**School context statement**

Brewongle Environmental Education Centre is one of 25 Environmental Education and Zoo Education Centre’s supported by the NSW Department of Education and Communities.

Our educational setting is the former Sackville North Public School featuring an 1878 sandstone classroom and residence. The Centre is located on a south facing ridge 70 meters above the Hawkesbury River at Sackville North. We offer day or residential school based programs with the motto –

‘Explore, Experience and Discover’

The Centre supports schools with curriculum implementation across a range of key learning areas. The Centre designs and implements relevant and contemporary teaching and learning programs within the context of the natural, cultural and built environments. There is a strong emphasis on student centred/inquiry based learning programs utilising a range of current information and communication technologies. Integral for the creation of sustainable futures is to develop school communities as leaders in sustainability.

The Centre’s support of school communities ensures that they have the knowledge, skills and motivation to affect and manage positive change within a local and global context. The Centre has multi-sectoral partnerships to enhance the capacity to create sustainable futures within our school communities.

For teachers, we provide pre and post excursion activities designed to extend and embed learning and to link the site effectively with their classroom teaching. We also deliver accredited professional development activities.

**Student information**

**Student attendance profile**

<table>
<thead>
<tr>
<th>Totals for 2014</th>
<th>No. of Schools</th>
<th>Attendance</th>
<th>S 1</th>
<th>S 2</th>
<th>S 3</th>
<th>S 4</th>
<th>S 5</th>
<th>S 6</th>
<th>Other</th>
<th>Onsite</th>
<th>Offsite</th>
</tr>
</thead>
<tbody>
<tr>
<td>231</td>
<td>5437</td>
<td>1178</td>
<td>1970</td>
<td>1075</td>
<td>440</td>
<td>246</td>
<td>360</td>
<td>169</td>
<td>103</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>
**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>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No members of staff have an Indigenous background; however we do employ members of the local Darug community to assist in the development and delivery of our Aboriginal Education programs.

**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>50</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Regional Principal Meetings - Term 1

Applied First Aid - February

Primary Principal Association Conferences - Term 3 & 4

Annual EEC/Zoo Education Conference – February

Climate Clever Energy Savers Conference – March

English and the New Syllabus - May

8 Ways Aboriginal Pedagogies - June

Managing iPads with Configurator - September

Creative Video Production using iPads - October

Place People Pedagogy: A Story for All Learners - Teacher TPL - November

Plugging Into Nature - December

*Steve Body with Costa Georgiadis at a dinner to celebrate the launch of the Youth Food Movement at UWS Earthcare Centre in November*
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>243426.55</td>
</tr>
<tr>
<td>Global funds</td>
<td>38065.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>51682.59</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>111796.50</td>
</tr>
<tr>
<td>Interest</td>
<td>4816.94</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4930.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>454718.31</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>12234.23</td>
</tr>
<tr>
<td>Excursions</td>
<td>0.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>38446.59</td>
</tr>
<tr>
<td>Library</td>
<td>220.82</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1362.63</td>
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<tr>
<td>Tied funds</td>
<td>78057.20</td>
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<tr>
<td>Casual relief teachers</td>
<td>3916.28</td>
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<tr>
<td>Administration &amp; office</td>
<td>29492.04</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>10375.70</td>
</tr>
<tr>
<td>Maintenance</td>
<td>45757.84</td>
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<tr>
<td>Trust accounts</td>
<td>9579.32</td>
</tr>
<tr>
<td>Capital programs</td>
<td>35000.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>264442.65</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>190275.66</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Significant programs and initiatives – Policy and equity funding

Aboriginal Education

The Centre conducts a very popular Aboriginal education program. This program is run in partnership with members from the Darug community. Activities are offered for primary and high school students on-site and at several Aboriginal heritage sites throughout the Hawkesbury district. This program is held in high regard by the community, we feel we are doing well with Aboriginal education and acknowledge that this is an area of ongoing learning in terms of professional learning and practice.

Chris Tobin – Darug artist and educator
Sustainability Education

During 2014 the centre worked closely with staff from Crawford Public School to develop and deliver high quality learning experiences where students learn to value, understand and care for natural and cultural heritage within the context of sustainability and leadership. To support these student objectives the teaching staff mapped current scope and sequence units to determine where education for sustainability can best be integrated into teaching and learning. In December 2014 approximately 30 students achieved the Brewongle Leadership Award celebrating their leadership skills and the work done to improve outdoor learning spaces within the school grounds.

Climate Clever Energy Savers

In 2014 the Centre was the regional coordinator of the Climate Clever Energy Savers program supporting 15 schools / 26 teachers.

This program engages students in authentic learning and investigations about energy consumption in their school. It also enables students to develop energy saving and greenhouse gas reduction proposals and action plans and provides opportunities for students to demonstrate initiative and leadership within their school community. Some leading student proposals were developed in 2014 which should result in real energy savings in our schools. This program will continue in 2015 in a modified format using funds remaining from 2014.
Literacy

Literacy is delivered through a wide range of teaching and learning activities utilising all of the Key Learning Areas. Students develop strong environmental knowledge, awareness and capacity for positive environmental change when it is contextualised or taught using real world examples, problem solving and with active student participation.

The Centre conducted its 18th annual ‘Writers in the Environment Camp’ for 49 gifted and talented students of Year 6 during September, giving them the opportunity to workshop with renowned children’s authors.

The photos below show the 2014 student group and the visiting authors.

Other significant initiatives

Conservation

Brewongle received a grant via Greening Australia in 2014 to begin bush remediation works on sites adjacent to the Hawkesbury River and on Brewongle land. This grant has created a partnership with Blue Tongue Ecosystems (Bush regeneration contractors), Mt Druitt Tutorial School teachers and students, local landholders, The Hills Shire and Hawkesbury Councils and the ‘Windsor to Weir project’. Monthly visits by students and contractors have seen the removal of weeds and planting of trees in an area covering up to 1 hectare. Students have been up-skilled with bush regeneration skills and have had their progress recorded for addition to job resumes.

Bush Regenerator Angus, teaching about native plants to a visiting student.
Engaging Visions

In partnership with the School of Art at the Australian National University the centre conducted a teaching and learning field study program for 8 Stage 6 students and 3 teachers. As part of this initiative students and teachers created fine artworks inspired by their involvement with the field study sites and visiting renowned artists Patrick Shirvington and Chris Tobin. Evaluations and testimonials highlighted that “deep immersion with student mentors and lecturers from ANU to develop artworks was so rich and fascinating”.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include: formal evaluations, informal feedback and staff survey.

Australian Curriculum: Aboriginal and Torres Strait Islander priority

Background

Throughout 2014 centre staff have been developing and delivering programs, workshops and teaching resources to support schools in the implementation of the Aboriginal and Torres Strait Islander cross curriculum priority as part of the Australian curriculum. This priority area provides opportunities for all learners to deepen their knowledge of Australia by engaging with the oldest continuous living cultures. Incorporating Aboriginal and Torres Strait Islander histories and cultures into teaching and learning will build knowledge and understanding, whilst also enhancing the ability of learning communities to participate positively in the ongoing development of Australia.

A new bush resource track was initiated and new and significantly improved signage developed to incorporate Darug plant use, ecological features and environmental management. This track now has the capacity to integrate quality learning across the Science and Geography key learning areas for primary and secondary learners.

In November a highly successful teacher workshop was conducted for 62 teachers at the University of Western Sydney, Hawkesbury campus. This workshop titled Place, People Pedagogy: A Story for All Learners was a collaboration between our Aboriginal community, State Access and Equity Library and the Education faculty at UWS.
Findings and conclusions

The following graph indicates teacher outcomes regarding their ability to implement the Aboriginal Education Policy, incorporate Aboriginal and Torres Strait Islander histories and cultures into curriculum, their ability to form relationships with the local Aboriginal community and the overall value of the professional learning workshop.

A very pleasing and unexpected outcome was that 79% teachers rated their ability as strong to very strong with regard to forming relationships with their local Aboriginal community. The potential for this to support improved student outcomes in learning communities is significant.

Evaluations from the teacher workshop in November were extremely positive and feedback comments included such things as;

“The final session on syllabus was excellent – lots of food for thought” - High School Deputy Principal.

“Speakers were really informative and supportive”, “lots of goodwill and positive ideas”. Primary Teacher

“I felt the talk on Darug histories and culture really opened my eyes to wider views.” Primary Teacher
Future directions

In 2015 the Centre will repeat its highly popular Teacher workshop titled Place, People, Pedagogy: A Story For All Learners in March 2015 in collaboration with our Aboriginal Education team and UWS.

The Centre has applied to the NSW Aboriginal Education Council for funding to support the implementation of ‘Warrawi Yana Nura’ or Stand tall, Walk tall In Country. In this unique program students will participate in a series of cultural workshops to build a sense of place, learn the histories and cultures of Aboriginal and Torres Strait Islanders, develop a sense of identity and to know that identity is strength, and to maintain a special connection to and responsibility for Country/Place.

School planning 2012-2014:

School priority 1
Engagement and attainment – Innovation and Creativity

2014 Targets to achieve this outcome include:

Develop new innovative and interactive website to improve sustainability education reach of the Centre.

Outcomes from 2012–2014

Evidence of achievement of outcomes in 2014:

- New Brewongle EEC website (using Wordpress and designed in house) went live in March 2014. The new site incorporates a blog (105 posts in 2014) and links to Brewongle Facebook (127 followers), Twitter (116 followers), Yammer, Google+ and Youtube social media accounts. Redesigned to suit the changing online environment - the focus of quality images, videos, social media and the blog has driven large amounts of web traffic to our site. The biggest single day view was 648 visitors – mainly driven by parents, teachers and students viewing a blog of our annual Writers Camp. The blog now has 440 followers via email (mostly teachers who have a connection to the Centre). These followers receive regular updates on sustainability and environmental education. The website has had 16,500 views since development. The following tables summarises what pages this traffic has been viewing and views by month. This process was aided by consultation with Gibberagong EEC and the NSW DEC Communication and Engagement team.
Strategies to achieve these outcomes in 2014:

- Utilise WordPress as a platform to extend and enhance website features
- Incorporate social media platforms such as Twitter, Facebook, Blog and Google Docs
- Consult with other EEC’s/private consultants regarding world class features to be incorporated

School priority 2

Curriculum and Assessment – Student Centered Learning

2014 Targets to achieve this outcome include:

Develop an innovative Stage 4 Geography program for 21st Century learners

Outcomes from 2012–2014

Evidence of achievement of outcomes in 2014:

- A series of lesson ideas on Climate Change have been developed in conjunction with teachers from Kingswood High School which incorporate the Sustainability Action Process as an effective methodology to integrate sustainability education into curriculum.
- Learner centred, authentic and rich tasks have been developed with an explicit focus on literacy, numeracy and civics and citizenship.
- A delay in the release of the new Geography syllabus from BOSTES led to the postponement of professional learning opportunities in sustainability education.

Strategies to achieve these outcomes in 2014:

- Integrate the sustainability action process into an authentic climate change project focusing on 4G4 Global Issues and the Role of Citizenship.
- Incorporate rich literacy, numeracy and active citizenship tasks.
- Provide professional learning and curriculum support for teachers to integrate sustainability education into the curriculum.
School priority 3
Aboriginal Education – Engagement and Connections

2014 Targets to achieve this outcome include:

Support schools in embedding Aboriginal and Torres Strait Islander histories and cultures into the Australian curriculum.

Outcomes from 2012–2014

Evidence of achievement of outcomes in 2014:

- An extensive array of quality teaching and learning resources have been identified to connect learning to country, place, people and culture. These are available via the Centre’s website [http://brewongleeec.com/resources/aboriginal-education-resources/](http://brewongleeec.com/resources/aboriginal-education-resources/)
- In June, 3 staff members attended 8 Ways Pedagogies training with the DEC Aboriginal Education and Engagement Team, Dubbo to build capacity to incorporate Aboriginal ways of knowing and doing into practice.
- A highly successful Teacher Professional Learning workshop was conducted for 62 teachers in November at UWS Hawkesbury campus. This workshop aimed to build cultural competencies for all staff and enhance the integration of Aboriginal & Torres Strait Islander histories and cultures into curriculum. More details are provided in School planning and evaluation 2012-14.

Strategies to achieve these outcomes in 2014:

- Identify leading literacy resources which connect learning to country, place, people and culture.
- Engage with other agencies to undertake professional learning in Aboriginal pedagogies.
- Develop a professional learning program to enhance cultural competencies, leadership and teaching effectiveness

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.

The development of a new website for the Centre created new opportunities to communicate more effectively and frequently with visiting teachers, students and parents.

This was highlighted during our annual ‘Writers in the Environment camp’ by extremely positive parent feedback and 648 hits on our website with 250 people viewing the blog during and after Writers Camp. A series of blogs with amazing photography enabled parents to track their child’s progress over the course of 3 days. The leadership shown by the Centre’s teacher is a shining example of our school being seen as a hub for innovation within a culture of organisational excellence, building pride in public education.
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.

School planning 2015-2017:

Citizen Science

School priority 1 Improving learning outcomes for all students

2015 Targets to achieve this outcome include:

Embed Citizen Science programs such as Climatewatch Trails, School of Ants (University of New England) and Atlas of Living Australia into programs for Primary and Secondary schools.

Strategies to achieve these outcomes in 2015:

- Creation and marketing of a Stage 4-5 Science Citizen Science program to visiting schools. Use of technology including iPads, GPS units and a national science program like Climatewatch to engage students. Creation of a signed Climatewatch Trail at Brewongle EEC.
- Utilising CSIRO’s Atlas of Living Australia online database to contribute to national ecological data. Making Science and Geography authentic and giving primary and secondary students a chance to contribute to all of society data. Embed into existing programs to record fauna and flora data. River Ecology, Year 11 Biology, Senior Science and Earth and Environmental Science programs. Recording bird data during Wet and Dry programs.

School priority 2 Fostering quality teaching and leadership

2015 Targets to achieve this outcome include:

Build and enhance teacher capacity in education for sustainability by improving knowledge, understanding and values in sustainability content and pedagogies to enable 21st century citizenship in students.

Strategies to achieve these outcomes in 2014:

- Deliver Place, People and Pedagogy: A Story for All Learners at UWS Hawkesbury campus in semester 1 in partnership with DEC Aboriginal Education and Engagement team to enhance cultural competencies, leadership and teaching effectiveness.
- Increase marketing and engagement to schools through various channels like email, SchoolBiz, Yammer, Facebook, Youtube, Google+, Twitter and the Brewongle Blog for the take up of Citizen Science programs. To increase the personal contact with Science and Geography teachers in Western Sydney High Schools.
- Develop and deliver a non-registered course in collaboration with Curriculum Advisors, Macquarie Park, DEC Science and Technology Advisors and Longneck Lagoon EEC in Science & Technology K-6.
School priority 3 Improving learning outcomes for all students

2015 Targets to achieve this outcome include:
Increase student engagement and facilitate quality learning so students are informed, active and responsible citizens with the necessary 21st century skills capable of positively influencing their future.

Strategies to achieve these outcomes in 2015:
- Develop and deliver ‘Warrawi Yana Nura’; a transformative middle year program (Years 5-10) for Aboriginal students to build and apply cultural knowledge, advance leadership skills and engage with schooling
- Collaborate with 2realise a charity supporting young people to improve their wellbeing, educational and employment outcomes to empower student participants and build their leadership capacities
- Collaborate with the Centre’s Aboriginal Education team to build a sense of place, learn the histories and cultures of Aboriginal and Torres Strait Islanders and develop their sense of identity
- Collaborate with Taronga Zoo and The Royal Botanic Gardens Sydney to improve cultural knowledge

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.

Mark Edwards - Principal
Steven Body - Teacher
Robyn Peek – Teacher
Kate Kilgour - Teacher
Shelley Brown – School Administrative Manager

School contact information
Brewongle Environmental Education Centre
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Fax: 02 4579 1072
Email: brewongle-e.school@det.nsw.edu.au
Web: www.brewongle-e.schools.nsw.edu.au
School Code: 5694

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: