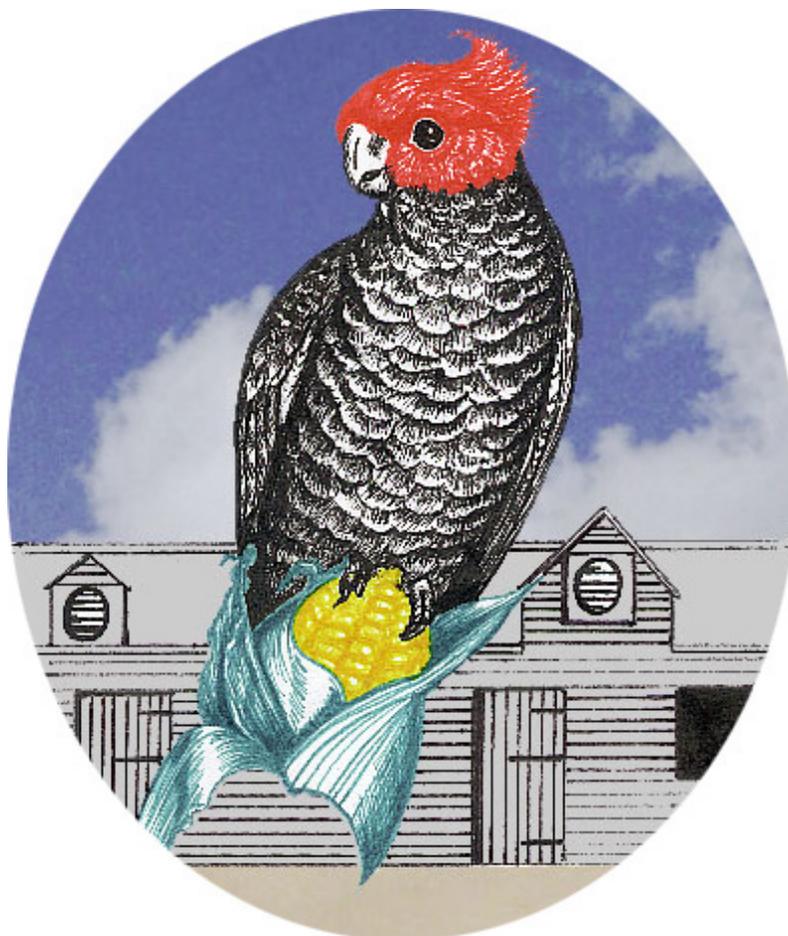


2020 Annual Report

Camden Park Environmental Education Centre



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Introduction

The Annual Report for 2020 is provided to the community of Camden Park 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.

School contact details

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School vision

Camden Park Environmental Education Centre (CPEEC) aims to provide a wide range of contextual learning opportunities that reinforce classroom learning and place an emphasis on values related to stewardship of the natural and built environment, animal ethics and sustainable food and fibre production.

Environmental and Zoo Education Centers (EZEC) Network Vision

Leading environmental learning to empower learners for a sustainable future.

School context

Camden Park Environmental Education Centre is one of 25 centres that make up the department's Environmental and Zoo Education Centre network. Each Centre has a unique emphasis and Camden Park EEC's location on the 1,600 ha rural property known as the Elizabeth Macarthur Agricultural Institute (EMAI), allows specialisation in farm-based, heritage and environmental field work. EMAI is the state's most important livestock research and diagnostic facility. Much emphasis is placed on its significance in all teaching programs, as well as the importance of food and fibre production generally.

The Centre is also well known for its marine-based, environmental programs including snorkel training of students and teachers and the conduct of overnight, marine discovery expeditions. CPEEC facilitated the local Sustainable and Environmental Educators network (SEED). Through this network the Centre also facilitated Australia's first pilot of the international Eco-Schools program.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Working towards Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Optimising student learning

Purpose

The educational success of student participation in centre programs will depend on a combination of factors including EEC and visiting teacher capacity, student engagement and the authenticity of the learning experience as well as curriculum relevance and effective teaching strategy. These factors are the more critical due to the relatively short exposure students have to the resources of the EEC and the subsequent narrow window of opportunity to create a positive impact on student development.

Improvement Measures

Increased number of numeracy applications in K-6 programs.

Staff document evidence demonstrating their growth and attainment of PDP goals

Implement incursion programs in support of Learning for Sustainability either as a centre or collaboratively.

Feedback from visiting students and schools related to inclusion of numeracy strategies in programs

Progress towards achieving improvement measures

Process 1: Investigate local school preferences for product delivery and strategically incorporate. Review and adjust existing and new programs and highlight opportunities for application of numeracy and contributions to development of resilient, confident, young people with an appreciation of the natural world and the skills to live sustainably.

Evaluation	Funds Expended (Resources)
Term 4 student visitation allowed for opportunity to pilot and evaluate new learning experiences containing simple yet effective approaches to numeracy skill development, and making them available to hundreds of students across the term. Feedback of experiences was positive in nature, and were seen as adding value to existing activities.	

Process 2: Staff implement a professional development plan (PDP) goal that links to the CPEEC strategic direction and supports individual growth

Evaluation	Funds Expended (Resources)
The impact of COVID 19 on many PDP goals of staff members across CPEEC was obvious, with goals relating to teaching, learning and program evaluation significantly impeded. However, this allowed for more time to invest in Professional Learning opportunities, providing significant opportunity for staff growth in confidence, understanding of centre operations and a positive boost to staff well being. As a result, most staff were still able to realise the majority of the goals set out in their PDP.	

Strategic Direction 2

Effective Connections

Purpose

Effective connections implies a level and frequency of communication that ensures all staff feel entirely apprised of events and plans that impact their centre; with a subsequent improvement in staff wellbeing and learning culture. The quality of professional relationships within the centre and between centre personnel and key partners will also benefit so that collaborative practice leads more often to genuine improvement of opportunity for students.

Improvement Measures

New communication structures created and maintained with subsequent high level of teacher and EEC staff satisfaction.

Increase the number and variety of ways centre teaching staff collaborate with other EECs

Establish and develop the Barragal Learning Place

Progress towards achieving improvement measures

Process 1: Investigate and implement a focussed approach to Aboriginal education.

Evaluation	Funds Expended (Resources)
Opportunities for Aboriginal education were identified, with new activities and perspectives incorporated into existing programs, as well as launch of new First Contacts program, to much success. Visiting teachers and students have provided positive feedback for the expansion of current programs with increased aboriginal education learning experiences, with the development of these opportunities to continue into the next planning cycle.	

Process 2: Investigate and take advantage of synergies and logistical opportunities with neighbouring centres in order to minimise costs and enhance professional learning.

Enhance communication within the centre, with the schools that seek to utilise the centre and with stakeholders in order to maximise staff well-being and optimise outcomes

Evaluation	Funds Expended (Resources)
CPEEC worked in partnership with several EECs on many occasions, and has resulted in a drive to continue these collaborations. The result has been the creation of strong and constructive ties between centres, beneficial to both student learning and building teacher capacity due to the PL opportunities afforded by such collaborations. CPEEC has a regular schedule of meetings with clear agendas, in order to ensure that all staff feel a valued member of the CPEEC Team, and that each individual has a shared awareness of centre direction and purpose. The redevelopment of all systems of administration has also helped create a more seamless approach to communication with schools and dissemination of information within the centre itself.	

Student information

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
School Administration and Support Staff	1.03

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	106,575
Revenue	334,845
Appropriation	309,234
Grants and contributions	25,389
Investment income	222
Expenses	-322,169
Employee related	-256,540
Operating expenses	-65,629
Surplus / deficit for the year	12,676
Closing Balance	119,251

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	0
Equity - Aboriginal	0
Equity - Socio-economic	0
Equity - Language	0
Equity - Disability	0
Base Total	287,225
Base - Per Capita	7,215
Base - Location	0
Base - Other	280,009
Other Total	6,457
Grand Total	293,681

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.

Parent/caregiver, student, teacher satisfaction

Feedback is actively gathered from both visiting teachers and students. The preferred feedback is that centred around the effectiveness of Camden Park EECs learning programs, and the extent at which they assist students in maximising learning outcomes. The feedback is used to assess and change programs in a way that reflects the static needs of teachers and students. Feedback is overwhelmingly positive and suggests a highly regarded supportive mechanism, with the number of bookings and repeat bookings made well in advance supporting this assessment.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.