Introduction

The Annual Report for 2017 is provided to the community of Georges River 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.

Garth Jones
Principal

School contact details

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Central Ave
Chipping Norton, 2170
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9755 3189
School background

School vision statement

To promote Sustainability Education and inspire schools to act responsibly towards their environment. To provide learning experiences which promote meaningful connections in, about and for the environment.

School context

The Georges River EEC is a Department of Education and Communities school located in South Western Sydney, one of three EECs in this geographical area of Sydney, and one of a network of 23 EECs across the state.

The Centre aims to inspire young people to experience and connect with the natural world and encourage the development of positive behaviour changes towards its protection.

Georges River EEC offers a variety of high quality field work and environmental and sustainability education programs for school students K–12.

Georges River EEC also delivers professional learning opportunities for teaching staff both at the centre, within schools and in the natural environment through in field experiences.

In school communities the Centre assists schools with environmental audits, resource materials and staff development.
Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

In the domain of Learning, our school has established close working relationships with local schools to develop comprehensive units of work that engage students in learning, meeting the needs of the individual school communities. In the areas of Learning Culture, Wellbeing and Curriculum and Learning our school demonstrates that we are working at sustaining and growing. While in Assessment and Reporting, students reflect on their learning demonstrating that we are working towards delivering as reflected in the School Excellence Framework.

In the domain of Teaching, our school is continually reviewing and developing our teaching programs utilising the considerable wealth of experience and expertise of our casual staff to provide professional learning opportunities for visiting staff. Our staff ethically and responsibly adapt their teaching to empower students to have a positive impact on the environment. In the areas of Effective Classroom Practice, Data Skills and Use, Collaborative Practice, Learning and Development and Professional Standards our school demonstrates that we are delivering as reflected in the School Excellence Framework.

In the domain of Leading our self-assessment process will assist the school to refine the strategic priorities in our School Plan, strategic financial management was used to gain efficiencies and to maximise resources available to implement the school plan, leading to further improvements in the delivery of education to our students.

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:

Strategic Direction 1

Empowering students to have a positive impact on the environment

Purpose

To help students to recognise they are part of the natural world and think about how they can act as responsible citizens to sustain and improve natural and cultural environments.

Overall summary of progress

Over 5000 students attended GREEC programs in 2017. All our programs offer the opportunity for students to act in a positive way toward the environment. Students have contributed to a national program to collect waste plastic from our waterways. Visits to schools to assist with school gardens and frog ponds has been much appreciated by teachers and students. Support for Wiley Park Girls High enabled students to implement a solar energy project at their school.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student, teacher and parent/caregiver evaluation data show:</td>
<td>$900</td>
<td>77% of visiting teachers strongly agreed and 21% agreed that GREEC provided a stimulating learning environment to enhance their student’s engagement with the environment.</td>
</tr>
<tr>
<td>Positive learning experiences in nature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning experiences meet the needs of the students</td>
<td>$200</td>
<td>GREEC provided tailored programs to students from Intensive English Centres, Gifted and Talented student, students with multiple disabilities</td>
</tr>
<tr>
<td>Excursion programs provide a positive connection and experiences with nature evidenced by teacher and student evaluations.</td>
<td>$700</td>
<td>Visiting teachers overwhelmingly supported the way GREEC had promoted positive environmental values and attitudes and their capacity to act in a positive way.</td>
</tr>
<tr>
<td>Students demonstrate positive knowledge, skills, values and attitudes towards the environment, measured through student and teacher evaluation data, EEC and class teacher observations.</td>
<td>$200</td>
<td>Our evaluations showed 84% of teachers responded that they strongly agreed GREEC programs promoted positive environmental values and attitude in students.</td>
</tr>
</tbody>
</table>

Next Steps

Continue to offer students a way of interacting positively toward the environment through offering engaging opportunities such as equipment to clean up nearby beach. Increase our involvement with the GoMAD Youth project. Continued involvement in the Take 3 initiative has fostered student interest in being able to positively impact on their environment.
Strategic Direction 2

Model teaching and leadership in sustainability education across NSW schools

Purpose

To build the capacity of GREEC and NSW school teachers to lead their school communities towards a culture of sustainability.

To support the development of environmentally responsible citizens.

Overall summary of progress

Visiting teachers have demonstrated through our evaluation process that they value and acknowledge the knowledge and expertise of centre staff to provide leadership in sustainability education. GREEC continued to support strong collaboration through the NSW Environmental and Zoo Education Centres network.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in school communities being involved in developing a culture of sustainability that supports the development of environmentally responsible citizens.</td>
<td>$300</td>
<td>Schools have been supported to develop school vegetable gardens and outdoor learning spaces. Schools assisted in sustainability actions in or near their school.</td>
</tr>
<tr>
<td>GREEC strengthens existing and creates new TPL opportunities for teaching staff for environmental and sustainability education that is curriculum driven and enriches their teaching practices evidenced by teacher evaluations and increased teacher participation numbers.</td>
<td>$500</td>
<td>GREEC evaluations of visiting teachers showed that 95% of teachers felt GREEC programs enhanced their professional learning for environmental/ sustainability education into the curriculum.</td>
</tr>
<tr>
<td>GREEC supports staff in developing leadership skills and to lead programs which model teaching and leadership in sustainability education.</td>
<td>$200</td>
<td>Expertise of casual staff acknowledged and utilised to develop and adjust programs where appropriate. Casual staff supported to attend Professional Development opportunities including EZEC Conference and Aboriginal Education Course. Other DoE staff supported in Depth Studies for the new Science syllabus.</td>
</tr>
</tbody>
</table>

Next Steps

Continue to develop and offer Professional Development opportunities for schools particularly in Geography and senior Science as new syllabus are implemented. Lead GoMAD Youth project for Sydney area. Strengthen existing and develop new Citizen Science projects such as Oyster project, Micro-plastics, Native bees and Micro-bats.
Strategic Direction 3
Fostering strong partnerships for delivery of practices and leadership for environmental and sustainability education

Purpose
To provide authentic, relevant and unique environmental / sustainability education experiences for students and partner organisations.

Working within the EZEC network to develop systemic leadership and continuous improvement in environmental and sustainability education.

Overall summary of progress
Continued involvement with Campbelltown Council and the Georges River Combined Councils Committee (GRCCC) has led to the centre assisting with Council sponsored programs involving Sydney Water and local high schools.

We provided support to the Speaking For The Planet youth art and drama competition. We continue to work with the GRCCC to engage students with the River Health Monitoring program.

Assist the EZEC network to run workshops to deliver sustainability education to teachers across the state.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Funds Expended (Resources)</th>
<th>Progress achieved this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthened partnerships with local “Community of Schools” to improve the environmental learning experiences of their students.</td>
<td>$200</td>
<td>MCOS Principals meetings strengthen local schools knowledge of GREEC.</td>
</tr>
<tr>
<td>EZEC data gathered and compared for improvements through a shared evaluation of teachers and students across NSW.</td>
<td>$0</td>
<td>Most of the EEC’s across NSW contributed to and are using this common evaluation to assess our impact on students and teachers.</td>
</tr>
<tr>
<td>Collaborate with UWS to develop and deliver tutorials to Post Graduate Teaching students introducing the services offered by GREEC and other EEC’s.</td>
<td>$0</td>
<td>Due to staff changes at UWS Post Graduate Teaching students did not attend in 2017.</td>
</tr>
</tbody>
</table>

Next Steps
Liverpool Council are in the process of developing an Education Centre at Casula, this may present an opportunity to work more closely with Liverpool Council. Continue to work with the GRCCC on the River Health Monitoring program. Work with consultant Dr Elias Bone on the Oyster Project. Foster partnership with Liverpool Mens Shed and Flower Power for building, supply and enhancement of centre resources.
Workforce information

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning &amp; Support Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administration &amp; Support Staff</td>
<td>1.03</td>
</tr>
<tr>
<td>Other Positions</td>
<td>0</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

Delete text not required.

**Teacher qualifications**

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

**Teacher qualifications**

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>0</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Professional learning activities included:

The school spent $9,300 on professional learning.

- 3 day EZEC Conference – Principal
- 5 day LMBR Training – Principal
- 15 day LMBR Training – SAM
- 1 day EfPT Training – Relieving Principal and Casual SAM
- 1 day New Geography Program Development – 2 teachers from partner schools

Financial information (for schools using both OASIS and SAP/SALM)

**Financial information**

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<You may use this text box to comment on:
- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.
<table>
<thead>
<tr>
<th>Receipts</th>
<th>$</th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>47,732</td>
<td>0</td>
</tr>
<tr>
<td>Global funds</td>
<td>23,193</td>
<td>104,976</td>
</tr>
<tr>
<td>Tied funds</td>
<td>8,106</td>
<td>75,975</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>29,385</td>
<td>-425</td>
</tr>
<tr>
<td>Interest</td>
<td>502</td>
<td>29,270</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Receipts</td>
<td>61,186</td>
<td>155</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Payments</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Learning Areas</td>
<td>34,690</td>
<td></td>
</tr>
<tr>
<td>Excursions</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>706</td>
<td></td>
</tr>
<tr>
<td>Training &amp; Development</td>
<td>252</td>
<td></td>
</tr>
<tr>
<td>Tied Funds Payments</td>
<td>6,476</td>
<td></td>
</tr>
<tr>
<td>Short Term Relief</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Administration &amp; Office</td>
<td>4,711</td>
<td></td>
</tr>
<tr>
<td>Canteen Payments</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>1,502</td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td>702</td>
<td></td>
</tr>
<tr>
<td>Trust Payments</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Capital Programs</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total Payments</td>
<td>49,040</td>
<td></td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>59,879</td>
<td></td>
</tr>
</tbody>
</table>

The information provided in the financial summary includes reporting from 1 December to 19 July 2017.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as $0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.
<Use this text box to enter a general statement describing:

- your school’s financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available

Delete text not required.

Financial summary equity funding

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

<table>
<thead>
<tr>
<th></th>
<th>2017 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Total</strong></td>
<td>234,131</td>
</tr>
<tr>
<td>Base Per Capita</td>
<td>4,585</td>
</tr>
<tr>
<td>Base Location</td>
<td>0</td>
</tr>
<tr>
<td>Other Base</td>
<td>229,546</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td>0</td>
</tr>
<tr>
<td>Equity Aboriginal</td>
<td>0</td>
</tr>
<tr>
<td>Equity Socio economic</td>
<td>0</td>
</tr>
<tr>
<td>Equity Language</td>
<td>0</td>
</tr>
<tr>
<td>Equity Disability</td>
<td>0</td>
</tr>
<tr>
<td><strong>Targeted Total</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Other Total</strong></td>
<td>350</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>234,481</td>
</tr>
</tbody>
</table>

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

Upon completion of teaching and learning students, teachers and parents are surveyed using a model devised through EZEC collaboration to determine the quality of the programs delivered by the centre. Following is a summary of the survey.

- Programs provided stimulating learning experiences to enhance student engagement with the environment. 99% Agree / Strongly Agree.
- Programs provided positive environmental values and attitudes and student capacity to act in a positive way. 97% Agree / Strongly Agree.

Policy requirements

Aboriginal education

The centre provided support to the Aboriginal River Keepers In Training. We are also committed to including Aboriginal perspectives throughout our new and existing programs.

Multicultural and anti-racism education

GREEC continued to support schools with Intensive English Centres and involved IEC staff in planning for future collaboration on programming to provide students from non English speaking backgrounds an anti –discriminative environment.