Royal National Park
Environmental Education Centre
Annual School Report 2014
School context statement

Located in South East Sydney, the Royal National Park Environmental Education Centre (RNPEEC) delivers curriculum based fieldwork, in school programs and video conferences to students from Preschool to Year 12. We access a wide variety of spectacular ecosystems within the Royal National Park.

Support is provided to schools by implementing the Environmental Education Policy for Schools, through specialist workshops and professional learning.

The Centre is actively involved in the statewide Environmental and Zoo Education Centre (EZEC) network, the Community of Schools on the Park (COSOTP) and the Sutherland Shire Small Schools Alliance (SSSSA).

Student information

Student attendance profile

Students accessing the Centre fieldwork programs are generally from the Sutherland Shire, St George and Bankstown area. Occasionally schools from rural and further metropolitan areas do access Royal National Park for fieldwork.

In-school programs are generally delivered in SE Sydney and the Eastern Suburbs, occasionally extending to schools in the Illawarra and Five Dock.

Video conference programs are attended by schools across the state, including a number of small P5 and P6 schools.

In 2014 12, 298 students were supported by our Centre programs.

There has been a decrease in video conferences due to staffing challenges and changes.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.192</td>
</tr>
<tr>
<td>Total (Permanent)</td>
<td>3.192</td>
</tr>
<tr>
<td>Temporary/Casual</td>
<td>11</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. No staff currently identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Staff from the Centre participated in a range of professional learning, including:

EEC State Conference, Sustainability Networks, CCES workshop, Apply First Aid, Cardio Resuscitation Refresher, Principals Conferences, EEC Principals Conference, Oasis Training, Video Conference Training, 8 Ways of Aboriginal Pedagogy, Annual Financial Statement and Oasis

Mode of program delivery

There are three new scheme staff, one temporary and two casual, who have achieved or are working towards level of proficient teacher.

**Beginning Teachers**

There are no beginning teachers appointed permanently at the school. Within temporary and casual teaching staff there are two beginning teachers, and three who are new scheme teachers.

Professional learning facilitated by the Centre has provided 290 hours of professional learning in fieldwork skills to beginning teachers from the Centre and other schools.

Beginning teachers have been supported through sustainability networks and the Climate Clever Energy Savers project based learning program.

![Professional learning through sustainability networks.](image)

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>122671.15</td>
</tr>
<tr>
<td>Global funds</td>
<td>30932.11</td>
</tr>
<tr>
<td>Tied funds</td>
<td>20833.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>55611.7</td>
</tr>
<tr>
<td>Interest</td>
<td>2827.34</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>232875.62</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>64733.84</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>0.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>5.43</td>
</tr>
<tr>
<td>Library</td>
<td>673.90</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2553.78</td>
</tr>
<tr>
<td>Tied funds</td>
<td>48208.77</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>0.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>12610.36</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>3615.23</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1969.92</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>134371.23</td>
</tr>
</tbody>
</table>

**Balance carried forward**

| 98504.39 |

Visiting schools fund additional staff to cover groups in excess of two classes.

The Centre has managed tied funding for Climate Clever Energy Savers project. This expenditure has been fully committed and will end this calendar year.

A full copy of the school’s 2014 annual financial statement is available. Further details concerning the statement can be obtained by contacting the school.

**Significant programs and initiatives – policy and equity funding**

**Climate Clever Energy Savers**

This was the final year our Centre managed the local delivery of this project based learning program. This culminated in the delivery of in-school support over 11 school visits; for 480 students from Year 2 through to Year 10.

A legacy of this program is the development and trial of investigating energy in-school program. This is supported with a variety of hands on activities and worksheets, focussing on scientific investigations.

**Aboriginal education**

Teaching programs incorporate aspects of Aboriginal education, where appropriate. Three staff participated in 8 Ways Aboriginal Pedagogy training and are applying this to program review and development.

We helped facilitate the Koori Kids on the Park event for the Community of Schools. This program has been developed in consultation and
facilitated in collaboration with parents and the Aboriginal Education team.

**Multicultural education and anti-racism**

Programs are inclusive of students from varied cultural and religious backgrounds.

A visit from an echidna was a special treat.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan.

**School planning 2012-2014:**

**School priority 1**

Student Learning

**Outcomes from 2012–2014**

- Empower students to develop inquiry and investigative skills and
- Engage students in project based learning

**Strategies to achieve these outcomes in 2014:**

- Incorporate teaching and learning strategies that support guided and self-directed inquiry
- Incorporate the sustainability action process and sustainability perspective through planning for new syllabi implementation
- Develop activities with subject specific skills, specifically working scientifically, historiographically and geographically

**Evidence of achievement of outcomes in 2014:**

- Provision of high quality curriculum based fieldwork experiences that allow students opportunity to engage with and investigate environments
- Exploring ways of increasing nature play for younger years and opportunities for students to engage with the ecosystem they are in
- Increase in number of outcomes from new syllabi addressed through fieldwork and in school programs
- Modelling investigations at Stage appropriate level
- Increase in planning for subject specific skills to be applied in fieldwork

**School priority 2**

Literacy and Numeracy

**Outcomes from 2012–2014**

- Optimizing literacy and numeracy components of fieldwork, in school programs and V.C.’s,
- Extending the application of high quality texts into programs, and
- Embracing application of 21\textsuperscript{st} Century technologies.

**Strategies to achieve these outcomes in 2014:**

- Incorporate Stage appropriate activities in programs, in consultation with teachers
- Use of and development of further multimodal texts
- Develop iPad applications to support in-school programs, including energy use, lighting and waste audits

**Evidence of achievement of outcomes in 2014:**

- Increased literacy linked to fieldwork including use of stage appropriate texts, phonics, compound words observed and used, recounts written on postcards or symbols used to describe the day’s journey
- Focus on sentence structure in video conferences with ES1 and Stage 1
- Expanding use of iPads in fieldwork and workshops
- Use of iBook’s in sustainability workshops
• Three iPad applications developed trialled and reviewed

School priority 3
Engagement in Sustainability

Outcomes from 2012–2014
• Support sustainability school contacts and teams
• Facilitate professional learning in various aspects of sustainability
• Work collaboratively with colleagues towards addressing sustainability dimensions of new syllabi

Strategies to achieve these outcomes in 2014:
• Develop teacher professional learning programs
• Build up a local Youth Environment Network and promote networking opportunities and forums. Establish opportunities for Primary student networking
• Maximize opportunities for students to be skilled as facilitators e.g. taking on role as MC during VC sessions, workshop leaders
• Increased collaboration with motivated and skilled classroom practitioners, in resource and program development supporting new syllabi

Evidence of progress towards outcomes in 2014:
• Increase in delivery of teacher professional learning through six courses. This has included supporting fieldwork skills for 96 teachers over 620 hours, 48% of which were new scheme teachers
• Actively involved in planning and facilitating workshops at three Youth Environment Network events as well as supporting the Youth Eco Summit and Speaking for the Planet World Environment Day initiative
• Ongoing empowerment of student leaders in sustainability, through Student Leaders In Primary Schools (SLIPS), Sustainability Camp, leadership training, Youth Environment Summit YES and in school programs.

• Facilitating two sustainability networks and other professional learning to support classroom practitioners in sustainability syllabus implementation.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Fieldwork Following are comments from mainstream primary school students regarding fieldwork experiences:
“This is the best day of my life.”
“This is my first bushwalk.”
“Can I bring my family here?”
“I was worried about being in the bush but this was awesome.”
“This is the best excursion.”

Further feedback from a special school:
“The feedback from the [emotionally disturbed] students was very positive. The opportunity for them to be peaceful in the bush, listen and learn was invaluable and they did on the whole, respond in a very encouraging way on the day.”
“It was a really positive experience for all of us.”

Video Conference Typical feedback from a teacher of Kindergarten following the popular Easter Bilby program “Our...students thoroughly enjoyed the experience and loved learning about the Bilby. The baskets look great and the tattoos were a ‘hit’!”
In-School program Schoolyard Safari Year 1 “The children took so much from the day...and so did the teachers.”

Sustainability Network participating teachers comments include:
“the meetings are always inspiring”, “engaging and completely relevant”

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Jill Bell Teacher
Kerry Brady Teacher
Peter Dawe Teacher
Julie Gallan Principal

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Thermal camera imaging contrasts the heat released from computers if turned off or left on.

Be the change that you wish to see in the world....

The future depends on what you do today.

Mahatma Gandhi

Student leadership training reflections