
- Two teachers successfully completed their

- proficient teacher accreditation
- BEEC SAM attended the SAM professional learning conference in Newcastle
- AUSMAP Marine Debris monitoring training
- SCMDC Marine Science forum
- Participation in External Validation
- Hosting the "Teaching Science and Technology K–6 with Confidence" teacher workshop
- Hosting a Stage 6 Biology fieldwork teacher workshop – 4 South Coast high schools were represented
- Active participation in the Batemans Bay Primary Principals Association
- BEEC staff completed mandatory health and safety training requirements including CPR and anaphylaxis
- SAP Finance and HR training

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	174,765
Revenue	489,935
Appropriation	408,283
Sale of Goods and Services	1,616
Grants and Contributions	77,391
Gain and Loss	0
Other Revenue	0
Investment Income	2,645
Expenses	-413,907
Recurrent Expenses	-413,907
Employee Related	-370,969
Operating Expenses	-42,939
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	76,028
Balance Carried Forward	250,793

The Principal is responsible for the financial management of the school, supported by the School Administration Manager. In 2018 the school completed its transition to SAP Finance as part of the Department of Education's Learning Management Business Reform (LMBR) program. BEEC also participated in the pilot to introduce the SAP Human Resources (HR) Employee Self Service (ESS) and Manager Self Service (MSS) capabilities.

In 2018 some unusual items to note are:

- In 2018 significant funds were received for staff costs and travel expenses for the delivery of the Canberra Joint Region Organisation Waste Education Program in 2017–18 (\$18480) and for 2018–19 (\$21835).
- New bikes were purchased (\$5425)

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– \$50000 (2018–2020)

- Improve storage/workshop facilities – \$100000 (2018–2020)
- New resources for school programs e.g. replacement ropes course equipment (\$10000)
- Digital school improvements –\$15000 (2018–2020)

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	405,200
Base Per Capita	11,602
Base Location	647
Other Base	392,951
Equity Total	0
Equity Aboriginal	0
Equity Socio economic	0
Equity Language	0
Equity Disability	0
Targeted Total	0
Other Total	0
Grand Total	405,200

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

Student satisfaction

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

89% strongly agreed/agreed with the statement "I liked learning about the environment and doing the different activities in the program." (2017 – 90%)

94% 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." (2017 – 71%)

96% strongly agreed/agreed with the statement "I learnt a lot about the environment and ways to care for it." (2017 – 79%)

Teacher satisfaction

Teacher evaluations gave a similar positive message.

94% strongly agreed/agreed with the statement "The program provided a stimulating learning experience which engaged students"

90% strongly agreed/agreed with the statement "The program supported and strengthened classroom learning outcomes"



Policy requirements

Aboriginal education

BEEC acknowledges the traditional 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.

The BEEC Principal attended the Bega LAECG reestablishment meeting at Bega High School. In Term 2 the BEEC Principal attended the Aboriginal Education Forum at Queanbeyan High School, with the Aboriginal Education Officer from Narooma PS, Lynne Thomas. The forum asked participants to:

- Deeply reflect on the importance of respectful relationships to authentically develop strong partnerships with local Aboriginal communities and educational partnerships.
- Investigate current literacy and numeracy teaching strategies to improve Aboriginal student academic outcomes.
- Strategically plan a whole school approach to authentically embedding Aboriginal education at the core of school curriculum.

The 2018 NAIDOC Week activities at Jigamy/Monaroo Bobberr Gudu Culture Centre were organised in partnership with the Eden Local Aboriginal Lands Council, the Eden Koori Community and Elders and National Parks and Wildlife Service. Activities celebrating the theme, "Because of her, we can" were enjoyed by 432 students from 10 local schools.

Teacher evaluation comments included:

- We all had a lovely day and appreciate the effort put in to organising the event.
- The time inside listening to someone speak about artefacts was very interesting
- All the activities were engaging especially the hands-on and participatory ones. Really great to have young local indigenous members facilitating activities.
- The dancing was very powerful to the boys especially, having young men modelling such respect and reverence for their culture and traditions.

100% of the teacher evaluations agreed that the "program provided a stimulating learning experience which engaged students."

BEEC coordinated a Leadership Program, "Journey to Gulaga", with Central Tilba Public School, that focused on learning about the Aboriginal culture and heritage of the local area. Led by Lynne Thomas, the Aboriginal Education Officer at Narooma Public School, the Year 6 students participated in a leadership camp, developed artworks for display around the school, and used Google Earth and GPS to map important places. The culminating event was the leadership walk to the top of Gulaga which helped teachers, students and parents understand the significance of the mountain to Aboriginal people. BEEC would like to acknowledge the support of Narooma Public School for allowing Lynne to run the program and also to Peter Constable for documenting the project in a video.

BEEC staff participated in a video conference with Professor Chris Sarra, organised by Erin Eade, the Principal of Mogo PS, on improving educational outcomes for Aboriginal students.

BEEC also was successful in obtaining Inspiring Australia funding for a science engagement event on cultural burning, to be presented by the Bega Local Aboriginal Lands Council in 2019. BEEC also continues to engage Elders for Welcome to Country services at important events.

Other Schools' Plans and Annual School Reports contain references to the impacts of our programs:

"In classrooms, Aboriginal perspectives were embedded into all units of work in all Key Learning Areas, and were supported with students attending local excursions to Jigamy Farm and a Koori camp at Bournda Environmental Educational Centre."

"Aboriginal students from Year 5 to Year 8 were involved in transition activities including a Koori transition camp held at Bournda Environmental Education Centre. This helped to support our Aboriginal student transition to high school."



Multicultural and anti-racism education

BEEC is an inclusive resource and welcomes all students regardless of their ethnic, religious or cultural background. BEEC teachers are committed to supporting a teaching and learning 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. The BEEC Principal is the school's Anti-Racism Contact Officer (ARCO) and will undergo further training in 2019.

During the July school break BEEC staff opened the Centre for students from Smithfield PS who were visiting the South Coast under the auspices of the Social Justice Advocates of the Sapphire Coast. Providing this program when the Centre would normally be closed is indicative of our commitment to multicultural education and support for students in need. The BEEC Principal met with Smithfield PS staff at the Fair Education Conference and they reported the students had really enjoyed the activities.

Other school programs

BEEC provided K-12 students, across rural, South East NSW, with access to a broad range of curriculum opportunities including mandatory fieldwork.

K-12 Student Wellbeing – including transition, teambuilding, peer support, leadership and PEHEPD activities

- Bega Valley Community Drug Action Team Leaders Training Day and Camp – 4 schools
- Sport, Leisure and Recreation Program – 1 schools
- Stage 3 and 4 Leadership/Transition Activities and Camps – 17 schools
- Stage 3 Leadership with Aboriginal education focus – 1 school
- Stage 5 Life Ready Program– 1 school

K-6 Enrichment/Creative and Talented Programs

- St 2 and 3 Creative Art and Action – 8 schools
- St 2 Up Close with minibeasts – 8 schools
- St 2 Environmental Science – 8 schools
- St 2 Waste Warriors – 8 schools
- St 2 Connecting with nature – 4 schools
- St 2 Junior Ecologist – 8 schools
- St 2 Going Ape – 8 schools
- St 2 and 3 Science in the Lab – 12 schools
- St 3 Bournda Expedition – 8 schools
- St 3 Junior Marine Biologist – Life on the Edge – 8 schools
- St 3 STEM Insect Hotels – 8 schools
- St 3 Saving our Shorebirds – 8 schools
- St 3 Bournda Bike Safari – 4 schools
- St 3 Environmental Science – Marine Debris – 4 schools

K-6 HSIE and HSIE Fieldwork – 5 schools

K–6 Science and Science Fieldwork – 5 schools

- Autumn and Spring Waterbug Surveys – 13 schools
- Zoomobile – 8 schools
- Bird Olympics – 9 schools
- Sapphire Coast Science Festival – 10 schools

7–12 Geography

- Stage 4 Landscapes Program – 1 school
- Stage 5 Fieldwork – 2 schools

7–12 Science

- Stage 4 fieldwork – 1 school
- Stage 6 fieldwork – 5 schools
- Sapphire Coast Science Festival – 1 school
- SCMDC Marine Science Forum Presentation – 5 schools

Support for All Students

- Hearing Impaired students activity day
- Move with Nature presentation by Dr Helen Smith – 1 school

School Sustainability Programs

- Canberra Region Joint Organisation Waste Education Program – 13 schools
- BEEC Waste audits – 3 schools
- Birds of a Feather program – 3 schools