

2020 Annual Report

Bournda Environmental Education Centre



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Introduction

The Annual Report for 2020 is provided to the community of Bournda 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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Message from the principal

2019 was Australia's hottest and driest year on record and the summer of 2019-2020 brought enormous challenges for our local communities. Many schools experienced significant disruption from drought and bushfires and some schools and their communities suffered extensive damage and loss of life. In that context it was wonderful to be able to receive and give support as part of a community of schools and to experience the generosity of those who reached out to extend a helping hand. The Principals of Corrimal and Woonona East Public Schools organised the collection of emergency aid for affected Sapphire Coast Learning Community (SCLC) schools and Bournda EEC (BEEC) assisted with distribution. BEEC received gift vouchers from Big-W and South Coast Private Hospital to support with visits from local schools. Similarly, when the Covid-19 lockdown occurred all the Environmental and Zoo Education Centres' community (EZEC) collaborated on a *Learning from Home* project which received The Secretary's Award for an Outstanding School Initiative.

At all levels, fully collaborating as a community is fundamental to our success and resilience and, throughout the challenges of 2020, Bournda EEC has continued to be a valuable resource for schools in South East NSW. It was particularly gratifying that, as soon as schools returned after the Covid lockdown, we were able to run programs immediately, indicating the positive demand for our services. I am grateful for the efforts of all the Bournda EEC staff who are always enthusiastic and committed to ensuring that students have an outstanding educational experience when engaging in our teaching and learning programs.

Our educational community suffered a big loss in 2020 when much loved colleague and friend Lisa Freedman died. As a teacher and Tathra PS Principal, Lisa was a great supporter of Bournda EEC programs over many years. She loved nature and understood the importance of environmental education and teaching students how to care for the planet. Lisa's energy, commitment, dedication and passion for public education will continue to inspire us to give our best to our students and our profession. Bournda EEC staff extend our love, deepest sympathy and condolences to Mark, Allara and Lia, their family and friends and the Tathra Public School Community.

We appreciate very much the work of teachers and principals to support our programs and without their support our centre could not operate effectively. The success of our programs is built on the back of a lot of work by school staff to make visits to Bournda and schools work; thank you!

Message from the school community

Teacher Feedback

BEEC does not have any student enrolments but the students of other schools are our student body and their teachers act as "parents" (in loco parentis) when they choose BEEC activities. Repeat visits from schools, in a relatively low-population, rural area and these extracts from teacher evaluations, constitute a strong message of support for BEEC from our school "community":

"Thank you for taking the time to come and work with our students at Kianinny, It has been a very disrupted start to the year and the staff at Bournda were very understanding and flexible with our planning."

"Jules has been fantastic, always promptly returning calls/emails and being helpful to make the program work."

"Year 6 loved being exposed to this amazing technology. Thank you!"

"Bournda staff went above and beyond to ensure the inclusion of one of my students who could not ride a bike. Thanks to their extra efforts this student was able to participate in the day with his peers and come away having a wonderful experience. Thank you for all your hard work, it is much appreciated by all. "

"Well done. Luke was fantastic! The students really engaged with his teaching style and calmness. He was more than happy to come back the following day and complete another session with my class, helping them to put together a virtual tour of the school. The follow up of this session with Luke (as opposed to myself) was so beneficial to the kids as they were more engaged and able to draw on his expertise. Thank you Luke!"

"It was special to hear the confident and thoughtful responses from students who aren't always the ones who get to speak up in a class setting. It was refreshing to participate in a day where the technology worked. The next day, little siblings of Stage Two children were telling me about how they'd liked seeing the photography and asking "When do we get to go?""

"Luke's ability and effectiveness is best highlighted by the kids remembering him from their last visit to Bournda. They all thought he was great and were very happy to see him again. I really appreciate the flexibility demonstrated by Luke and Bournda EEC to come and see our kids despite the mess around with the change of plans. Thank you all. "

"Again, I need to stress how much I appreciate the effort made by the whole team at Bournda to manage the last minute changes imposed by ongoing COVID issues and still allowing our students to have a wonderful opportunity. It was exciting to see the students exploring their playground in a way they never have before. The students were so proud to show off the photos they had taken and it is so valuable for them to feel this level of success and achievement. Thank you so much."

"Thank you for providing these wonderful programs for our students."

"Underwater drone footage was great, great day, thanks."

"Bournda Environmental Education Centre staff are so skilled in program delivery, hospitality, connection to country and education, I would highly recommend this amazing resource to others."

"Many thanks to Jules and the Bournda Team. The students really enjoyed the day and came back to school enthusiastic about their bird calling and identification skills. It was a great experience for them all. A great day!"

"Thank you for your continued support, inspiration and commitment to learning in our area."

"Many thanks to all staff involved. They made the day function exceptionally well, it was always busy, we were well fed and my students loved it."

"Thanks from EMHS. Bournda staff are always very professional, patient, friendly and welcoming. Catering is always top notch! Kids and staff love this resource."

"I can see a beautiful link to the Aboriginal Ways of Learning and what you are providing at Bournda."

"Thank you for a fantastic day."

"It was just brilliant. The BEEC team were really professional and kept the students engaged."

Message from the students

Student Voice

"Times like this you just love life" Indy, Yr 5 on the shores of Wallagoot Lake
Is there anything you would like to see changed?

"Ban plastic bags. "

"Look after environment more."

"I would like to see less landfill."

"Would like to see a presentation of actual cultural burning."

What did you learn that you would tell family and friends?

"How to build a raft."

"How to stay safe in the water when kayaking."

"The animals there and their environment."

"We were doing a waste audit at school and we should do it at home."

"How to use cultural burning in the right way."

"Information about the insects and their life cycles, how to take care of the insects."

What did you like best?

"Sorting out rubbish/waste audit."

"I liked the kayaking"

"Helping the environment by sorting out the bins.

"Drawing."

"Looking at the insects under the microscope"

Climate Change and Eco-anxiety

Research indicates that eco-anxiety is a real mental health concern affecting many young people. Student voice and agency on environmental issues can make a substantial positive contribution to student wellbeing. Young people *"felt more supported and more hopeful around the climate crisis when they were actively involved in pro-environmental behaviours (e.g., through being part of an environment-focused group), supported by parents, teachers and peers, and if they were shown that they could make a difference (e.g., through volunteer work, classroom activities and community role models) and that there was realistic hope that change could occur."* (APS, 2019)

This is consistent with examples of well-being practices identified in the "Wellbeing for School Excellence Evaluation Support Tool" (March, 2020) including, "Student voice and leadership in the classroom and school settings. Student involvement is an indication of deep concern and desire to take positive action.

Year 7 students comments and questions during World Environment Day online activity

"OK. I feel like it's our time, like through the bushfires in this everything is kind of, we've all sort of ignored it (climate change) and it's getting a lot sooner than we think it might be, so I think, clearly without violence or anything or anything like what's happening in America, but we need to start with school strikes and activism in general, we need to take a lot bigger approaches to what we're doing 'cause I feel like. we've been doing this for a while now and not a lot's happening."

"Clearly there's a lot going on in the world at the moment. There's the bushfires, coronavirus, Hong Kong and of course George Floyd and everything that's happening in America, how do you think that the climate activism or climate change activism movement could keep momentum going during this period of time?"

Everyone's in shock: Bega students reflect on bushfire impact

Student Wellbeing

Bournda EEC has supported the Bega Valley CDAT Leaders Camp at Bournda National Park for over 13 years. Sponsored by the Alcohol and Drug Foundation, the camp brings young people from our local high schools together to brainstorm creative approaches to responsible partying and dealing with the issues presented by drugs and alcohol in our community. This video was filmed at our 2019 camp but was put together by South East Arts for release in 2020. BEEC advocates getting kids into the outdoors and connecting with nature - listen to the students describe their experiences.

https://youtu.be/shlyV_6tMmY



Nature journals on the shore of Wallagoot Lake

School vision

Bournda EEC Vision

A highly skilled, vibrant and inclusive Environmental Education Centre, where students are actively engaged in meaningful and challenging learning experiences that build resilience, wellbeing and the capacity to lead rewarding lives as engaged citizens in a complex and dynamic society.

NSW Department of Education Environmental and Zoo Education Centres' (EZEC) Vision

Leading environmental education to empower learners for a sustainable future.

School context

Bournda EEC (BEEC) is a Department of Education (DoE) facility located within Bournda National Park, a superb natural setting ideally suited for the delivery of environmental education, sustainability and wellbeing programs across a range of key learning areas.

We service a large catchment of K-12 schools across rural south-east NSW. Programs are also offered in schools and at other off-site locations as required. Overnight programs for students are offered, with camping available at the Hobart Beach Camping Ground and the Field Studies Hut.

BEEC also delivers professional learning opportunities for teachers, assists schools with environmental audits and provides teaching resources to support student fieldwork activities.

BEEC has developed many partnerships to enhance curriculum opportunities for students in our rural communities and plays a key role in the Sapphire Coast Regional Science Hub and Sustainability Education Network. BEEC works with local Aboriginal communities to provide support for schools in the delivery of Aboriginal education.



Bournda Bike Safari

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

As BEEC staff worked through the SEF it became clear that, although we do an outstanding job delivering quality teaching and learning activities focusing on environmental education, the SEF was not written specifically for an Environmental Education Centre. We have no enrolments and no continuity of programs to substantiate claims that we deliver on key elements on the SEF in ways that schools can. However, by understanding the SEF we can identify the key areas where the deployment of important EEC resources can and will positively impact on student learning." **(Bournda EEC, External Validation Submission, 2018)**

In 2018 our EV demonstrated that BEEC was excelling in 4 elements of the SEF. The panel concurred with our assessment but did give feedback that they felt we were "understating" our achievements. Through 2018 to 2020 we have assessed that we are now excelling in 7 SEF elements and we don't believe we have gone backwards in any areas. The implementation of our school planning processes and practices has led to incremental improvement.

Our challenges include aligning our practices so that, wherever possible, we are providing high levels of quality support to school efforts to improve teaching and enhance student learning and wellbeing. This involves embracing the tasks of making sure our programs demonstrate excellence in delivering syllabus outcomes in environmental education and sustainability while addressing the Premier's Priorities.

Strategic Direction 1

Empowering students

Purpose

Every student participating in Bournda EEC programs will be actively engaged in meaningful and challenging learning experiences to achieve and thrive as learners, leaders and responsible citizens.

Improvement Measures

Develop digital resources, including online assessment tools to measure student achievement, to support pre-visit and post-visit activities for programs.

Develop a curriculum guide to support the strategic needs of schools

Overall summary of progress

Bournda EEC has continued to develop as a "digital school" expanding the resources available to schools. During the Covid-19 crisis we contributed to online resources, compiled by the Environmental and Zoo Education Centres (EZEC), which were recognised with a Secretary's Award for an Outstanding School Initiative in the *Learning from Home* project. Steps were taken to incorporate online assessment tools to measure student achievement.

An online Creative and Talented guide was created to support SCLC schools to select appropriate workshops to meet the needs of their students.

Progress towards achieving improvement measures

Process 1: Work with school leaders in the planning, delivery, assessment and evaluation of programs to ensure they meet student needs.

Evaluation	Funds Expended (Resources)
Schools supported with new online resources - Living World Stage 1 and 2, The Needs of Living Things	Funding Sources: <ul style="list-style-type: none">• School funds (\$2000.00)
SCLC involvement in design and selection of the Creative and Talented program.	

Process 2: Work strategically with teachers to identify opportunities for students to participate in engaging learning activities e.g. project based learning.

Evaluation	Funds Expended (Resources)
STEM.T4L Virtual reality/360 camera kits utilised at all SCLC small schools.	Funding Sources: <ul style="list-style-type: none">• Fair Education Project (\$2000.00)
Digital Forests - new program introduced and fully booked by schools.	
Positive community engagement (SCLC small schools) acting as mentors and using STEM tools e.g. Underwater ROV, drone, 360 cameras	
Positive data from student, teacher evaluation surveys	

Next Steps

The development of online resources is an ongoing task that will require years of sustained, continuous improvement. As each resource becomes available BEEC will also have to engage teachers with the resources at shared TPL opportunities.

BEEC culture is strongly focused on learning, the building of educational aspiration and ongoing performance

improvement throughout the school community, meeting mandatory requirements for assessment of student performance and program evaluation. We continue to strive to develop systems where student performance and wellbeing data is systematically collected, analysed and reported to teachers, students and parents in collaboration with schools to address system targets.

There is an emerging need to establish partnerships with universities, government agencies and other organisations to develop climate change teaching and learning resources that will support curriculum implementation and development of the general capabilities at BEEC and the local community of schools. These materials will help fill the gap in climate change preparedness resources for teachers.



STEM at work - Students from small schools using submersible robotic vehicles in Wallagoot Lake

Strategic Direction 2

Develop teacher capacity

Purpose

Develop teacher capacity, through focused training and development in environmental / sustainability and wellbeing education: with the EZEC network, communities of schools, Principals' networks, and partner organisations.

Improvement Measures

Increase teacher professional learning opportunities for teachers.

Increased number of schools using online tools and partnerships for STEM projects.

Overall summary of progress

2020 was a difficult year for teacher professional learning with restrictions on face-to-face events but Bournda EEC continued to provide a range of online support that contributed to teachers knowledge and skills.

Progress towards achieving improvement measures

Process 1: Develop and strengthen structures that provide opportunities for teachers to gain knowledge of BEEC resources and expertise to support students.

Evaluation	Funds Expended (Resources)
Participation by teachers in school visits, BEEC excursions and online activities including the Creative and Talented program which was fully booked, the Bournda Bird Olympics, World Environment Day Online activities, National Science Week zoom sessions, Fair Education project etc. Positive evaluation data was collected for all these activities reflecting teacher satisfaction with programs and activities.	Funding Sources: <ul style="list-style-type: none">• School funds (\$1500.00)

Process 2: BEEC models best practice in science engagement/STEM projects that schools can utilise for engaging learning opportunities for their students. e.g. project based learning (PBL)

Evaluation	Funds Expended (Resources)
Teachers participated in BEEC citizen science/science engagement activities e.g. National Science Week, Bird Olympics, World Environment Day Online, Cultural Burning workshops with Bega LALC The number of partnerships with community organisations and agencies to support schools has grown through participation in regional science hub and sustainability education network activities. Teacher, student and community evaluation surveys showed positive feedback for all activities	Funding Sources: <ul style="list-style-type: none">• Inspiring Australia NSW funding (\$7000.00)• National Science Week funding (\$9000.00)

Next Steps

Education for a Changing World

Principals often refer to the work of researchers like Hattie, and other internationally recognized experts in education because it is fundamental to what we do - we are a data driven organisation that values expertise, research and responds to international trends. The data all indicates that preparing students for a future in which climate change is a critical factor, is vital for their engagement and wellbeing.

School interest in climate change education

10 SCLC schools have responded positively to participate in a climate change education program in partnership with UTS Sydney and Bournda EEC in 2021 and this will deliver climate change teaching and learning resources and teacher professional learning modules focusing on 21st Century learning skills.



Student work from a Creative and Talented workshop. Turtle - Codi Lackey - Eden Public School

Student information

While Bournda EEC has no enrolments, attendance data is collected for every activity and compiled in our booking system/database. This booking system was developed as a bespoke software solution to EEC specific data needs, in collaboration with a local software company, in the absence of a DE supported software package.

The breakdown of K-6 (61.7%) and 7-12 (38.3%) from 2016 to 2020 is typical and we usually describe our average attendance as 60% primary and 40% secondary. The 2020 figures show a much higher K-6 attendance (79%) compared to secondary (21%) possibly reflecting the impact of Covid-19 on secondary student excursions.

Early Stage 1 - 3.4%

Stage 1 - 13.4%

Stage 2 - 23.2%

Stage 3 - 38.9%

Stage 4 - 10.0%

Stage 5 - 7.8%

Stage 6 - 3.4%

Equity groups

We have started asking schools to supply details of students identifying as Aboriginal (1.8%) and those participating in special education programs (4.5%) and their attendance is noted for program planning. We believe that these figures are much lower than the actual attendance and are looking to improve the accuracy of this data.

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

How many students?

In 2020 there were 133 bookings; 10 overnight; 3474 booked student "days"; 23 unique schools.

These figures are approximately half of what we would expect in a normal year as shown by figures for the previous three years:

2019 249 bookings; 27 overnight; 7396 booked student "days"; 46 unique schools

2018 258 bookings; 24 overnight; 7170 booked student "days"; 40 unique schools

2017 243 bookings; 28 overnight; 7621 booked student "days"; 46 unique schools

Management of non-attendance

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
Classroom Teacher(s)	1
School Administration and Support Staff	1.19

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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

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

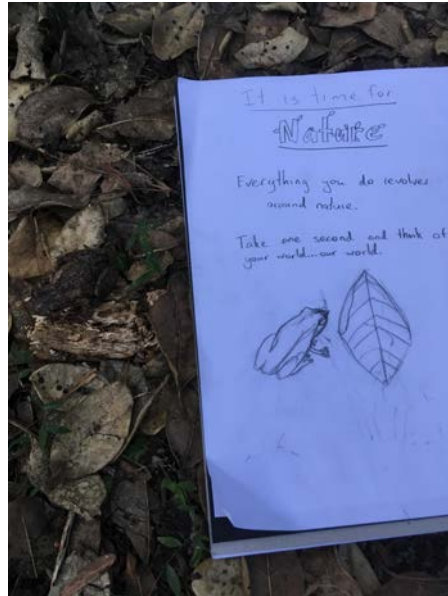
Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Professional learning funding is committed to support staff PDP goals and attendance at important annual events in the Environmental and Zoo Education Centres (EZEC) professional learning calendar including the EZEC Annual Conference and the EZEC Principals Conference. These events usually have significant travel and accommodation costs which were not incurred due to Covid-19 restrictions. Professional learning funds were committed to the teaching and SASS staff for activities identified in their PDPs and aligned with the school plan including:

- T4L PowerUp - STEM and technology training.
- Digital Selector Learning tools training.
- "Thriving for Tomorrow" coaching program offered as part of the Department's Bushfire Relief Strategy.
- "What works best" triads organised by our Director.

- Fair Education Project coaching sessions with Sapphire Coast Learning Community Small Schools.
- Small Schools Twilight sessions online.
- World Environment Day professional learning activities including a biology lecture from Associate Professor Ceridwen Fraser (University of Otago), Peter Dawe (Royal Botanic Gardens, Youth Greening program) and climate change action with student leaders interviewing Professor Clive Hamilton (UTS).
- Science Week online zoom sessions including sea urchin barrens, whale migration, little penguins, underwater photography, astronomy, climate change science and sea slugs.
- Science week workshops in partnership with the Sapphire Coast Marine Discovery Centre - "The ID Crowd".
- AEE NSW Virtual Environmental Education Conference
- Sustainable Schools NSW Online Conference



Nature journals are used to develop students' creative writing

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	314,736
Revenue	513,574
Appropriation	454,748
Grants and contributions	57,924
Investment income	902
Expenses	-525,684
Employee related	-399,340
Operating expenses	-126,344
Surplus / deficit for the year	-12,110
Closing Balance	302,626

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.

Bournda EEC has taken the opportunity presented by the Covid-19 crisis to embark on a program of renewing our equipment and infrastructure. In 2020 landscaping of grounds and replacement of kayak trailers were major expenditure items. Other large expenditure items included installation of an air conditioning unit for heating and a drone was purchased for STEM investigations.

We are also planning to replace of our ageing and unsafe shipping containers (used for storage) with a large storage shed/workshop and successfully applied for joint funding for the project. After approval by NPWS, construction will commence in early 2021.



BEEC landscaping project - BEFORE - erosion areas shown

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	0
Equity - Aboriginal	0
Equity - Socio-economic	0
Equity - Language	0
Equity - Disability	0
Base Total	448,960
Base - Per Capita	14,430
Base - Location	647
Base - Other	433,883
Other Total	4,788
Grand Total	453,748

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.

Bournda EEC does not receive any equity loadings as there are no student enrolments.



BEEC Landscaping project - AFTER

Parent/caregiver, student, teacher satisfaction

Teacher feedback

From 2017 - 2020 teachers were asked to evaluate our programs and to provide data on how students responded. Evaluation data from 193 separate activities was collected, a return rate of 23.8%

The program promoted positive environmental values and attitudes in the students - 98% Agreed or Strongly Agreed

The program supported and strengthened classroom learning outcomes - 94% Agreed or Strongly Agreed

The program provided a stimulating learning experience which engaged students- 98% Agreed or Strongly Agreed

The program supported students with special needs - 75% Agreed or Strongly Agreed

100% of the teachers who responded to the question, "Did the content of the day meet your expectations?" answered, "Yes".

In 2020, after processes were put in place to improve the return of evaluation data, we received 70 activity evaluations, a return rate of 48.4%.

Booking, planning and communication procedures helped me with program preparation - 100% agreed or strongly agreed

The program provided a stimulating learning experience which engaged students - 100% agreed or strongly agreed

The program supported students with special needs - 77% agreed or strongly agreed

The program supported and strengthened classroom learning outcomes - 95% agreed or strongly agreed

The program promoted positive environmental values and attitudes in the students - 98% agreed or strongly agreed

Bournda EEC staff were well prepared and professional - 100% agreed or strongly agreed

Organisation of the day went smoothly - 100% agreed or strongly agreed

Equipment provided was suitable for the activity - 100% agreed or strongly agreed

100% of the teachers who responded to the question, "Did the content of the day meet your expectations?" answered, "Yes".

Student Evaluation surveys were integrated into the BEEC booking system (Nov 2020) focusing on the NSW Wellbeing Framework for Schools domains including cognitive, emotional, social, physical and spiritual wellbeing.

The results so far give a positive message with figures below showing the percentage of students who strongly agreed or agreed with the following statements

- *This was a fun day - 100%*
- *The day made me feel good - 86%*
- *The day helped my fitness - 92%*
- *I enjoyed being outdoors - 100%*
- *I learned new things - 93%*
- *Bournda is a good place to learn about nature - 100%*
- *The Bournda EEC staff made me feel welcome and safe - 92%*
- *The Bournda EEC staff helped me learn - 93%*
- *I was interested in what I was learning - 93%*
- *I liked learning about the environment and how to care for it - 93%*
- *The day will help me to understand things I learn at school - 92%*
- *As a result of today I will do things at school and at home to help the environment - 100%*

These early results are consistent with student evaluation data collected from programs conducted at BEEC 2016-2020

- *I think it is important to care for the environment and will do things to help look after it in the future - Agree or Strongly Agree - 94%*
- *I liked learning about the environment and doing the different activities in the program. - Agree or Strongly Agree - 90%*



Central Tilba PS students exploring Bournda National Park with Bournda EEC staff

Policy requirements

Aboriginal Education Policy

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.

BEEC helped local schools access cultural burning workshops delivered by the Bega Local Aboriginal Lands Council. These activities were part of a wider program of cultural re-engagement initiated by the schools.

It was very pleasing to read comments from the teacher who is a local Aboriginal woman:

"A fantastic learning environment to support Aboriginal students engagement of their culture and for Aboriginal staff and community members to teach it. "

"The cultural burning presentation with the work crew from the Local Lands Council was extremely informative. Given that it was also presented by local people from our community gave it more meaning and respect."

"I especially enjoyed seeing students from our school with special needs being fully included in the activities. Doug made this possible by ensuring suitable equipment was available.."

"Holding the program at Bournda EEC was an amazing experience and I felt it was the ideal space to hold a program like this. Moving forward, I would hope that we could continue with the program on a yearly basis during Term 4. It's also a great partnership opportunity between Bournda EEC, Bega Valley PS and the wider Aboriginal community. I agree with Doug in seeing the benefits of an Aboriginal Advisory Committee being established as a means of guidance and cultural consultation."

A student wrote in answer to the question, "What did you like best?": *"The cultural burning talk, When Uncle Popeye (Chris Hoskins) George and Peter came to talk about cultural burning. "*

Anti-Racism Policy

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

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.

Other School Programs (optional)

Let's Get it Sorted - Waste Education Program

The 'Let's Get it Sorted' waste education program is funded by Bega Valley Shire Council and delivered by BEEC. Participating schools in Round 1 included: Bemboka Public School, Candelo Public School, Eden Public School, Tathra Public School and Wyndham Public School. All five schools have now successfully completed the program, despite delays from both the bushfire season and Covid-19. "Round 2" schools began the program in Term 3, 2020 and included Wolumla Public School, Cobargo Public School, Bega Valley Public School, St Patricks (Bega) and Eden Marine High School.

All schools have reduced the waste they are sending to landfill and have reduced the levels of contamination in their bins. The program has supported schools to achieve their action plans, and the results have reflected this. The schools have all embraced the program and have worked strategically with the BEEC Project Officer to inspire and educate the students in the school community. All schools have shown that they are committed to the program into the future and will continue to improve their waste sorting and waste reduction as part of the cross-curriculum priority of sustainability. The additional work and enthusiasm shown by the organising teachers has been inspirational. The measure of success of this program is having students enthusiastically share their ideas and progress with pride and ownership. Many students have taken on a leadership role through the program.

Bournda Bird Olympics

Bega Valley Public School are the proud recipients of the Jack Lynch Memorial Shield for the 2020 Bird Olympics. They also received a bird book and jigsaw puzzle for the library and a \$50 voucher to go towards a bird bath for the school playground. BVPS join previous winners Tanja Public School (2017), Cobargo Public School (2018), Wolumla Public School (2019). It was a very close competition with the *Lisa Freedman Perpetual Trophy for Best Individual Bird Call* being awarded to Lilli Talbot, of Wolumla Public School, for her outstanding kookaburra! Lisa Freedman, the former Tathra PS Principal, was a great supporter of the Bournda Bird Olympics and famous for her kookaburra call. The kookaburra has become emblematic of the event - love life, celebrate and have plenty of laughs along the way. Congratulations to all the wonderful students who participated from BVPS, Tanja PS, Pambula Public School, Tathra Public School, Wolumla PS.

The Bird Olympics is a community event and is strongly supported by the Far South Coast Birdwatchers and the Old Merimbula School Museum.

Bournda EEC Future Leaders Environmental Leaders Award

Bournda EEC Future Leaders Environmental Leaders Award, is made possible through the generosity of Dr Helen Sykes from Future Leaders. The award is open to Year 12 students at NSW Public Schools in the South East of NSW.

Previous award winners are:

2014 Harrison Warne - (Eden MHS)

2015 Brooke Kalocsay (Ulladulla HS) and Ben Potter (Narooma HS)

2016 Luka Hodder (Bega HS)

2017 Ava Del Tufo and Darcy Forrester-Sach (Ulladulla HS)

2018 Morgan Chapple (Eden MHS)

2019 Takesa Frank (Ulladulla HS), Cecila Colom-Davis (Narooma HS), Alice Stewart (Bega HS) and Zoe Pentin (Eden MHS)

Congratulations to Jade Mudge of Ulladulla High School, the worthy winner of the 2020 Bournda EEC Future Leaders Environment Award

Active Transport/Road Safety Education - Bega Tathra Safe Ride

BEEC has played an active role in supporting community work on active transport initiatives and road safety education. In December 2020 the Tathra/Kalaru community celebrated the opening of the \$3 million Kalaru to Tathra shared path, which will eventually connect up to Tathra Public School, and Principal Doug Reckord was invited to join the official party. A #Ready2Ride event organised by BEEC provided science activities and bike safety activities for young riders.

Sapphire Coast Regional Science Hub and Sustainability Education Network - National Science Week

BEEC is a key member of the Sapphire Coast Regional Science Hub Sustainability Education Network (SCRSHSEN) and coordinated the Sapphire Coast Science Festival in National Science Week. Recently appointed Bega High School Captain, Minka Waratah, was recognised by SCRSHSEN, for her outstanding video, "Life Beneath the Surface:Tathra Wharf" which premiered during the festival. The video has had over 40000 views on ABC South East NSW Facebook

and the festival committee awarded her a new Go Pro valued at around \$500 to assist her to further develop her interests in underwater photography and marine science.

Bega Valley Community Drug Action Team (CDAT) Challenge Days

BEEC is a key member of the *Bega Valley Community Drug Action Team (CDAT)* and hosted students from Eden Marine High and Bega High School to join in a Covid-safe, physical, fun day out and about in Bournda National Park. The challenge days were sponsored by the Bega Valley CDAT and the Alcohol and Drug Foundation to promote wellbeing, resilience and healthy activities connecting with nature.

Students strongly agreed that their knowledge about alcohol and other drugs (AOD) increased as a result of participating in the activity

Students strongly agreed that their knowledge about where to find support about AOD increased as a result of participating in the activity

Students valued the activity - Average score (out of 10) for the event was 9.2

Bermagui Public School - Bushfire Recovery - K-1 NEST BOX BUILDERS

During #nationalbirdweek Bermagui PS K-1 students built nest boxes with help from BEEC staff. The students showed great skills and focus for the entire session. "Retired" BEEC teacher, and Bermagui resident, Ross Fackerell created the materials that students assembled. The boxes, designed for eastern rosellas, will be painted and installed at the school and in fire affected locations.

Teacher evaluation - *"Planning and preparation was excellent. The pre-cutting of nesting boxes was so helpful. We would not have been able to deliver the program without the support from Bournda team."*

2020 Program Categories

K-12 Student Wellbeing - 50 programs; 51 schools; 1328 students booked

K-6 Enrichment/Creative and Talented Programs - 47 programs; 47 schools; 698 students booked

K-6 HSIE Fieldwork - 18 programs; 19 schools; 512 students booked

K-6 Science Fieldwork - 21 programs; 21 schools; 560 students booked

7-12 HSIE Fieldwork - 8 programs; 8 schools; 183 students booked

7-12 Science Fieldwork - 4 programs; 4 schools; 103 students booked

Disability Support - 2 programs; 2 schools; 40 students booked

Sustainability Programs - 15 programs; 15 schools; 309 students booked



Your Bournda - artwork by Rose Constable, Bournda EEC SAM