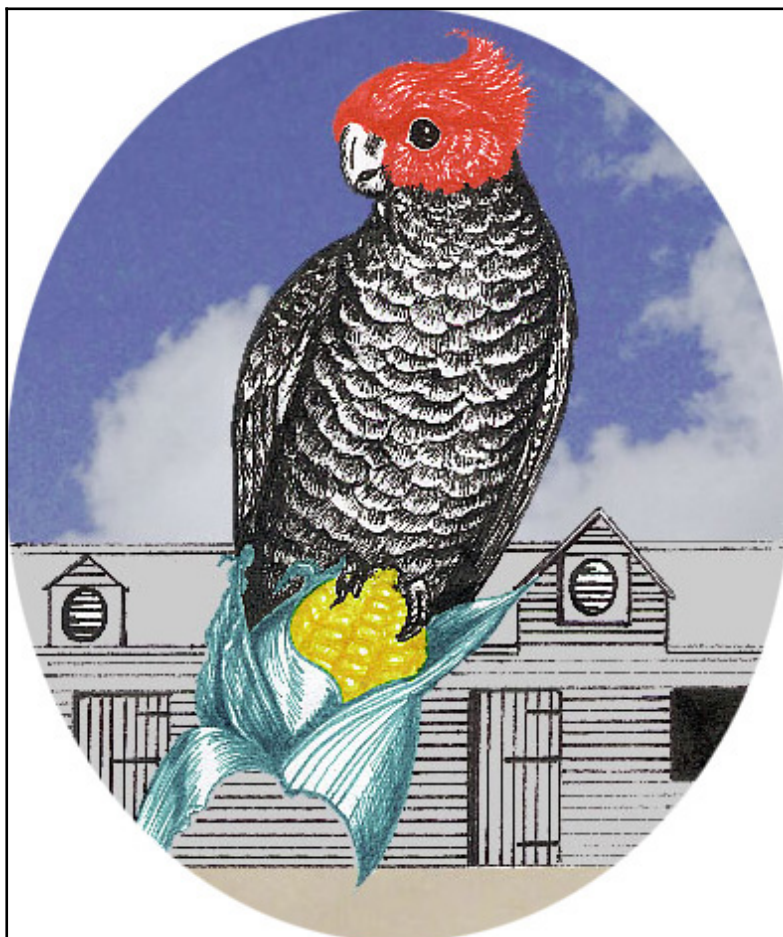
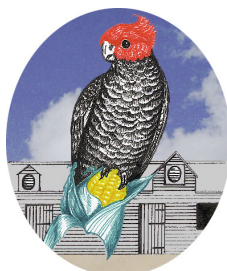


# Camden Park Environmental Education Centre Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of **<school name>** 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.

Brian Trench

Principal

## School contact details

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## School background

### 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

## Self-assessment using the School Excellence Framework

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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 characteristics and progress in learning, teaching and leadership outlined below.

### Learning

This process has highlighted the centre's emphasis on authentic, contextual learning and the importance we place on the safety and mind-set of the students in our care particularly given the potentially challenging settings in which we teach. In the Schools Excellence Framework Domain of Learning then, wellbeing and student engagement are over-arching considerations in all programs. As the centre has a necessarily short period of time with students the quality of learning opportunities and effectiveness of teaching strategies provided are seen as key. Maintaining access to educationally valuable settings is part of that as is the taking of a broad view of appropriate paths the centre might take to support learning, such as pre and post excursion components, incursions and support for organisations with shared goals. While collection of centre-specific, student assessment data is challenging in an EEC setting the centre continues to trial ways of accumulating appropriate evidence of student learning. These trials involve not just conventional teacher-based statements but also pedagogical use of technology to collect evidence of learning in a way that creates platforms for integration with teacher-generated assessment rubrics. While NAPLAN results cannot yield appropriate data for assessment of centre-based learning, other external measures show more promise, such as Higher School Certificate exam analysis for particular subjects that "kraal" certain mandatory field studies into discreet exam sections.

### Teaching

In the School Excellence Framework domain of Teaching, collaboration is demonstrated across all domains. This reflects the nature of the centre's establishment being a school located on non-DoE land with a broad set of stakeholders of its own and with a one-teacher allocation. Collaboration is part of the modus operandi of the school and it seeks to be an important source and facilitator of innovative pedagogy, school planning, curriculum currency, professional learning, management practice and resource allocation. It includes a strong team approach of team-teaching and administration staff-based learning support on site in addition to close ties with other centres in the DoE network, particularly in realising outcomes associated with the shared vision of "Leading environmental learning to empower learners for a sustainable future". Working with particular schools and EECs noted for innovation and curriculum design as well as pedagogy and provision of TPL has been shown to be an effective medium for a small school like CPEEC to maintain currency and relevance and has informed all aspects of program delivery and evaluation. It is also demonstrated that important relationships are maintained with other organisations and personnel with potential to enrich the learning opportunities that can be offered through the centre, including those operating on the same site as CPEEC and external organisations in the tertiary education sector, government, non-government organisations and private businesses.

### Leading

In the School Excellence Framework domain of Leading the results of the external validation process indicate that the centre has managed the resources made available to it to maximise potential for creation of learning opportunities, in particular generating a level of community income that allows employment of sufficient teaching staff to meet the two teacher threshold required to reliably offer a broad range of programs for two classes - the most common student number for which our community of schools expects to be catered. School evaluations show efficient administrative processes, school planning relies on a process of consultation with all staff and stake-holders with a focus of adding value to classroom teaching and the centre trials innovative practices in search of continual improvement. The centre has made a substantial investment in employment of temp staff in part to enable a platform for development of leadership capability. This is important in any school but particularly for one shared on non DoE land with a number of competing stake-holders and with a large number of specific operational parameters the observation of which is important for maintenance of property access. The specialist nature of teaching programs of the centre including the use and proximity of livestock and the potentially challenging nature of some sites also demand a certain level of corporate knowledge in leadership and teaching capacity.

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

### 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.

#### Progress towards achieving improvement measures

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Funds Expended (Resources)</b>	<b>Progress achieved this year</b>
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		

## 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.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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		

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		



## Student information

5,170 students took part in face-to-face CPEEC programs. One student day is defined as a face-to-face teaching/instruction event of five hours. This does not include events where student numbers per centre teacher ratio exceeded the normal classroom ratio and also does not include students reached through virtual platforms. Of the total, 566 students were 7-12 (almost exclusively Yr 11/12). Though Yr 7-12 made up only 12% of students, the number of days teaching these students was 22% due to most Yr 11/12 groups being on the average much smaller than Yr K-6.

## Workforce information

### Workforce composition

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

\*Full Time Equivalent

No staff claim to be of Aboriginal or Torres Strait  
Islander ancestry

## Teacher qualifications

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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

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Teaching staff attended the annual EZEC conference and completed first aid, CPR and Oxy-viva training. Snorkel instructor qualifications were renewed and membership of the Australian Association of Environmental Education and the NSW Primary Principals Association. Mandatory training was completed in anaphylaxis, Child Protection and HR management.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	51,751
<b>Revenue</b>	352,705
Appropriation	263,816
Sale of Goods and Services	0
Grants and Contributions	88,100
Gain and Loss	0
Other Revenue	0
Investment Income	789
<b>Expenses</b>	-335,430
Recurrent Expenses	-335,430
Employee Related	-299,341
Operating Expenses	-36,089
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	17,275
<b>Balance Carried Forward</b>	69,026

Our school follows the processes outlined in the NSW Dept of Education's Finance in Schools Handbook and departmental procurement procedures.

Due to the staffing allocation and operational parameters of the centre a large investment in temporary teaching staff is necessary to maximise the benefit of the centre for public schools and any carry-over funds will be utilised to provide the degree of reliability required to retain trained staff as well as costs involved in new site development.

### Financial summary equity funding

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

	2018 Approved SBA (\$)
<b>Base Total</b>	251,281
Base Per Capita	5,801
Base Location	0
Other Base	245,480
<b>Equity Total</b>	0
Equity Aboriginal	0
Equity Socio economic	0
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	0
<b>Other Total</b>	0
<b>Grand Total</b>	251,281

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

Teacher satisfaction is assessed through written evaluation tools as well as personal correspondence; student satisfaction through analysis of written, follow-up material and comments on the day of the excursion, while parent reflection is undertaken through personal communication.

## Policy requirements

### Aboriginal education

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All centre programs contain an Aboriginal perspective and a relationship has been maintained for many years with local Elders. Regular contact has been continued with the Narellan Aboriginal Education Consultative Group this year and the centre has established a relationship with a leading EEC in this space to improve and expand Aboriginal education programs.

### Multicultural and anti-racism education

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All programs are developed to be suitable for students from various cultural and religious backgrounds. The CPEEC promotes a racism free learning and working environment.