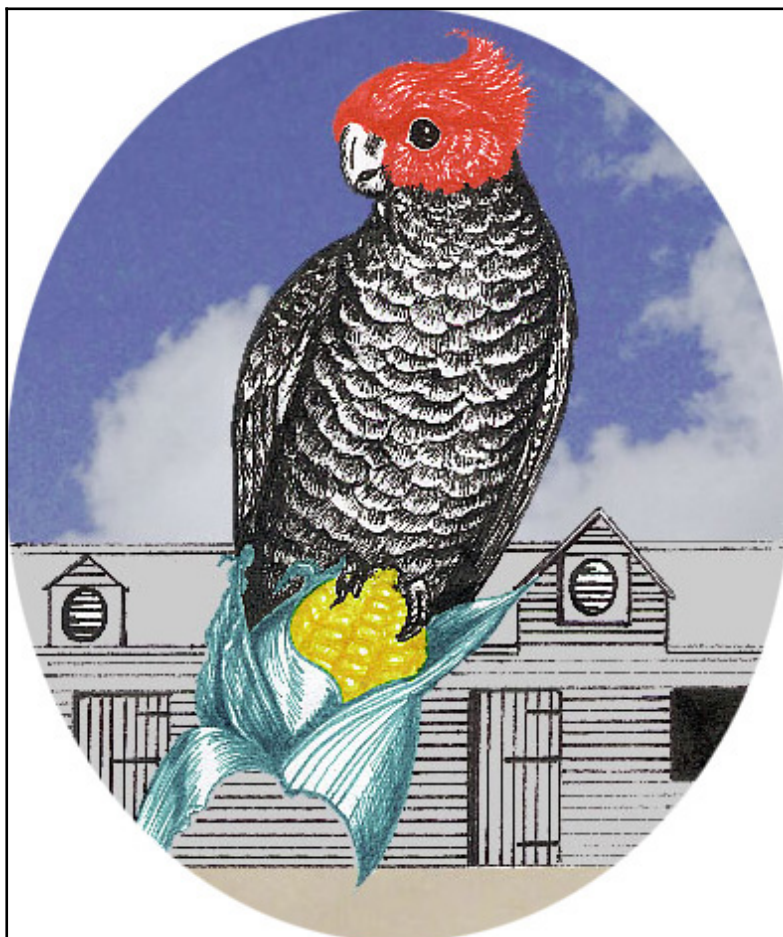


# Camden Park Environmental Education Centre 2019 Annual Report



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## Introduction

The Annual Report for 2019 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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Camden Park Environmental Education Centre

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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

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 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)
Period of change to centre operations has not negatively impacted the effectiveness of CPEEC as a well regarded centre of student learning and opportunity, with high satisfaction scores, and overwhelmingly positive data supporting student learning outcomes. This suggests that CPEEC staff have used the opportunity to be both reactive and adaptive, responding to the priorities and needs of teachers and students, making the most of the new setting.	

**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)
Consistent with PDPs, team-teaching scenarios have been initiated with staff of Georges River EEC and Illawarra EEC, resulting in greater student access and enabled techniques of student management that significantly increased levels of engagement.	

## 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)
The progress of implementation of the Barragal Learning Place strategy has been impeded by unanticipated changes to CPEEC access to various areas of property. However, the strategy remains a key component of Camden Park EEC moving forward, and further opportunities for its implementation are currently being considered.	

**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)
Opportunities for collaboration with neighbouring centres was explored and implemented, with teaching staff working together to enable greater impact of learning experiences. This involved programs being delivered at 3 different centres and various sites. This collaboration enabled a level of PL previously absent, given the opportunity to observe multiple methods of pedagogy in action, and also allowed for greater student numbers, minimising cost to access EEC resources.	
Communication enhanced on all levels, with clear lines of communication and protocols established and adhered to, assuring common purpose.	

## Management of non-attendance

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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

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The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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

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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

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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.



## Financial information

### Financial summary

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The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	69,026
<b>Revenue</b>	362,738
Appropriation	283,328
Grants and contributions	79,156
Investment income	254
<b>Expenses</b>	-325,189
Employee related	-278,668
Operating expenses	-46,521
<b>Surplus / deficit for the year</b>	37,549

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

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	0
Equity - Aboriginal	0
Equity - Socio-economic	0
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	274,121
Base - Per Capita	7,039
Base - Location	0
Base - Other	267,082
<b>Other Total</b>	5,970
<b>Grand Total</b>	280,091

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

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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

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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

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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.