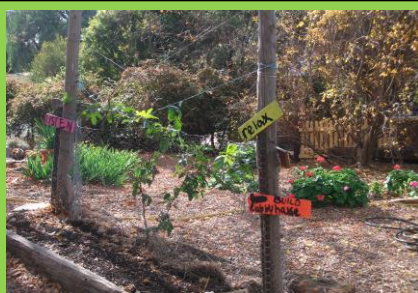




Education &
Communities

Red Hill Environmental Education Centre Annual School Report 2014



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School context statement

Red Hill Environmental Education Center (RHEEC) is one of 25 Environmental Education centres in NSW, and is part of the network of public schools of the Department of Education and Communities.

Our centre is found nestled on the western edge of the Great Dividing Range in Wiradjuri country. The centre is close to nature reserves, national parks and creeks and rivers. These local ecosystems provide authentic learning areas for a range of science, biology, geography and history programs. Our grounds cover 5.1 hectares, including an 3.2 hectare regeneration area which has been set up to conduct on-site Aboriginal culture and history programs, called the Ngangirra Outdoor Learning Area.

RHEEC also has dormitory accommodation for 90 students, along with teachers' and bus drivers' rooms. We have a large, well equipped kitchen and dining area.

Gulgong's unique cultural history as a gold mining town provides the background for many of our history and built environment programs. We have access to significant Aboriginal sites, and integrate both Aboriginal Culture and History and Education for Sustainability across our programs. All RHEEC programs, K-12, connect with BOSTES syllabus documents for the Australian curriculum.

RHEEC is an active member of a range of networks and partnerships; local, regional, state and national. These include: local AECG, Cudgegong Learning Community, Central West Environmental Educators Network, Macquarie Principals Network, Australian Association of Environmental Educators, Environmental and Zoo Education Centres, and Sustainable Schools NSW.

Principal's Message

It has been a great privilege and an exciting career development to achieve the position of Principal at RHEEC. I commenced at the beginning of Term 2, 2014. The centre had been under the excellent stewardship of Cindy Picton, as Relieving Principal, for the previous 6 months.

We are entering a promising era, with the implementation of the BOSTES syllabus for the Australian Curriculum. All NSW syllabus include the cross-curriculum priority areas of

Sustainability and Aboriginal History and Cultures. RHEEC is perfectly positioned to assist schools to implement these priorities, both through the programs we run, and by the provision of professional learning courses and activities for school staff.

From Term 2 to the end of 2014, we have developed 3 new programs to specifically meet the new curriculum requirements. We have also established a plan to update and change existing programs to comply with the new outcomes and content.

We continue to build on and develop our existing student leadership and outreach activities, ensuring that RHEEC continues to play a key role in delivering high quality educational opportunities aligned to 21st Century Learners.

The last three year planning cycle has seen three different Principals at RHEEC. The new planning process that begins in 2015 will allow clear follow through of the products and practices that RHEEC are aiming for.

The future is very bright, and aligns to our centre's motto of 'live it...and love it!'

We certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development

Michele McFarlane
Principal



Red Hill Management Committee

The committee meets monthly and has an active role in planning for open days, promotions of the centre to the wider community and assisting in the development and implementation of Community Use Agreements.

In 2014, the Gulgong Craft Club continued to use the centre each month for their activities. The Friends of Adam's Lead used the centre for a weekend workshop on plant identification, the Arts Council used the centre for an art competition and the Gulgong Folk Festival once again used the dorm facilities. The NSW Fire and Rescue Band stayed for the Henry Lawson Festival. At the Henry Lawson Festival, the committee ran a successful fund raising stall, promoting both the centre and its environmental and cultural goals.

Planning has commenced for our 20th Birthday celebrations in 2015, which will include the launch of a book by Red Hill expert Dave Warner on the history of the site.

The committee is comprised of the Principal, staff, local councilor, Aboriginal community members and local community members.

Michele McFarlane

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student attendance profile

Students from Kindergarten to Year 12 participated in a large range of environmental and cultural activities. During 2014, we assisted 2,771 students. There were a range of models including on-site, off-site, incursions, day visits, overnight visits, leadership excursions and camping. During 2014 there were no outreach activities, which reduced numbers. The outreach program has been re-started for 2015.

During this year, we saw students from 30 schools (not including Regional Green Day with over 600 students in attendance from 17 schools). This included 16 Primary schools and 14 Secondary schools. These figures, however, fail to acknowledge that many of our closest regional

school utilize the centre for almost every year group, with stage appropriate activities. Many of the schools we service locally are small rural schools. RHEEC provides a vital service to these rural and remote students.



Workforce composition

Position	Number
Principal	1
Classroom Teacher(s)	1
School Administrative & Support Staff	1.2
Total	3.2

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

One member of RHEEC staff is Aboriginal..

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	100%



Professional learning and teacher accreditation

Professional learning is central to the development of staff to enhance student outcomes. There are also mandatory requirements which must be fulfilled. During 2013, RHEEC staff training included:

- Mandatory Child Protection Update
- Mandatory CPR
- Royal Lifesaving Association Senior First Aid
- Paddle NSW Flatwater Canoe Accreditation
- Annual Environmental and Zoo Education Centres Conference
- Annual EEC Principals Conference
- Primary Principal Conference
- Bi-ennial Australian Association of Environmental Educators Conference
- Core Financial Literacy
- Strategic Financial Management
- Macquarie Network Principal's Meetings
- Identifying Aboriginal sites run by Local Land Service and Dave Maynard, community elder.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	68,782.76
Global funds	46,864.42
Tied funds	23,426.42
School & community sources	45,068.60
Interest	1,477.08
Trust receipts	632.40
Canteen	0.00
Total income	186,251.68
Expenditure	
Teaching & learning	
Key learning areas	10,902.00
Excursions	10,818.42
Extracurricular dissections	173.64
Library	577.16
Training & development	1,391.87
Tied funds	48,025.09
Casual relief teachers	0.00
Administration & office	29,654.10
School-operated canteen	0.00
Utilities	20,346.59
Maintenance	19,411.32
Trust accounts	1,195.48
Capital programs	0.00
Total expenditure	142,495.67
Balance carried forward	43,756.01

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the Red Hill Management Committee. Further details concerning the statement can be obtained by contacting the school.



School performance 2014

Achievements and Highlights

Climate Clever Energy Savers

The funding for this four year program finished in 2014. Cindy Picton provided regional leadership and training for teaching staff from a range of centres. She was instrumental in the program running in the Central West. This state program provided funding for teachers, and guided students through the five step Sustainability Action Process to develop an energy saving action to implement in their schools. The student designed projects were then funded and implemented. Schools in Rylstone, Neville, Orange and Burruga were successful in achieving funding for student developed proposals to save energy and reduce their energy footprint. These included timers, door closers, powerboard, sensor lights, blinds, draft stoppers, solar panels, signage and window sealing.



Above: Painting murals

Walan-a-may-a Cultural Camp.

Students from 13 regional schools attended the camp, totally 50 students altogether. Yvonne Hill, Allan Hall and Dean Murray from the Aboriginal Education Team supported centre staff to run a range of Aboriginal cultural activities. These were: weaving, net-making, gunyah building, personal symbols and painting, bush tucker, johnny cakes, play writing and performance of Dreaming stories, mural painting of local creation story of the Bilidrung (platypus) and reflection time. Feedback from students and schools was overwhelmingly positive.



Left: Netmaking activity

Sustainability in Action Student Forums

The program encourages and supports students on Year 9 to engage in research and citizen action to support environmental education. In 2014, seven schools participated. We held two local forums and then the culminating event in Sydney, where students debated Matters of Public Importance relating to climate change. Netwaste and Sue Clarke assisted with professional expertise and funding for the student's food. Observatory Hill EEC provided a full day excursion to SIMS at Chowder Bay, with hands-on field work activities in the marine environment and a ferry trip on Sydney Harbour. The Forums promote student leadership and presentation skills, along with environmental sustainability knowledge.



Above: Students at Parliament House for Forums

Significant programs and initiatives – Policy and equity funding

Aboriginal education

RHEEC receives no equity funding. We demonstrate our commitment to the ATSIEP policy and NSW DEC Aboriginal Education and Training Policy. This policy prioritises three areas:

1. improving the educational outcomes of Aboriginal and Torres Strait Islander students

During 2014, RHEEC delivered a 'Belonging to Culture' program for all Aboriginal students at Gulgong Public School. The program ran for two terms, one day a fortnight, and was conducted with the collaboration and assistance of Aunty Yvonne from the Dubbo Aboriginal Education Team. We also ran Cultural Knowledge for all Aboriginal students at Merriwa Central School.



Above: Gulgong Public Aboriginal students Belonging to Culture.

The Walan-a-may-a Camp was offered to 4 students from each school, two Aboriginal and two non-Aboriginal. Once again, the Dubbo Team assisted. This also addresses goal 2.

2. building increased knowledge and understanding of Aboriginal Australia for all staff and students

All RHEEC programs integrate knowledge and understanding of Aboriginal culture and history. We also ran specific programs onsite and in-situ for students K-12. Two new programs were developed (based on the new Australian Curriculum) and utilised by local high schools – Year 7 History Australia's Ancient Past and Year 8 Science Aboriginal Ecology.

At the end of 2014, RHEEC were asked by Gulgong High School to develop and deliver Cultural Awareness training to all staff. The Principal and local AECG representative have had planning consultations and are ready to deliver in 2015.

3. strengthening collaborative decision making with Aboriginal people and communities.

The new Principal has developed a beneficial relationship with the local AECG members (Alesha Lonsdale, Tony Lonsdale, Warrina Oakenful, Dave Maynard). The Principal has supported discussion and consultation between local community members and the AECG to facilitate the establishment of the Gulgong Aboriginal Parents and Community Group with a broad range of members. This group is planning NAIDOC celebrations for 2015 and looking to other significant events on the calendar.



Above: Gulgon Boy's Challenge group, program based of Duke of Edinburgh Scheme. Below: Fieldwork at Munghorn Gap.



School planning and evaluation 2012—2014

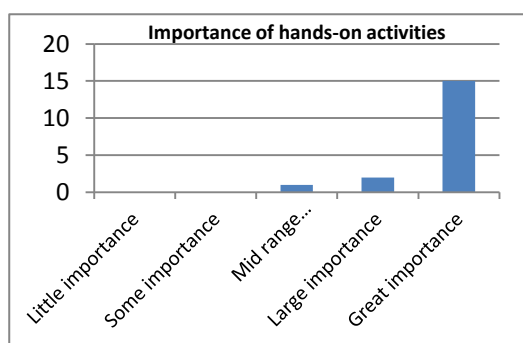
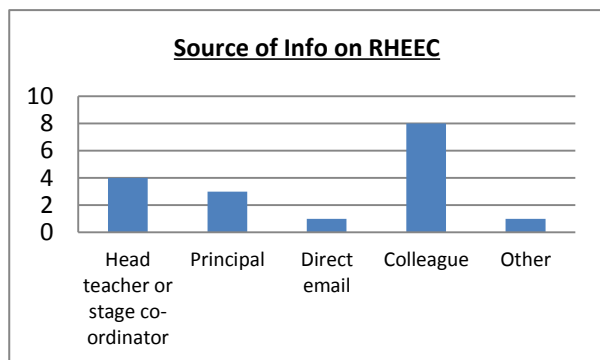
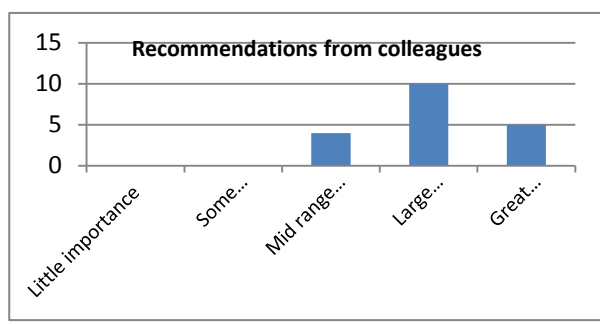
School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

Online survey of teachers after visits to centre
Survey of all Principals at Macquarie Network meeting Term 4 2014
Word of mouth and repeat bookings

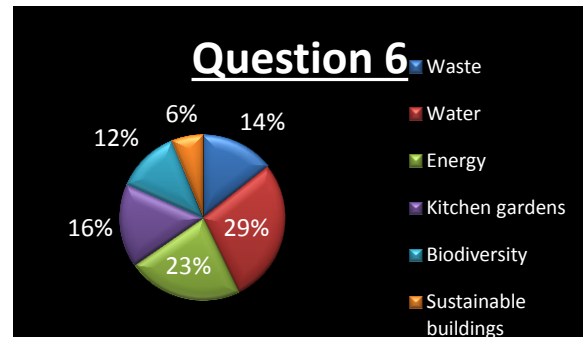
Some results from the MacNet Survey:

The two graphs below demonstrate the importance of word-of-mouth recommendations.



The graph above emphasizes the importance visiting teachers place on the experiential nature of the learning at RHEEC.

The pie chart below shows the environmental issues that schools thought most important and needing support in their schools.



School planning 2012-2014:

School priority 1

Aboriginal Education

Outcomes from ASR 2013	Evidence of achievement
All RHEEC programs delivered will employ and promote 8 Ways Pedagogies.	8 Ways integrated and backward mapped into existing programs.
Ngangirra Outdoor Learning Area completed by 2014	Ngangirra area inspected by local AECG and suggested changes made to enhance cultural appropriateness. Quotes received and waiting for contractor to clean out and reseal dam in order to establish small wetland
Empowerment Camp to be hosted annually	Empowerment Camp run with input from Dubbo team.
Empowerment Camp to be offered on MyPL for preservice and practicing teachers	Empowerment Camp run with input from Dubbo team. Offered on MyPL, but no teachers enrolled.
Wiradjuri language and 8 Ways symbol signage around RHEEC site.	Signage has been erected. Inappropriate signs removed and replaced.

School priority 2

Environmental Education

Outcomes from ASR 2013	Evidence of progress
Evaluation and development of programs, teaching materials and resources	In 2014, four new programs were developed. New materials and resources purchased.
CLC schools supported in environmental education and SEMP review 2013-2014	Three schools supported in SEMP development.
RHEEC grounds to demonstrate environmental best practice ie straw bale garden and vertical gardens, organic waste composting, chickens, permaculture and sensory gardens	One straw bale garden completed. Composting not established but chickens introduced, taking the compostable waste. Permaculture and sensory gardens maintained. Existing gardens integrated with new programs to facilitate sensory learning.
Ongoing program of events and plantings for Regent Honeyeater Project 2013-2014	New understorey plantings in Ngangirra Learning area with students from Mudgee High and plants donated via Wollar Nursery.
Sustainability in action – student forums reviewed and continued in 2014	Student forums held.
Environmental student programs delivered through DART assessed for viability in 2014	No DART programs run.
Video conferencing lessons based on environmental and sustainability best practice offered in 2014	No video conferencing lessons run.

School priority 3

Leadership and Management

Outcomes from ASR 2013	Evidence of progress
DEC Sustainability Education and Management Policy introduced and implemented in schools 2013-2014	Policy not yet implemented by DEC. Staff training on the ASES project, Making the Change Framework and Sustainability Curriculum Framework.
Climate Clever Energy Savers (CCES) program supported through Western Region 2014	CCES run this year, with Cindy Picton providing training for staff from other centres. No more funding, so program ceases.
Outreach programs for isolated schools within day reach developed and implemented 2013-2014	Decision made in 2013 to not be involved in this program for 2014. To be restarted in 2015.
Increase the number of Professional Learning opportunities offered by RHEEC 2013-2014	After Term 3 2014, two PL courses available for teachers bringing students to RHEEC: Teaching Outside the Classroom (Primary) and Fieldwork for Secondary Teachers (Secondary).

Below: students engaged in ochre paint at Hands On Rock, Goulburn River.



School priority 4

Community Links

Outcomes from ASR 2013	Evidence of progress
RHEEC to recognise Environmental days such as Earth Hour, World Environment Day, National Tree Day with school and community events 2012-2014	Earth Hour celebrations at Flirtation Hill in Gulgong, with student poster competition judged by Country Energy. World Environment Day celebrated by an incursion to Cudgegong Valley Public School. Events such as Biodiversity Month acknowledged through the monthly Gulgong Gossip publication.
RHEEC staff to be involved in the co-ordination and running of Green Day with other local community environmental groups 2012-2014	Green Day attended by over 600 regional primary students. RHEEC integral part of management committee, timetabling and also running 3 sessions.
RHEEC to continue to be involved with the Adam's Lead Reserve community project 2013-2014	New Principal engages with Adam's Lead Group. Provides input to grant applications, attendance at celebrations, venue for workshops.
RHEEC to be involved in Putta Bucca Wetland's development as an Outdoor Learning Area	No progress on this.
RHEEC to host community lunch annually to recognise the contributions made to our centre by community members.	Not done in 2014. Planning underway for 20 th Birthday celebrations in 2015.

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.

The three new strategic directions are:

1. Learning for a sustainable future
2. Fostering quality teaching
3. Environmental sustainability through strong connections.

The products and practices of this plan are:

- Students are self aware, build positive relationships and actively contribute to the school, community and society in which they live.
- Programs effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms.
- School, EEC and inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff
- The school demonstrates instructional leadership, promoting and modelling effective, evidence based practices.
- RHEEC is recognised as expert in the provision of support to teachers
- RHEEC staff demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices
- RHEEC is recognised as excellent and responsive by its community as a result of its effective collaboration and engagement with members of the local community such as local schools, families, community groups, media, Government and business
- The use of school facilities is optimised with the local community, to best meet the needs of students and the local community.



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.

Michele McFarlane: Principal

Cindy Picton: Teacher

Kate Metcraft: SAM

Sue Fuller: Casual Teacher

School contact information

Red Hill Environmental Education Centre

PO Box 185, Gulgong, NSW, 2852

Ph: 02 63742558

Fax: 02 63742560

Email: redhill-e.schools@det.nsw.edu.au

Web: www.redhillenvironment.com.au

School Code: 5750

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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

