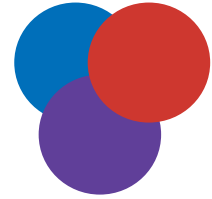


Red Hill Environmental Education Centre Annual Report



2015



Introduction

The Annual Report for 2015 is provided to the community of Red Hill 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.

Michele McFarlane
Principal



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Message from the Principal

2015 was a year of growth for Red Hill EEC (RHEEC). We increased student numbers by 48%, a significant enhancement. New programs were developed in a range of subject areas in response to both changing syllabus documents and individual teacher requests. These included Marvellous Microbes, Push-Pull, Come to the Party, Cherish Girl's Program and Botanica art activities. New syllabus documents for Primary History and Geography, currently being rolled out by the Board of Studies, Teaching and Educational Standards NSW (BOSTES), provide excellent opportunities for us to develop new programs utilising our local environment. The new facilities that will soon become available locally – the Holtermann Collection Museum and the Mining Precinct Tunnel – will contribute to our already superior position for providing high quality interactive historical learning experiences. A dedicated Geography Syllabus will also allow us new scope for many environmentally themed programs.

At the end of 2015, Cindy Picton commenced twelve months leave without pay, and will be replaced by Nicholas Hall. In the office, we will start training another staff member in the administration of the centre.

The collaboration between the 25 Environmental and Zoo Education Centres (EZEC) continues to grow and adapt to the constantly changing nature of the educational sector. I was pleased to secure a \$20,000 grant to further develop our System Leadership Alliance, to support the geographically dispersed community of practice of which we are part.

The pursuit of sustainable behaviours and practices is a global concern, and a fundamental underpinning of a social just and equitable world.

The future looks extremely positive for Red Hill Environmental Education Centre.

School background

School vision statement

The common vision for the Environmental and Zoo Education Centres (EZEC) community of practice is:

To support NSW Public Schools to implement sustainability education through meaningful learning experiences in and about the natural, built and cultural environment. We strive to be the leaders in providing students with the skills, values and opportunities to act as responsible citizens.

At RHEEC, we have an additional vision: To bring the teaching of History alive through utilising our unique surroundings in the historic township of Gulgong.

School context

Red Hill Environmental Education Centre (RHEEC) is one of 25 Environmental and Zoo Education Centres (EZEC) operated by the NSW Department of Education.

RHEEC has a slightly different background to many environmental education centres. It was established in 1995 with a mandate to support the teaching of history, as the first Urban Historical Field Studies Centre in NSW. From our inception, we have also had a focus on teaching about the need for education relating to sustainable living and resource utilisation. In addition, we seek to build connections with our local Wiradjuri community, to assist in the dissemination of culturally appropriate learning about Aboriginal culture, both past and present.

The Department of Education's (DoE) Environmental Policy for Schools is mandatory for all DoE schools. The three fold focus is on curriculum, school grounds and resource management. RHEEC strives to be a model of excellence for this policy, while providing support to other schools in all three areas.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Our self assessment results for the three domains are recorded below.

LEARNING DOMAIN

Learning Culture

Delivering

- All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.
- Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies.
- School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language).

Sustaining and Growing

- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.
- Well-developed and current policies, programs and processes identify, address and monitor student learning needs.
- There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

Excelling

- There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.
- Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners

Wellbeing

Delivering

- Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.
- Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.
- The school encourages students to recognise and respect cultural identity and diversity.
- School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

Sustaining and Growing

- Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- Students care for self, and contribute to the wellbeing of others and the wider community

Curriculum and Learning

Delivering

- Curriculum provision meets community needs and expectations and provides equitable academic opportunities.
- Teachers differentiate curriculum delivery to meet the needs of individual students.

Sustaining and Growing

- Curriculum provision is enhanced by learning alliances with other schools and organisations.

Excelling

- The school establishes active partnerships and works collaboratively to ensure continuity of learning for students.

TEACHING DOMAIN

Effective Classroom Practice

Delivering

- Teachers regularly review and revise teaching and learning programs.
- Teachers routinely review previous content and preview the learning planned for students in class.
- All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Sustaining and Growing

- Teachers regularly use student performance data and *other student feedback* to evaluate the effectiveness of their own teaching practices.

Excelling

- The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.

Collaborative Practice

Delivering

- Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs.
- Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

Sustaining and Growing

- Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.
- Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.
- The school identifies expertise within its staff and draws on this to further develop its professional community.

Excelling

- School-wide and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

Learning and Development

Delivering

- Teachers participate in professional learning targeted to school priorities and their professional needs.
- The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.
- The school has processes in place for teachers' performance and development.
- Beginning and early-career teachers are provided with targeted support in areas of identified need.
- Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

Sustaining and Growing

- Teachers actively share learning from targeted professional development with others.
- Teachers are actively engaged in planning their own professional development to improve their performance.

Excelling

- The school is recognised as expert in the provision of support to beginning and early career teachers.

Professional Standards

Delivering

- Teachers understand and implement professional standards and curriculum requirements.
- The school has a culture of supporting teachers to pursue higher-level accreditation.
- Teachers are committed to their ongoing development as members of the teaching profession.
- Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

Sustaining and Growing

- Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.
- Teachers work beyond their classrooms to contribute to broader school programs.

Excelling

- The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies.

LEADING DOMAIN

Leadership

Delivering

- The school is committed to the development of leadership skills in staff and students.
- Links exist with communities of schools, other educational providers and other organisations to support the school's programs.
- The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.

Sustaining and Growing

- The school solicits and addresses feedback on school performance.
- Leadership development is central to school capacity building.
- The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

Excelling

- Staff have purposeful leadership roles based on professional expertise.
- The school community is committed to the school's strategic directions and practices to achieve educational priorities.
- The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.
- The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

School Planning, Implementation and Reporting

Delivering

- Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.
- The three-year school plan has annual iterations focused on achieving identified improvements.
- The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.
- The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.
- Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.

Sustaining and Growing

- There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.
- Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan.
- Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

School Resources

Delivering

- School staffing ensures that full curriculum implementation and delivery requirements are met.
- Systematic annual staff performance and development reviews are conducted.
- The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning.
- School and other facilities are used creatively to meet a broad range of student learning interests and needs.

Sustaining and Growing

- Workforce planning supports curriculum provision and the recruitment of high quality staff.
- Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.
- Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Excelling

- Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.
- Longer-term financial planning is integrated with school planning and implementation processes.
- The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

Management Practices and Processes

Delivering

- The school leadership team communicates clearly about school priorities and practices.
- Administrative practices effectively support school operations and the teaching and learning activity of the school.
- The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.
- All school staff are supported to develop skills for the successful operation of administrative systems.

Sustaining and Growing

- There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

Excelling

- Practices and processes are responsive to school community feedback.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Empowering learners

Purpose

Participation in RHEEC programs provides learning experiences that build on classroom curriculum programs. Utilizing experiential learning, student engagement and achievement is enhanced via natural settings, the use of ICT, specialised equipment and methodologies and RHEEC teacher expertise.

These experiences help students to make sense of their world and think about how they can act as responsible citizens to sustain and improve natural and cultural environments.

Overall summary of progress

Our focus on supporting student learning outcomes continues. We aim to assist in the development of positive knowledge, skills, values and attitudes towards the environment by engaging students in meaningful and contextually relevant experiential learning that inspires them to become environmentally responsible citizens and leader. Our goals are three fold: the natural environment, our unique cultural heritage and Aboriginal heritage.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$4200
Attendance data increase by 5% on 2014 figures	Attendance data increased by 48% in 2015. This is due to a flexible, school focused approach to programming, constant review of all programs and development of new programs consistent with syllabus requirements and visiting teacher's needs. There has also been increased promotion via Macquarie Principal's network (including survey data), presentations at teacher professional development (eg Beginning Teacher's Conferences, Primary Connections training), Primary Principal's Association and Cudgegong Learning Community.	\$1200 – casual relief \$3000 – casual relief, food and accom Outreach
Feedback surveys continue to demonstrate high level satisfaction	In 2015, visiting teacher evaluations showed: 100% of teachers Extremely satisfied with the expertise of RHEEC staff 92% felt that students had enjoyed the programs a great deal 75% of teachers found that the activities were extremely relevant to student learning and the curriculum, with a further 17% finding them very relevant.	0

Next steps

We are extremely pleased with the increase in student numbers, while noting that quantitative data alone never tells the full story. From 2015 onwards, RHEEC will be utilising the common Environmental and Zoo

Education Centres (EZEC) evaluation forms. This will allow centre specific data to be extracted, and also allow comparison with 'like' centres, while bearing in mind that each centre is very individual with a distinct identity and locational requirements.

Further collaboration with EZEC is underway to develop new 'generic' programs suitable for adaptation to specific centres with their range of ecosystems and built environments. Specifically, a program to meet the needs of the new K-6 Geography syllabus is underway, and the ongoing relationship with Primary Connections science is producing an EZEC wide bank of programs to support the various Primary Connections booklets and activities.

We have changed our Student Environmental Forums for Year 9 students by pursuing a common branding with the GoMAD (Make a Difference) model that has run in Sydney. This new partnership has been led by Red Hill and has now gained traction and become a reality. The two nearest EECs, Warrumbungles and Wambangalang, have come on board, along with the Zoo Education Centre at Taronga Western Plains. The Office of Environment and Heritage are also deeply involved, and have access to funding for the pilot year in 2016.

Outback Outreach was reinstated for RHEEC in 2015. The goal was to reach 6 remote schools, and we went to Lightning Ridge, Goodooga, Mungindi, Collarenabri, Boomi, Garrah, Moree East Secondary and Moree Public, making 8 schools. This partnership includes Warrumbungles and Wambangalang EECs, along with the Royal Botanical Gardens Community Greening staff.

The Murray Darling Basin 'Basin Champions' failed to excite student engagement, and will be removed from the School Plan.

Strategic Direction 2

Fostering quality Teaching

Purpose

The use of reflective practices will develop a school culture in which staff take responsibility for their ongoing learning, strive for innovation and improvement and make strong connections within and beyond the school. This will enable staff to lead school communities to act responsibly, assist teachers to integrate environmental and sustainability education, values and practices into their school communities, along with Aboriginal cultural knowledge, skills and perspectives.

Overall summary of progress

To foster quality teaching and leadership in environmental and sustainability education RHEEC provided programs and support for student environmental leaders in our local region through the Secondary Environmental Sustainability Forums, including an excursion to Parliament House in Sydney. The Sydney trip, along with a range of local forums, enhanced student learning and leadership in both sustainability and civics and citizenship.

We delivered a range of professional learning for Department of Education schools, in both Primary and Secondary areas. This is in keeping with our role to support DoE schools to provide quality teaching for students.

Our staff also engaged in their own professional development, in line with the overall goals of the school plan.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$8500
PL Courses for DoE staff available on MyPL and utilised	<p>A new presentation was developed and delivered at two Beginning Teacher Conferences on Integrating the Sustainability Cross Curriculum Priority.</p> <p>PL course was registered for Society and Culture teachers, and run successfully at Red Hill</p> <p>Primary Connections: Principal attended 4 PL courses, teacher attended 2, hosted PL for 28 teachers from Western region on Primary Connections, Principal travelled to Nyngan Primary to run at Introduction to Primary Connections staff development session.</p> <p>Two registered courses now online and available for all visiting teachers: Teaching Outside the Classroom (Primary) and Fieldwork for Secondary Teachers.</p> <p>Principal presented at the Australian Association of Environmental Educators conference for NSW on Engaging Teenage Girls.</p> <p>Principal presented at EZEC Principal's Conference on the System Leadership Alliance, for which RHEEC is the lead school, gaining \$20,000 funding for community of practices development across EZEC.</p>	\$8500 – includes course fees, travel, accommodation, casual relief, hospitality

Record of programs being update, new programs utilised.	<p>Two new primary science programs developed and run to support Primary Connections: Marvellous Microbes and Push-Pull.</p> <p>All programs that have been utilised have been transferred to new format and updated for the BOSTES syllabus documents for the Australian Curriculum.</p>	0

Next steps

RHEEC will continue to work with the EZEC community of practice collaboration, with three strategic teams aligned to the three strategic areas of EEC's School Plans. This includes the development of the professional learning course 'Supporting Student Environmental Leadership', to be run in conjunction with the new student GoMAD leadership project. We will consult and contribute to the development of a key sustainability course to be offered by all EECs at events such as Development Days: 'Integrating the Sustainability Cross Curriculum Priority'.

We will promote our centre-based PL opportunities and track uptake.

RHEEC will continue to take up opportunities for professional development, aligned to both our Personal Development Plans and RHEEC School Plan priorities.

Milestone document to be updated to reflect changes due to new opportunities.

Strategic Direction 3

Environmental sustainability through strong connections

Purpose

To meet the continually changing needs of our students through innovation, excellence and continuous improvement in order to build successful learners, confident and creative individuals, active and informed citizens and future leaders of a sustainable world. Leading and inspiring a culture of collaboration via positive relationships and strong partnerships between community groups, schools, staff and parents will empower leadership and organisational best practice.

Overall summary of progress

The development of a wide range of partnerships enhances the operations of any Department of Education school. A new initiative has been implemented via Red Hill EEC's successful application for a \$20,000 System Leadership Alliance Grant. This has seen RHEEC Principal being instrumental in the EZEC wide development of a new format for our community of practice that aligns the goals of the funding to the commonly developed Strategic Directions for EZEC school plans. The vast majority of EECs are now utilising these Strategic Directions. Teams have been formed to pursue 2 system wide projects in each strategic area.

We have regular meetings with our local AECG representative, and are members of the Gulgong Aboriginal Parents and Community Group. In addition, we work collaboratively to run Empowerment Camps with the Aboriginal Education Team members in Dubbo. A Reconciliation Action Plan for EZEC members is in the process of being finalised, due to the work of a team led by Wambangalang EEC.

Locally, we have also created a new Red Hill Community Consultative Group, to assist in communication with interested community members and other groups. Representatives from the Gulgong Pioneer Museum, The Holtermann Collection Museum, Red Hill Mining Precinct Project, The Henry Lawson Centre, Gulgong Heritage Festival, local council, local Aboriginal community and local schools are part of this new group.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$13,300
RHEEC Anniversary celebrations held	The 20 th Birthday Celebration was held and attended by community member, staff from other EECs, previous staff from RHEEC, distinguished guests (eg Syd Smith). After a formal opening which included the launch of a book on the history of Red Hill by a local author, Gulgong High School Hospitality students provided a sit down meal, a plaque was created, and a site tour with sample program activities was held after lunch.	\$740
Meetings/conferences attended and joint activities.	See also professional learning activities. EZEC Principal's Conference EZEC Conference (all staff) Mandatory Training Senior First Aid AAEE NSW Conference	\$12560

	Primary Connection Training (Principal and teacher) Macquarie Principal's Network meetings OCHRE seminar Dubbo Outback Outreach Central West Environmental Educator's Network meetings Collaboration with Netwaste – development of student teaching kits and distribution to 14 Western region schools EZEC Leadership Alliance meetings Cudgegong Learning Community (CLC) Leadership Development Program (Teacher) Camp Out For Kids (Teacher) Western Region EEC Conference (Teacher) Local Land Services Native Grass Identification Workshop (held at RHEEC)	
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Next steps

As the RHEEC 20th Birthday event is now over, we will focus in the future on partnerships and networks at a range of scales. Locally, the new RHEEC Community Consultative Group initiative will be developed to provide a central meeting location for a range of local community groups. Regionally, we will continue to provide a leading role in the Central West Environmental Educators Network. State wide, our leadership and oversight of the Systems Leadership Alliance for the 25 EZEC community of practice will continue. This will be reported on by the end of 2016.

Opportunities to develop partnerships to enrich student learning will be recognised and acted upon as they appear. For example, we now have a good relationship with the Environmental Manager at Glencore's Ulan Coal Mine.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	No funding received in 2015	\$0
English language proficiency funding	No funding received in 2015	\$0
Targeted students support for refugees and new arrivals	No funding received in 2015	\$0
Socio-economic funding	No funding received in 2015	\$0
Low level adjustment for disability funding	No funding received in 2015	\$0
Support for beginning teachers	No funding received in 2015	\$0

Mandatory and optional reporting requirements

Student information

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

Student enrolment profile

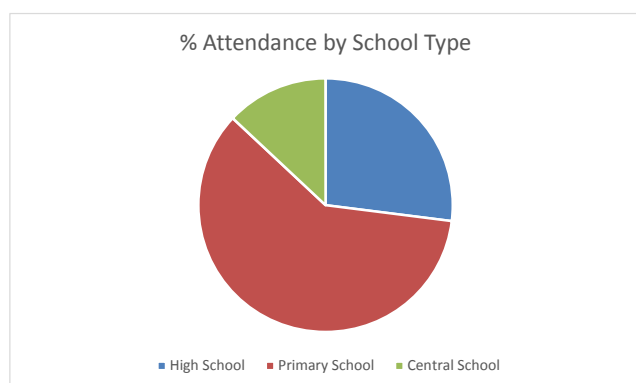
Number of students 2014: 2771

Number of students 2015: 4092

Percentage increase: 48%

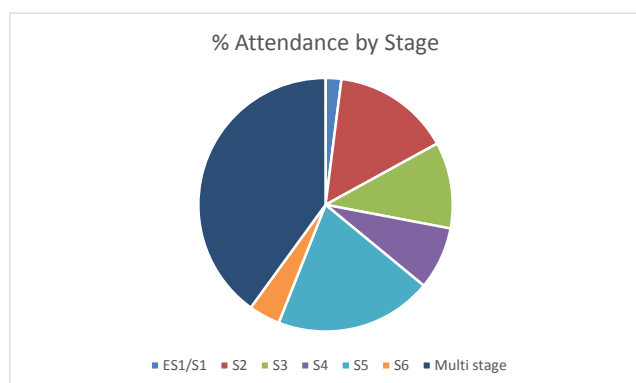
Percentage attendance by school type:

Type	
High School	27%
Primary School	60%
Central School	13%



Percentage attendance by stage:

ES1/S1	2%
S2	15%
S3	11%
S4	8%
S5	20%
S6	4%
Multi stage	40%



Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	
Head Teacher(s)	
Classroom Teacher(s)	1
Teacher of Reading Recovery	
Learning and Support Teacher(s)	
Teacher Librarian	
Teacher of ESL	
School Counsellor	
School Administrative & Support Staff	1.2
Other positions	
Total	3.2

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

There is currently one employee who identifies as Aboriginal – 31.25%

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	50%

Professional learning and teacher accreditation

The Principal is a new scheme teacher, with maintenance of accreditation at Proficient. All staff complete professional development, including school administrative and support staff.

Teaching staff attended the annual Environmental and Zoo Education Centres Conference at Macquarie University. This three day conference provided professional development related to new curricula, current best practice in environmental and sustainability education, innovation in the use of technology and sharing of environmental education programs.

Other professional learning activities included:

- Mandatory Training
- Senior First Aid

- EZEC Principal's Conference
- AAEE NSW Conference
- SASS (Support Staff) Conference
- Primary Connection Training (Principal and teacher)
- Macquarie Principal's Network meetings
- OCHRE seminar Dubbo
- Cudgegong Learning Community (CLC) Leadership Development Program (Teacher)
- Camp Out For Kids (Teacher)
- Western Region EEC Conference (Teacher)
- Local Land Services Native Grass Identification Workshop (held at RHEEC)

TOTAL PROFESSIONAL LEARNING EXPENDITURE :
\$1,900.58

Financial information

Financial summary

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

Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	43755.84
Global funds	47461.42
Tied funds	13407.72
School & community sources	83666.25
Interest	1197.99
Trust receipts	40000
Canteen	0.00
Total income	189,489.22
Expenditure	
Teaching & learning	
Key learning areas	18710.82
Excursions	19270.24
Extracurricular dissections	945.29
Library	886.23
Training & development	1900.58
Tied funds	27047.61
Casual relief teachers	0.00
Administration & office	37905.28
School-operated canteen	0.00
Utilities	21232.03
Maintenance	28727.52
Trust accounts	7808.81
Capital programs	0.00
Total expenditure	156,625.60
Balance carried forward	32,191.19

School performance

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015 we continued to use the existing Teacher Evaluation form. In 2016 we are moving to a more

comprehensive evaluation form, developed for use across the EZEC community of practice.

In 2015:

97% of teachers were extremely likely or very likely to use RHEEC again and recommend our programs to colleagues.

92% agreed that the students enjoyed the programs a great deal (highest indicator in this category)

100% of teachers were 'extremely satisfied' with the expertise of RHEEC staff. (highest indicator)

94% found the previsit information either extremely or very adequate (2 highest indicators)

92% found the relevance of activities to student learning and the curriculum to be either extremely relevant or very relevant. (2 highest indicators)

Policy requirements

Aboriginal education

Red Hill Environmental Education Centre acknowledges the Wiradjuri people as the traditional custodians of the land in and around Gulgong. All programs promote the inclusion of Aboriginal perspectives and content. All programs utilize Aboriginal teaching methodologies via 8 Ways Pedagogies.

We have Wiradjuri language signage around our site, including at our designated Aboriginal Outdoor Learning area, the Nangirra area. This includes a bush tucker garden, yarning circle, replica cave for hand prints, Rainbow serpent path, gunyah constructing area, weaving area, stone tool area and Woody Box Grassland regeneration area.

We have a range of specific Aboriginal Cultural programs that are very well utilized, including both on-site and off-site days. Off-site areas include the Hands of Rock and The Drip at the Goulburn River as well as Dunn's Swamp (Ganduggy). Local Aboriginal community members provide guest presentations and consult with centre staff on both the existing programs and development of new programs.

We run an annual Walan-maya (Empowerment) Camp for students across the region between years 5 and 8, in collaboration with the Aboriginal Education Team in Dubbo. This year we also had Uncle Ralph Naden at camp to teach about respect and dance.

Multicultural Education and Anti-racism

The programs at Red Hill are developed to be suitable for students from various cultural and religious backgrounds. Specific food requirements

for students with particular religious backgrounds are catered for. For example, kosher food, vegetarian food and requirements for Ramadan.

We incorporate multicultural perspectives into our studies that foster student's understandings of culture, cultural diversity, racism and active citizenship, for example teaching about the Chinese history of the Gold Rush era.

Other school programs

- Red Hill is instrumental in the organization and running of Green Day annually for approx. 600 primary school students
- Provide accommodation for Rotary Exchange students
- We work with the CLC community to run Leadership Development for SRC students
- The Year 9 Environmental Sustainability Forums
- Work with the community:
 - Provide site for Barnardos to run supervised contact visits
 - Provide location for local Gulgong Craft Group
 - Provide venue for local martial arts club