Introduction

The Annual Report for 2018 is provided to the community of Botany Bay Environmental Education Centre (BBEEC) 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.

Jan Rasborsek
Principal

School contact details

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Kurnell, 2231
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botanybay-e.school@det.nsw.edu.au
9668 2070

Message from the Principal

Botany Bay Environmental Education Centre is part of a wider network of 25 Environmental and Zoo Education Centres (EZEC) across New South Wales. Botany Bay EEC and the EZEC community have a long history of providing quality educational outcomes for teachers and students of NSW schools across a wide range of Key Learning Areas, with a particular focus on environmental and sustainability education. 2018 has seen a year of growth for the centre. Staff have developed many new programs and delivered teacher professional courses to support NSW teachers. We have incorporated inquiry based learning into a number of our programs. Our teaching staff have continued to collaborate with many of our project partners and outside agencies. These include NSW National Parks and Wildlife; Macquarie University (Australian Microplastic Assessment Project AUSMAP and Scoop a poop project); the Australian Association for Environmental Education (AAEE): Australia’s Nuclear Science and Technology Organisation (ANSTO) and the Aboriginal Education Consultative Group (AECG). Botany Bay EEC staffing has grown as student numbers and visitation rates have increased in 2018. An extra staff member at 0.6 FTE was employed in 2018. This proved to be an invaluable asset in designing, delivering and working with schools. In 2019, Botany Bay EEC will continue to engage temporary staff. Our vision is to connect every learner to the natural world and inspire change for a sustainable future. We aim to deliver best practice and be leaders in the delivery of education for sustainability. Walk softly on the earth and look after every living thing.

Message from the school community

Following are some messages from parents, teachers and principals who make up our school community

* The EEC teacher was fantastic! The children were consistently focused and engaged in all activities

* Our teacher was an excellent source of information and made the whole experience a hands on learning experience where students commented on how they were able to connect what they learnt at school to the experience at Botany Bay

* The staff and students had the most wonderful day. They are still buzzing today. Thank you so much for the provision of such quality engaging experiences for our students.

* The EEC teachers were all excellent. Their extensive knowledge and passion was clear. Their commitment to strengthening student understanding and awareness of the environment was truly great

* I've been coming to BBEEC with senior classes for a number of years now and my students love the experience each time. It is really rewarding to see them make the connections between the classroom and real world science, broadening their perspective on the role of scientists in society. BBEEC staff are professional, knowledgeable and a pleasure to work
with. Resources shared with school groups in the lead up to completing fieldwork are thorough and support work being completed as part of the HSC Biology curriculum. I would have no issues recommending BBEEC to any school group who want an authentic learning experience for their students.

* The EEC teacher was wonderful. She quickly understood the needs of my class

* Management of students and engagement was positive and firm. I was particularly impressed with the respect shown for Aboriginal culture and perspectives, even to asking the teacher whom to choose to play Aboriginal warriors in the play so they were sensible

* Special thanks to the EEC teacher. She was amazing with the students. She made time an extra consideration for our student in a wheelchair. He felt comfortable and experienced the day in a positive environment

* We had a great day visiting, thanks so much for all of your effort and hard work to bring such a positive and rewarding experience to our students

* Loved that she was a trained teacher, knowledgeable in the content and knew how to deal with students. Very personable

* She was brilliant and understood that some students needed additional support. All communication and engagement was appropriately pitched at student need

**Message from the students**

The following are student thoughts when asked what they would tell their family or friends about their visit to Botany Bay EEC:

* Going on the bush walk and learning about plants and how Aboriginal people found food

* I liked dressing up in a pinafore and mop hat and doing the washing using the washboard at the farm house. Then we play sack races

* I learnt about the definitions of the words and about the ecosystem that I'm learning and researching while doing the assessment task

* I learnt that if we keep polluting the Earth the way we are now that not much will be left soon

* that everything that we do in our society is affecting the natural ecosystem

* Using the GPS devices to find the geocaching box and learn more about the Aboriginal tools and weapons

* That we should all protect the environment and how clever the Aboriginals were in their environment

* Looking at species on the rock platform and learning methods of sampling for distribution and abundance

* Collecting data on the rock platform and the way different species depend on each other for survival

* I liked the opportunity to do our own work and not be lead around as much or be told what to do
School background

School vision statement
Botany Bay EEC: Providing students, teachers and their communities with rich, meaningful experiences in and around the natural, built, historic and cultural environment to enhance their understanding of, and influence on our land, water, wildlife and society.

EZEC: Leading environmental education to empower learners for a sustainable future

School context
Context
Botany Bay Environmental Education Centre (BBEEC) is a Department of Education school located at Kurnell in Kamay Botany Bay National Park.

Our programs aim to inspire young people to experience and connect with the natural world and encourage the development of positive behavioural changes towards its protection.

Our school achieves this through the provision of high quality field work and environmental and sustainability education programs for school students K–12 at excursion locations in and around the Kurnell/Cronulla area or at sites near/within schools.

The capacity of our teachers and those within our local schools as leaders in environmental education are developed through the provision of high quality professional learning programs.

Our school is built on a culture of collaboration with the following partners: Environmental and Zoo Education Centres (EZEC), National Parks and Wildlife Service, members of the local Aboriginal community, local AECG and local schools.

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.

Learning: This year Botany Bay EEC had a strong focus on the aspects of Learning Culture, Curriculum and Learning, Effective Classroom Practice and Collaborative Practice. Considerable time and resources was spent developing new, innovative and engaging teaching programs for the Geography Syllabus from K–10, engaging many students and teachers in inquiry based learning. Botany Bay EEC has worked hard to maintain the 'Collaborative Practices' within the Environmental and Zoo Education (EZEC) Network to maintain a high standard of teaching programs at the Centre.

Teaching: During 2018, new casual teachers were engaged to work at the EEC. As a result, there was a significant increase in collaboration and sharing of knowledge, skills and expertise to enhance the teaching and learning programs for students. Professional learning focused on supporting the larger group of casual teachers to develop the professional community. In addition, staff engaged in regular professional learning events for the community of EECs to develop their environmental knowledge and skills thus enriching the programs at the EEC. A trip to the National Library in Canberra to view the exhibition Cook and the Pacific was a highlight at the end of year. All professional learning supported individual PDPs and the priorities of the School Plan.

Leading: The EEC has continued to grow and develop a range of community relationships including local schools, artists and members of the local Aboriginal community. Writing and delivering a range of NESA registered courses demonstrates our commitment to supporting all NSW teachers ensuring improved teaching and learning for 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**

Empower Learners

**Purpose**

To develop students environmental knowledge, skills, values and attitudes in creating environmentally literate citizens. This is accomplished through providing engaging and stimulating learning environments that empower learners to think and communicate creatively, collaboratively and critically to achieve positive environmental impact.

**Major SEFV2 links**

Learning – curriculum, Assessment, Reporting

Teaching – Effective classroom Practice, Data Skills and Use, Professional Standards, Learning and Development

Leading – Educational Leadership, School Resources

**Overall summary of progress**

New programs have been developed to support Stage 6 Biology and the new Science and Technology syllabus for Stages 1–3. All programs have incorporated inquiry based learning. Staff have been supported through professional learning sessions to understand the inquiry based learning model. Resources development for the Science K–6 programs are being finalised ready for implementation in 2019. History and Geography programs have been reviewed and improved to align with syllabus outcomes.

Support was provided to Minerva SSP and Malabar PS on environmental projects. EEC staff supported the annual Green Day at St George GHS (240 students) through the delivery of workshops including Recycling Mobile Phones, Citizen Science – Micro Plastics and Stop Motion to create an environmental campaign.

**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>All learning programs are engaging, meet syllabus requirements and support the classroom learning activities using enquiry based learning</td>
<td>Casual teacher days x 2 Development of new science programs, equipment and resources • New Science programs, equipment and resources ($2000.00)</td>
<td>New programs have been developed to support Stage 6 Biology and the new Science and Technology syllabus for Stages 1–3. All programs have incorporated inquiry based learning. Staff have been supported through professional learning sessions to understand the inquiry based learning model. Resources development for the Science K–6 programs are being finalised ready for implementation in 2019. During 2019 staff will continue to develop their understanding of inquiry based learning and the role it plays in EEC programs. There will be a focus on the 8 Ways of Learning and how aspects can be integrated into current programs. History and Geography programs have been reviewed and improved to align with syllabus outcomes. Support was provided to Minerva SSP and Malabar PS on environmental projects. EEC staff supported the annual Green Day at St George GHS (240 students) through the delivery of workshops including Recycling Mobile Phones, Citizen Science – Micro Plastics and Stop Motion to create an environmental campaign.</td>
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**Next Steps**
During 2019 staff will continue to develop their understanding of inquiry based learning and the role it plays in EEC programs. There will be a focus on the 8 Ways of Learning pedagogy and how aspects can be integrated into current programs.

Support for local, rural and remote schools in environmental and sustainability education programs will continue as requested.

Implement and evaluate new Science programs Stage 1, 2, and 3

Plan and develop programs to support 2020 anniversary at Kurnell.
Strategic Direction 2
Develop Teacher Capacity

Purpose
To develop the capacity of Centre staff in addition to those within our networks as learners, teachers and leaders in environmental and sustainability education. This will be achieved through participation in, and the provision of, explicit professional learning that improves teaching practice, resulting in the development of environmental citizens.

Major SEFV2 links
Learning – Wellbeing, Curriculum, Assessment
Teaching – Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development
Leading – Educational Leadership, School Resources, Management Practices and Processes

Overall summary of progress
BBEEC has facilitated the following TPL for teachers through MyPL:
1. The Art of Nature and Wellbeing
2. Outdoor Education and School Gardens
3. Teaching Science and Technology K–6 with confidence
4. SAP Sustainability Action Process

154 teachers attended Teacher Professional Learning courses at Botany Bay EEC.

In 2019 the EEC will offer the following new courses
1. Stage 6 Biology–Depth Studies
2. Aboriginal Cultural Awareness at Botany Bay EEC
3. Teaching Aboriginal Content in Stage 6 Science

Botany Bay EEC staff have attended professional learning sessions during the year to develop and strengthen their knowledge and understanding of syllabus requirements for History, Science and Geography. The impact of the new skills and knowledge has been reflected in their teaching strategies in current programs.

During 2019 Botany Bay EEC staff will attend the annual EZEC conference and regular professional learning sessions during the year to support their PDP and the school goal of deepening their curriculum knowledge. The 8 Ways of Learning will be presented to staff.

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<td>Increase the number of teachers that are registered in Professional Learning support programs. 100% of BBEEC staff feel supported in their professional development and career aspirations and successfully reach goals identified in PDP's.</td>
<td>New Teacher Professional Learning courses registered with NESA • Development of and delivery courses ($4000.00) • Staff attendance at PL ($1800.00)</td>
<td>BBEEC has facilitated the following TPL for teachers through MyPL: 1. The Art of Nature and Wellbeing 2. Outdoor Education and School Gardens 3. Teaching Science and Technology K–6 with confidence 154 teachers attended courses at Botany Bay EEC. In 2019 the EEC will offer the following new courses • Stage 6 Biology–Depth Studies • Aboriginal Cultural Awareness at Botany Bay</td>
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<td></td>
</tr>
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</table>

### Next Steps

In 2019 the Botany Bay EEC will offer the following new courses:

1. Stage 6 Biology–Linking Classroom Practice to Fieldwork for Biology Depth Studies
2. Aboriginal cultural Awareness at Botany Bay EEC
3. Teaching Aboriginal Content in Stage 6 Science

Botany Bay EEC staff will attend the annual EZEC conference and regular professional learning sessions during the year to support their Professional Development Plans and the school goal of deepening their curriculum knowledge. Working with Georges River EEC staff will develop their understanding of The 8 Ways of Learning.
Strategic Direction 3

Strengthen Partnerships

Purpose

To extend and strengthen partnerships with our networks and communities through effective communication and a culture of collaboration. The impact of these relationships drives the provision of authentic, relevant and unique experiences, which enable students to be confident and creative environmental citizens.

Major SEFV2 links

Learning – Curriculum, Assessment, Reporting
Teaching – Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development
Leading – Educational Leadership, School Resources

Overall summary of progress

In addition to attending the annual EZEC conference BBEEC have collaborated with other EECs to develop innovative programs to support the syllabus. Teacher Professional Learning (TPL) courses have been written and developed in conjunction with other EECs. Planning for 2019 includes the development of a TPL course for Stage 6 Science Learning across the Curriculum Aboriginal and Torres Strait Islander Histories and Culture and the development and delivery of Citizen Science projects. Attending AECG meetings in 2019 will further the support and delivery of high quality Aboriginal education programs.

Working with principals from local schools, the EEC has contributed to the planning of a One Mob event on 12 December. Two hundred primary and 100 high school Aboriginal students participated in this event. Funds from the Creative Arts grant supported the activities. This was the first time such an event was held in this area for Aboriginal students. 24 local schools were involved.

Training of EEC staff in the Citizen Science AUSMAP project and the purchase of resources will ensure that this program will be delivered in 2019. In addition, the Scoop a Poop project will be incorporated into the new Stage 3 Science program. BBEEC will continue to support the School of Ants program through video conference sessions.

Progress towards achieving improvement measures

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</table>
| All BBEEC staff are supported and have increased collaborative practices within the EZEC Community of Schools | AUSMAP training and resources to support the project  
• AUSMAP training and resources ($1000.00)  
• Arts Council Grant ($5000.00) | In addition to attending the annual EZEC conference BBEEC have collaborated with other EECs to develop innovative programs to support the syllabus. Teacher Professional Learning (TPL) courses have been written and developed in conjunction with other EECs. Planning for 2019 includes the development of a TPL course for Stage 6 Science Learning across the Curriculum Aboriginal and Torres Strait Islander Histories and Culture and the development and delivery of Citizen Science projects. Attending AECG meetings in 2019 will further the support and delivery of high quality Aboriginal education programs.  
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<td></td>
</tr>
<tr>
<td>Increase the number of collaborative projects, the extent of engagement and feedback from stakeholders developed in partnership with local community organisations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Next Steps

To co-design and deliver a course with the Aboriginal Team at Arncliffe (Aboriginal Cultural Awareness at Botany Bay EEC) for teachers.

Attendance at local AECG meetings in 2019 to further the support and delivery of high quality Aboriginal education programs.

Training of EEC staff in the Citizen Science projects;
- AUSMAP project and the purchase of resources will ensure that this program will be delivered in 2019
- Scoop a Poop, Macquarie University
Student information

Visitation numbers for Botany Bay EEC in 2018

Total number of students: 6297
Number of schools: 62
Number of visiting teachers: 222
Students in Stage 1: 536
Students in Stage 2: 3928
Students in Stage 3: 367
Students in Stage 4: 554
Students in Stage 5: 480
Students in Stage 6: 432

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>School Administration and Support Staff</td>
<td>1.03</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

No Aboriginal staff are employed at present.

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

All staff have undertaken professional learning and are registered with New South Wales Education Standards Authority. Staff are working towards or maintaining their accreditation status.

Financial information

Financial summary

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

<table>
<thead>
<tr>
<th></th>
<th>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Balance</strong></td>
<td>85,972</td>
</tr>
<tr>
<td>Revenue</td>
<td>375,924</td>
</tr>
<tr>
<td>Appropriation</td>
<td>284,756</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>5,605</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>84,162</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>0</td>
</tr>
<tr>
<td>Investment Income</td>
<td>1,401</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td>-346,659</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>-346,659</td>
</tr>
<tr>
<td>Employee Related</td>
<td>-332,333</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>-14,325</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>0</td>
</tr>
<tr>
<td>Employee Related</td>
<td>0</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>0</td>
</tr>
<tr>
<td><strong>SURPLUS / DEFICIT FOR THE YEAR</strong></td>
<td>29,265</td>
</tr>
<tr>
<td><strong>Balance Carried Forward</strong></td>
<td>115,237</td>
</tr>
</tbody>
</table>

Botany Bay EEC has rigorous processes and systems in place to manage the funds for the school ensuring that staffing and resources support the school goals for improvement aligned to the strategic directions. Weekly and monthly financial meetings ensure that the spending reflects the budget. Staff have received extensive training in the new departmental financial system.

Extensive and prolonged sick leave was taken by the permanent School Administration Manager during the year.

School funds will be used to:
1. purchase scientific equipment used in daily teaching programs
2. purchase of iPads and photographic equipment to be used by students when visiting the EEC
3. resources to support new Teacher Professional Learning

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>2018 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Total</strong></td>
<td>252,120</td>
</tr>
<tr>
<td>Base Per Capita</td>
<td>5,801</td>
</tr>
<tr>
<td>Base Location</td>
<td>0</td>
</tr>
<tr>
<td>Other Base</td>
<td>246,319</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>0</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>252,120</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**

Evaluation surveys from visiting teachers, students and other school community members indicate the invaluable resource and support that Botany Bay EEC offers. For further details refer to the comments in the introduction of this report.

**Policy requirements**

**Aboriginal education**

Aboriginal Education is a central focus of the work at Botany Bay EEC. Almost all student programs have a strong component of Aboriginal education. As the EEC is located on a site of national significance for Aboriginal and European people the staff are very sensitive to the inclusive nature of our programs in regards to the meeting of two cultures. guidance and support is sought from the local Aboriginal community.

**Multicultural and anti-racism education**

Staff at Botany Bay EEC are dedicated to inclusivity of all students and teachers when they attend the Centre.