

# Penrith Lakes Environmental Education Centre Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Penrith Lakes EEC** 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.

Branimir Lazendic

Principal

### School contact details

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### Message from the Principal

In 2017 PLEEC continued its strong support for schools by hosting over **7137** students for various curriculum linked fieldwork and in-school programs. In addition to that, in 2017, **87** teachers attended PLEEC TPL registered days related to the new K-6 Geography and Stage 6 Science syllabuses where they further built their professional capacity in delivering those. In addition to that, PLEEC continued to further develop new quality programs to offer to schools, especially in the area of 'Education for Sustainability' (EfS). The highly enthusiastic and collaborative PLEEC staff are to be commended and should be proud of all their hard work in 2017 that has resulted in significant positive impacts on student learning both within and beyond PLEEC.

## School background

### School vision statement

#### Our motto:

'Education for a Sustainable Future'

#### Our vision:

'We aim to deliver high quality curriculum based learning experiences for all students and empower them to effect positive changes for a sustainable future'.

#### EZEC Mission Statement

Strong partnerships for a sustainable future

#### EZEC Vision

To support NSW Public Schools to integrate sustainability education into all aspects of the school operations, curriculum, teaching and learning, physical surroundings and relationships with the local community.

### School context

Penrith Lakes Environmental Education Centre (PLEEC) is one of twenty five Environmental and Zoo Education Centres (EZEC) operated by the NSW Department of Education and Communities (DEC). PLEEC actively collaborates across this network to set directions and develop the organisation for environmental and sustainability education.

In 2014 PLEEC relocated to the Sydney International Regatta Centre (SIRC) on a temporary lease agreement due to Penrith Lakes Development Corporation (PLDC) requesting back the founding site after eighteen years of tenure. Future permanent relocation plans are now underway that will see the Centre move into the completed Penrith Lakes Scheme.

The Centre is distinguished by our unique local partnerships that have been formed with Catholic Education Office, Sydney International Regatta Centre (SIRC), Penrith City Council and The Western Sydney Social Sciences' Teachers Association (WeSSSTA).

PLEEC programs are designed to address primary and secondary key learning areas, including fieldwork and sustainability education as a cross-curriculum priority. PLEEC's unique location within (SIRC), that is part of the greater Penrith Lakes Scheme and at the foothills of the Blue Mountains National Park, all combine to form an ideal learning environment.

Schools using PLEEC services are drawn primarily from the Western Sydney Metropolitan area. Teachers booking PLEEC are offered support (including phone conversations, pre-excursion visits, written confirmation, program advice and online support via the new PLEEC website), to ensure the service we provide meets their needs. Communication covers logistics, special needs of students, syllabus links, learning experiences, resources and risk assessments.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of this process indicated that in the School Excellence Framework domain of **Learning** we are **Delivering** with the exception of 'Learning Culture' and 'Curriculum' elements being judged as **Sustaining and Growing**. This judgement was made through the analysis of evidence that included teacher and student evaluations, PLEEC programs and growing visitation numbers. This affirmed that PLEEC is providing visiting students with rich learning

experiences and developing in them vital skills for flourishing now and in future years.

In the domain of Teaching we are **Sustaining and Growing** with the exception of 'Learning and Development' element being judged as **Excelling**. This judgement was made through the analysis of evidence that included, development and implementation of quality programs, and leading of collaborative EfS inter-school projects and teacher professional learning. These served to affirm that PLEEC quality student learning is underpinned by high quality teaching and leadership.

In the School Excellence Framework domain of **Leading** we are **Excelling** with the exception of 'Educational Leadership' and 'School Planning, Implementation and Reporting' elements being judged as **Sustaining and Growing**. This judgement was made through the analysis of evidence that included: development of extensive partnerships to benefit student learning, minutes of meetings, effective management of school's resources, and operational policies and procedures aimed at streamlining our booking and communication processes with schools. These served to affirm that PLEEC's teaching and learning is underpinned by strong and effective leadership.

Our self-assessment will assist us to develop the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Empowered Learners

#### Purpose

Engage and empower students to effect a positive change for sustainable futures through learning experiences that are authentic and model quality teaching.

Facilitate quality learning so students are informed, active and responsible citizens with the necessary 21st century skills capable of positively influencing their future.

#### Overall summary of progress

Our first Strategic Direction 1, 2017 milestone was the 'development of diverse and quality curriculum based fieldwork and sustainability education programs that are aligned with NSW BOSTES Syllabuses'. This milestone was achieved with the development of two new Stage 5 Geography programs (Sustainable Biomes and Changing Penrith), Stage 3–5 Science Incursion 'Renewable Energy Education Trailer' and PLEEC 'Kitchen Gardens' school based program. As part of this we also reviewed our Stage 6 Science programs to ensure alignment to the new Science syllabuses and we successfully incorporated our new 'Animals' into existing PLEEC programs such as Stage 1 'Penrith Lakes Safari'.

Our second milestone of 'Professional learning for PLEEC staff in innovative pedagogies to support program evaluations and new program development and delivery was achieved with all PLEEC staff organising and attending numerous teacher professional learning throughout 2017, such as new Stage 6 Science 'Depth Studies TPL' and 'Animals in Programs TPL'. This also included Western Sydney EEC collaborative TPL organisation each term and EZEC annual staff and principal conferences.

Our last Strategic Direction 1, 2017 milestone of increasing student numbers visiting the centre, was achieved with an increase in our 2017 student visitation numbers by **7%** when compared to 2016, with over **7137** students engaging in educational programs offered by PLEEC.

Our overall school plan and milestone progress in this strategic direction has been affirmed through our 2016 external validation process and a 'Sustaining and Growing' judgement received within the Learning domain of the School Excellence Framework.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Increased number of quality programs for a variety of stages and KLA's as measured by teacher and student evaluations (Baseline data = 11 quality programs).</li><li>A 50% increase in the number of students attending the centre from 4800 to 7200</li></ul>	<p>Increased number of quality programs for a variety of stages and KLA's as measured by teacher and student evaluations (Baseline data = 11 quality programs). Teaching resources spent – <b>\$37,436.50</b>.</p> <p>A 50% increase in the number of students attending the centre from 4800 to 7200. Centre Promotion <b>\$376</b>.</p>	<ul style="list-style-type: none"><li>Two new Stage 5 Geography programs (Sustainable Biomes and Changing Penrith);</li><li>Stage 3–5 Science Incursion 'Renewable Energy Education Trailer';</li><li>PLEEC Kitchen Gardens – school based program;</li><li>Review of Stage 6 Science programs to ensure alignment to the new Science syllabuses;</li><li>Successful incorporation of 'Animals' into existing PLEEC programs such as Stage 1 'Penrith Lakes Safari';</li><li>Staff researching and attending professional learning to support new program development;</li><li>7% increase in our 2017 student visitation numbers.</li></ul>

#### Next Steps

With the end of this school plan cycle, PLEEC has achieved all its improvement measures. Our first improvement measure of 'increased number of quality programs for a variety of stages and KLA's as measured by teacher and student evaluations (Baseline data = 11 quality programs)', has been achieved with 8 new programs developed and added to our baseline of 11 in 2014, with a total of **19** programs now being offered by the Centre to our visiting schools. Our new

school plan 2018–2020 improvement measure will include 'Increased number of quality programs for a variety of stages and KLA's as measured by teacher and student evaluations (Baseline data = **19** quality programs)'.

PLEEC has achieved its second improvement measure of '50% increase in the number of students attending the Centre from 4800 to 7200', with last year 7137, students attending the Centre. PLEEC now has a second new school plan 2018–2020 improvement measure of 'a 20% increase in the number of students participating in the Centre programs from 7200 to 8600', the main increase of that coming from our new incursion programs to be developed and offered to schools.

## Strategic Direction 2

### Enhanced Teacher Capacity

#### Purpose

Engage and empower teachers to effect a positive change for sustainable futures for themselves and their learning communities.

Build and enhance staff capacity as learners, teachers and leaders in 'Education for Sustainability' (EfS) by improving knowledge, understanding and values in sustainability content and pedagogies to enable 21st century citizenship in students.

#### Overall summary of progress

In this strategic direction, our first 2017 school plan milestone was 'EEC staff engage in professional learning that builds their capacity to deliver 'EFS' in schools'. PLEEC teachers achieved this milestone through utilising both, formal and informal teacher professional opportunities throughout 2017 where they gained valuable skills and further built their capacity to implement 'Sustainability' as a syllabus cross curricular priority. In addition to that, and as a result of this enhanced professional capacity, PLEEC teachers delivered teacher professional learning workshops to **87** teachers and school executive, resulting in enhanced teacher capacity beyond the centre and further affirming the role of PLEEC teachers as experts in curriculum delivery. Our new highly successful 'Education for Sustainability' school-based program developed in 2017 and now being implemented in 2018 across 7 schools, was also another result of this professional learning, and also of PLEEC's wider collaboration within the EZEC professional community. The principal was also part of the DoE's External Validation process in 2017, that further built his capacity to deliver targeted professional learning and effective programs at PLEEC due to the valuable insights he received as part of this important process.

Our second 2017 school plan professional learning milestone of 'PLEEC staff reflect and set professional goals as per Australian Teacher Performance and Development Framework', was also successfully implemented, with professional growth and furthering of all staff evident. PLEEC teachers achieved this by developing and implementing comprehensive 2017 'Professional Development Plans' (PDP's), as per the 'Australian Teacher Performance and Development Framework'. Overall last year we did do what we planned in regards to our professional learning and it did have the intended impact on student and staff learning. This is evidenced by the overwhelmingly positive feedback, received formally through student and staff program evaluations and informally obtained through student observations and discussions with visiting staff.

Additionally, our DoE external validation of 'Sustaining and Growing' within the Teaching domain of the School Excellence Framework, further serves as evidence of our progress in this strategic direction.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Increase the number of teachers participating in (EfS) based training from 0 to 15</li><li>All staff achieve professional goals as per Australian Teacher Performance and Development Framework</li></ul>	2017 TPL Courses and Conferences – \$13,820.20  (Including EZEC Conferences, LMBR SASS training and TPL course fees).	<ul style="list-style-type: none"><li>All staff attended teacher professional learning (TPL's) – at least 18 hours / 3 days of registered / non registered TPL time;</li><li>2017 PDP reflection and adjustments made as necessary;</li><li>PLEEC led TPL for external teachers, 87 in total.</li></ul>

#### Next Steps

At the end of this school planning cycle, PLEEC has achieved all of its SD2 improvement measures. Our first one of 'increase the number of teachers participating in (EfS) based training from 0–15', has well exceeded our expectations with **352** teachers attending PLEEC led TPL days at our Centre over the last 3 years, resulting in further building of their professional capacity to deliver quality teaching and learning EfS experiences in their schools. Our future 2018–2020 school plan improvement measure is to further 'maintain or increase the number of teachers participating in (EfS) based

training from 352 to **400**'.

In regards to our second school plan improvement measure of 'All staff achieve professional goals as per Australian Teacher Performance and Development Framework', we have achieved in it with our PDP development and implementation, accompanied with significant investments in staff TPL and capacity building. Our future 2018–2020 school plan improvement measure includes, 'all PLEEC staff achieve professional goals as per Australian Teacher Performance and Development Framework'.



## Strategic Direction 3

### Sustainable Partnerships

#### Purpose

Ensure innovative and strategic support to schools in learning for sustainability.

Demonstrate sustainable operations through collaboration and innovation, thereby building capacity of learning communities for sustainable futures.

#### Overall summary of progress

In this strategic direction, our first 2017 school plan milestone was 'PLEEC special event is held and evaluated in collaboration with partners'. This will directly benefit student learning and achievement of learning outcomes'. This milestone was achieved through PLEEC's collaboration with Penrith City Council, University of Western Sydney and Kingswood High School on a 2017 'Schools for Sustainability' event which saw six local high schools participating in a great day of learning about sustainability.

Our second 2017 school plan milestone of 'formation of new and strengthening of existing partnerships that will benefit student learning and the achievement of learning outcomes', was achieved with 2017 seeing PLEEC further developing its strong partnership with Renewable Energy Education Projects (REEP) NGO and completing the development of the much anticipated Stage 3–5 Science 'Bikes and Lights' energy trailer resource to be used for school excursions. The completion of this significant sustainability teaching resource will allow PLEEC to enhance the teaching and learning of 'Physical World' Science syllabus outcomes, as well as educating students about the different energy generation methods and climate change. Another included further development of our partnership with 'CleanAway' (waste company) that has been conducting 'Waste and Recycling' workshops for our 'Cross Curricular Sustainability Excursion', free of charge to schools and as part of the six rotating workshops throughout the day. Another great 2017 partnership included Flora and Fauna Management Services, who continue to assist us in the integration of reptiles in our current and new teaching programs. The development of students' general capabilities of the syllabus, such as 'Critical and Creative Thinking' and 'Problem Solving', featured strongly in the development of our programs with our Centre partners.

Our third 2017 school plan milestone of 'assess 2017 progress and formulate 2018 targets in relation to the relocation', was achieved through PLEEC Committee maintaining its partnerships with a number of external organisations that in 2017 included the Catholic Education Office, Western Sydney Social Sciences Association, Penrith City Council, Sydney International Regatta Centre and the Office of Strategic Lands (Department of Planning & Environment). Throughout each term in 2017, the PLEEC Committee comprised of the key stakeholder partners continued to meet to discuss the Centre's future directions and strategies, that included PLEEC's ongoing permanent relocation planning to the 'Wildlife Lake' in the (north west corner of the future 'Penrith Lakes Parkland'). To date, this land has still not been handed over to the government's Department of Planning & Environment as planned in 2016, by the Penrith Lakes Development Corporation, and until such time we are unable to progress further on our permanent relocation. We take this opportunity to thank the Office of Strategic Lands (Department of Planning & Environment) for all their support in relation to this and we hope for further progress in 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Increased number of partnerships with non-DEC organisations from 2 to 5</li><li>Increased number of schools attending and participating in PLEEC special events (baseline of 0 established in 2015)</li><li>PLEEC relocation to a permanent site within the completed Penrith Lakes Scheme</li></ul>	<b>\$12,940</b>	<ul style="list-style-type: none"><li>'PLEEC special event is held and evaluated in collaboration with partners';</li><li>Further development of a strong partnership with Renewable Energy Education Projects (REEP) NGO and completion of the Stage 3–5 Science 'Bikes and Lights' energy trailer resource;</li><li>PLEEC Committee continues to work with its partners regarding the 'Wildlife Lake' land hand-over for PLEEC permanent relocation.</li><li>Continued collaboration with Flora and Fauna Management Services regarding animals in programs.</li></ul>

#### Next Steps

At the end of this school planning cycle, PLEEC has achieved all of its SD3 improvement measures. Our first one of 'increased number of partnerships with non-DEC organisations from 2 to 5' has been well exceeded with PLEEC forming **7** new long-lasting partnerships over the last three years for the benefit of student learning. These have included Penrith City Council, Office of Strategic Lands (overseeing the hand over of land from PLDC that we depend on for our future permanent relocation to the Wildlife Lake), Western Sydney Social Sciences Association, Flora and Fauna Management Service, 'CleanAway, 'Stones and Bones' – Aboriginal Histories and Culture Education and KAB Eco-Schools Australia. Our second school plan improvement measure of 'Increased number of schools attending and participating in PLEEC special events from 0 to 1', was achieved with 3 annual 'Schools for Sustainability' events conducted in collaboration with Penrith City Council, local high schools and UWS. Our third school plan improvement measure of 'PLEEC relocation to a permanent site within the completed Penrith Lakes Scheme', is the only improvement measure we have been unable to achieve due to the ongoing land handover issues outside of our control. Our last improvement measure of 'PLEEC relocation to a permanent site within the completed Penrith Lakes Scheme', will remain the same for our next school plan cycle as we continue to 'assess progress and formulate future targets in relation to the relocation, 'specifically a parcel of land has been allocated for a future permanent PLEEC site and co-funding relocation partnerships are explored and initiated'. Our future 2018–2020 SD3 school plan improvement measures include:

- Increased number of partnerships with non-DEC organisations from 7 to **10**
- 10 + schools participating in an in-school (EfS in the curriculum) PLEEC led project
- PLEEC relocation to a permanent site within the completed Penrith Lakes Scheme

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Support for beginning teachers</b>	N/A – No beginning Teachers	

## Student information

7137 students visited the Centre in 2017.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.19
Other Positions	0

\*Full Time Equivalent

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

During 2017 all PLEEC staff attended teacher professional learning (TPL) as part of their PDP's. As a part of that plan, each teacher is required to attend at least 18 hours of both registered and non-registered TPL time per year. This ensures every 5 years there is at least 50 hours of registered and 50 hours of non-registered (TPL) as part of the mandatory teacher accreditation maintenance. In 2017 PLEEC continued to collaborate with other EEC's in the Sydney region in developing and hosting staff development days. This collegial sharing of professional knowledge, skills and resources has resulted in increased staff capacity and in the delivery of more student learning outcomes across all participating EEC's.

Other professional learning days led and attended by PLEEC staff in 2017 included:

- 'Leading the Implementation of K-6 Geography Syllabus' primary executive professional learning day held at PLEEC. Here the PLEEC staff delivered expert geography field work skills and knowledge and further built their own and visiting teachers capacity to effectively deliver the new Geography syllabus.
- New Stage 6 Science syllabus 'Depth Studies' TPL days. Here the PLEEC staff delivered expert Stage 6 Science field work skills and knowledge and further built visiting teachers capacity to effectively deliver the new Stage 6 Science syllabus.
- LMBR transition professional learning; PLEEC SAM and Principal
- DoE's 'School Excellence Framework' External Validation, Peer Principal training and EV implementation. Principal
- Annual face to face anaphylaxis and CPR mandatory training; All staff
- Annual 2017 three day EZEC Conference held at Wooglemi EEC; All PLEEC staff
- Annual 2017 three day NSW EEC Principals Conference held at Observatory Hill EEC; Principal
- Public Schools NSW Hawkesbury Network meetings and professional development days;

- Principal;
- PLEEC's ongoing presence at the 'NSW EZEC Collaborative Practices Team. The aim is collaborative development and implementation of overall EZEC targets, strategies and resources to promote excellence in the domains of learning, teaching and leading, as part of the 'School Excellence Framework', with PLEEC leading the 'Education for Sustainability' in-schools curriculum initiative. Principal
  - In 2017, PLEEC Teacher completed: Rock and Water Program TPL – to improve knowledge and understanding of student wellbeing and how to integrate this into teaching and learning activities; Geography 7–10 TPL with Centre of Professional Learning – in using the new syllabuses more effectively; Depth Studies TPL with PLEEC – to unpack the complexity of syllabus requirements for Depth Studies in Stage 6 Science; Geography K–6 TPL with Catholic Education – to review the Geography syllabus and the Geographical Inquiry Process; Geography Planning Day with Jenifer Curtis, Senior Curriculum Support Officer – for advice and feedback on PLEEC Geography Programs; “Snake Tails” Performances, “Flora and Fauna Management Services” Consulting and Penrith Reptile Expo – to improve skills in teaching with and caring for reptiles; Longneck Lagoon EEC TPL Day – to gain a greater understanding of Leadership and Enrichment Programs.
  - In 2017, PLEEC SAM completed: 15 days mandatory training at Riverstone Training Facility for the LMBR transition to SAP and Ebs Central on 24th July 2017; attended the annual EZEC SAM Conference for 2 days hosted by Riverina EEC in Wagga Wagga; attended professional learning in InDesign Software.
  - PLEEC staff attended and hosted Hawkesbury Environmental Educators Network meetings throughout 2017; All staff
  - Youth Eco Summit 'YES' in Sydney Olympic Park Homebush attendance and 'GoMad' challenge support. Principal

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>502,810</b>
Global funds	38,615
Tied funds	2,124
School & community sources	51,288
Interest	5,524
Trust receipts	0
Canteen	0
<b>Total Receipts</b>	<b>97,552</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	38,037
Excursions	0
Extracurricular dissections	0
Library	159
Training & Development	2,050
Tied Funds Payments	4,917
Short Term Relief	4,006
Administration & Office	21,249
Canteen Payments	0
Utilities	10,745
Maintenance	1,005
Trust Payments	0
Capital Programs	23,627
<b>Total Payments</b>	<b>105,794</b>
<b>Balance carried forward</b>	<b>494,567</b>

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Our School transitioned to LMBR, with full implementation on 24th July 2017.

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	523,908
Appropriation	516,669
Sale of Goods and Services	-850
Grants and Contributions	6,912
Gain and Loss	0
Other Revenue	0
Investment Income	1,177
<b>Expenses</b>	-70,266
Recurrent Expenses	-70,266
Employee Related	-47,142
Operating Expenses	-23,124
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	453,642
<b>Balance Carried Forward</b>	453,642

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	381,326
Base Per Capita	9,170
Base Location	324
Other Base	371,833
<b>Equity Total</b>	0
Equity Aboriginal	0
Equity Socio economic	0
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	0
<b>Other Total</b>	0
<b>Grand Total</b>	381,326

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### School-based assessment

PLEEC visiting teacher surveys are used to monitor and track student and school performance. PLEEC works collaboratively with its visiting schools in gathering student assessment data explicitly based on the fieldwork programs provided so student progress can be monitored.

Overall in 2017, PLEEC again achieved very highly in both student and staff evaluations. For example, in Question 3 of our teacher evaluation 'The program was strongly linked to the curriculum and supported and strengthened classroom learning outcomes', had over **85%** of teachers give the program the top score of 4. In Question 6, 'The staff were knowledgeable about the topics being taught, and interacted well with the students', had over **92%** of teachers give the program the top score of 4.

Some of our 2017 Teacher Evaluation Comments included:

"Neil and Laura were very professional and had a great depth of knowledge about the content delivered to the students. Very impressive. My students commented on what a great excursion it was. Thank you for the experience".

"Engaging, knowledgeable and passionate".

"Bran was fantastic and interacted well with the

students".

"Professional delivery, engaging program".

"Laura was amazing. She spoke clearly and specifically to the level of the students. She allowed students to share their ideas and experiences, even when she was rushed for time!! The students were engaged in the activities and they were appropriate to the ability and interest levels of the students (Years 4, 5 and 6). I will promote this educational program to other schools. Thank you!!"

Overall, these are indicative of PLEEC's everyday performance and the impact we have on student learning.

## Parent/caregiver, student, teacher satisfaction

Every year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2017 PLEEC conducted teacher and student surveys in order to get valuable feedback on its programs and future areas for improvement. These were overwhelmingly positive (see survey summary below) indicating that PLEEC is performing at a high level with significant benefits for student learning.

Timestamp	The program provided a stimulating learning environment, and a variety of experiences, to enhance student's engagement with the environment.	The Centre had high expectations for student behaviour and learning, and addressed the needs of identified student groups including students with special needs.	The program was strongly linked to the curriculum and supported and strengthened classroom learning outcomes.	The program enhanced student's knowledge about the environment, and skills in interpreting the environment.	The program promoted positive environmental values and attitudes in the students and contributed to students' self awareness and capacity to act in a positive way.	The staff were knowledgeable about the topics being taught, and interacted well with the students.
Score = 1	1.92%	1.92%	1.92%	1.92%	1.92%	1.92%
Score = 2	0.88%	1.92%	0.88%	0.88%	0.95%	0.88%
Score = 3	13.46%	25.86%	12.58%	12.58%	23.86%	5.77%
Score = 4	84.62%	71.15%	85.58%	85.58%	74.84%	92.31%
Total Response	104					

## Policy requirements

### Aboriginal education

Aspects of Aboriginal culture and knowledge are integrated into most of the Centre's programs. The Centre offers specific programs that educate students about the traditional Aboriginal inhabitants of the area, their relationship with the land and their use of natural bush resources.

### Multicultural and anti-racism education

All PLEEC programs are developed to be suitable for all sympathetic of students from various cultural and religious backgrounds.