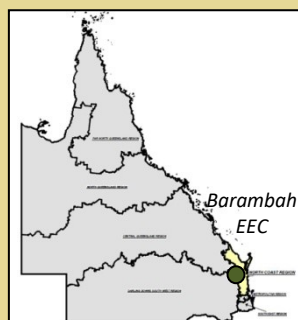


Barambah Environmental Education Centre

2018 Annual Report



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Principal's Foreword 2018

2018 was a very successful year at Barambah EEC, with 49 camps, 12 High Ropes days, 20 pre-visits, 6 Duke of Ed camps, 2 weekend visits, 5 day visits and 2 organised Professional Development events. This equated to almost 30,124 instructional hours for 4201 students. 82% of our students attended residential programs, with the remaining 18% participating in day visit programs. Approximately 60% of visiting students were from North Coast Region with 30% of students from Darling Downs South West region. We worked with students from all levels and sectors of schooling.

The highlights for 2018:-

- Delivering specialist "Indi-genius Art", Recycled Music and the Young indigenous leaders camps and hosting the launch of Bunya to the Bay 2018
- Hosting the Stepping Black Women's Weaving Week-end and the Beginning Teachers PD.
- Facilitation of a Certificate II in Conservation and Land Management for Year 12 students from Murgon SHS.
- Supporting pre-service teachers from the University of the Sunshine Coast through wider field experiences, and students from Queensland University of Technology for their service learning experience.
- Sharing our work for the year with our local community and stakeholders at our annual Community Gathering.
- Continuing targeted data collection processes for analysis and quality assurance of program design and effectiveness of teaching.

Explicit Improvement Agenda 2018	Not Started	Started	Achieved
Support Critical and Creative Thinking (CCT) lead teacher to develop and implement CCT assessment task.			✓
Develop a shared understanding of and commitment to CCT with reference to the CCT continuum of the Australian Curriculum.			✓
Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices.			✓
Support Conservation and Land Management (CaLM) lead teacher to facilitate program design and delivery and liaise with school/s.			✓

Service Delivery Targets for 2018

Deliver 28000 student instructional hours

Deliver 40 camp programs (24000 student instructional hours)

Deliver 30 Day-visit Programs (4000 student instructional hours)

Co-ordinate 3 specialist excursion programs



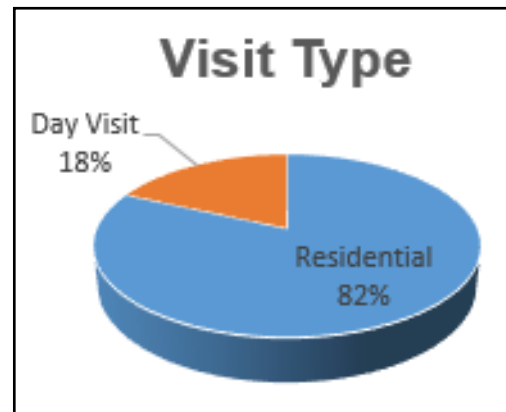
Service Delivery Actuals for 2018

Delivered 26738 student instructional hours

Delivered 55 camp programs (21845 student instructional hrs)

Delivered 15 Day-visit Programs- (4893 student instructional hrs)

Delivered 4 specialist camp programs.



Australian Curriculum Program Alignment

In the early years, programs are based on the key learning area of Science, and involve explorations of the natural environment.

In the middle years, a variety of programs are based on the curriculum areas of science, history and health and physical education, and are embedded with the personal and social general capability and critical and creative thinking.

Secondary programs are developed in partnership with client schools to meet curriculum needs in science and health and physical education, and are embedded with the personal and social general capability and critical and creative thinking. All programs are underpinned by the:

Sustainability Cross-curricula priority – environmental education and education for sustainability, reduction of ecological footprint; and

Aboriginal and Torres Strait Islander Histories and Culture Cross-curricula priority – connection to and responsibility for Country/Place.

Information and Communication Technologies (ICTs)

ICTs are utilised in 2 significant ways at the Centre to support student learning:-

- to navigate and map
- to gather data and access information in the field

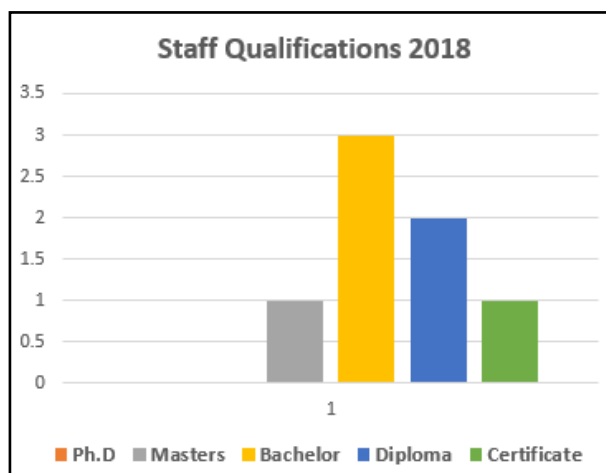
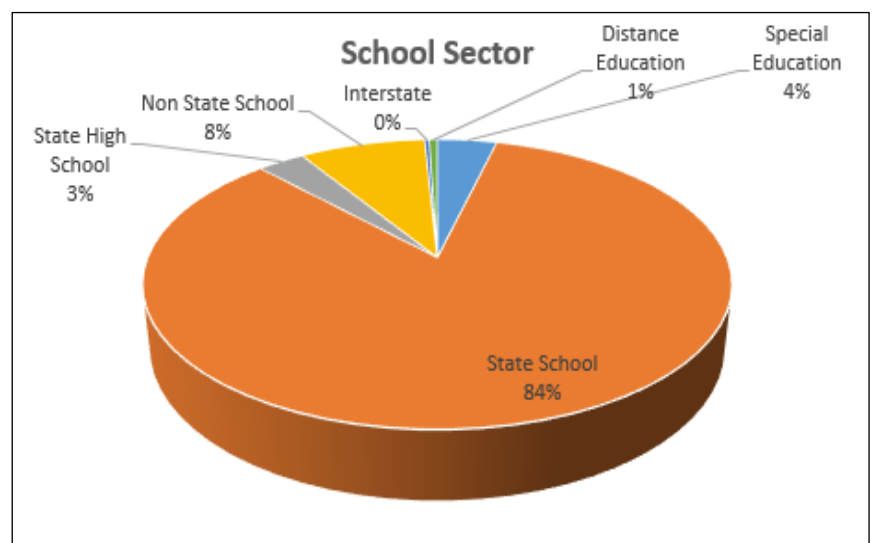
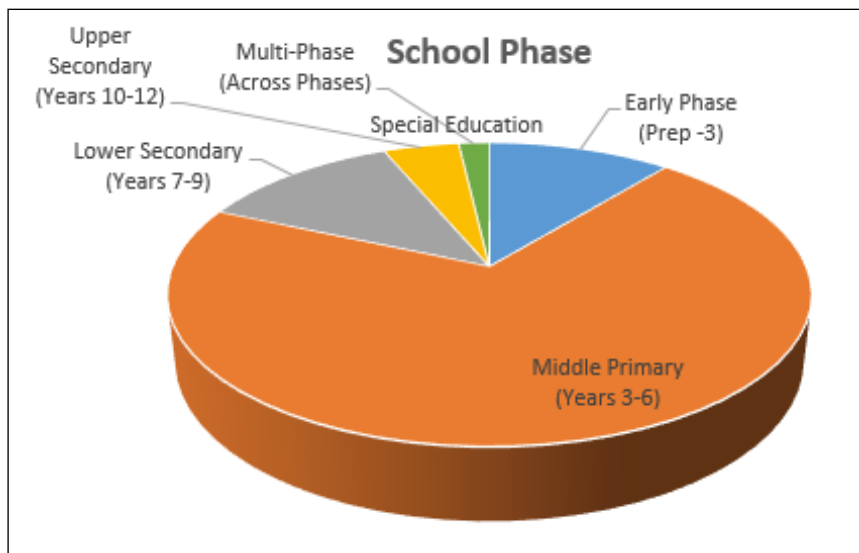
Hand held and digital devices used include:

- GPS
- UHF Radio
- Microscopes/Telescopes
- iPads/iPods (including apps)
- Laptops/PCs
- Digital cameras video/still
- Infra-red cameras



Supportive Learning Environment

High expectations for learning and strategies to care for self, others and the environment are clearly articulated and reinforced throughout all excursion programs. All staff encourage students to achieve personal and group learning goals and provide positive feedback about their efforts in meeting these expectations. Barambah EEC once again participated in the National Day of Action against bullying and violence.



Staffing 2018

Average Staff Attendance during 2018: 96.7%

Percentage Staff Retained during 2018: 100%

Teaching Headcount: 4.0 Non-Teaching Headcount: 3

Teaching FTE: 3.5 Non-Teaching FTE: 2.7

Professional Development 2018

Expenditure on Professional Development = \$16726

Focus Areas:

AAEE Annual Conference (Teaching staff)

High Ropes Training (Teaching staff)

Environmental Education (Teaching staff)

Utilities				
	Elec. (KwH)	Water(L)	Gas(mJ)	Waste (Bins)
2017	21917	1246846	42750	1
2018	18551	914625	36000	1
% change	-15%	-26%	-16%	0%

Staff Opinion Data 2018	Total Agreement
I receive useful feedback about my work at this school.	88%
I feel that staff morale is positive at my school.	100%
I have access to quality professional development.	100%
I am aware of occupational health and safety procedures at my school.	100%
My school encourages coaching and mentoring activities.	100%
This is a good school.	100%

Centre Income	Amount
E & OEC Grant	34552
Agricultural Grant (Safety vehicle)	15360
Minor Works	5560
TRS	9004
Grounds equipment	1,000
ICT school grant	10274
Utilities - facilities	11494
Utilities - telecommunications	2428
EEC Visitation Fees	76990
Hire of Facilities	4145
Nursery Sales	5177
Indigenous Education Project Grant	240
Interest	2639
Gifted & Talented Grant	18096
Staffing conversion/HR transformation	2754
Cleaning Grant	765
AOS Maintenance Grant	9216
Investing for Success	5178
Total	214872

Client Satisfaction Data 2018	/6
This centre was explicit about the alignment of the program to the Australian and Qld Curriculums.	5.7
Students achieved the learning outcomes identified for this program.	5.7
Students received quality teaching from the Centre staff.	6.0
Students were highly engaged in the program.	5.9
This centre has positively contributed to the overall education of students.	5.9
Student safety was well managed by staff at this centre.	5.9
Student behaviour was well managed by staff at this centre.	5.8
This centre is well organised.	5.9
This centre is well resourced.	5.8
This centre is well maintained.	5.9
This survey measures agreement with the survey items on a six point scale: 1. Strongly Disagree, 2. Disagree, 3. Somewhat Disagree, 4. Somewhat Agree, 5. Agree, 6. Strongly Agree.	