Principal’s message

Camden Park Environmental Education Centre is one of 24 centres that make up the department’s Environmental and Zoo Education Centre network. Each Centre has a unique emphasis and Camden Park EEC’s location on the 1,600 ha rural property known as the Elizabeth Macarthur Agricultural Institute (EMAI), allows specialisation in farm-based, heritage and environmental field work. Belgenny Farm is part of the EMAI and one of Australia’s most significant heritage sites while the EMAI itself is the state’s most important livestock research and diagnostic facility. Much emphasis is placed on their significance in all teaching programs, as well as the importance of food and fibre production generally.

The Centre is also well known for its marine-based, environmental programs including snorkel training of students and teachers and the conduct of overnight, marine discovery expeditions. As in previous years the Centre continues to assist in the development of Youth Environment Network participants and facilitates the local Sustainable Schools Network and the Macarthur Sustainable Schools Expo. This year, through this network, the Centre also facilitated Australia’s first pilot of the international Eco-Schools program which is due for completion early 2014.

I 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.

Brian Trench

Student information

Visitor Profile

A total of 5009 students and teachers participated in Centre programs over 248 teaching days. One “student visitation” day in this count is equivalent to five hours of face to face teaching of one student. The teaching days at the Centre appear to have increased substantially compared with previous years but this is due to an accounting method used for the first time this year that counts teaching days of temporary teachers employed by the Centre as well as the one teacher appointed. These were previously counted as one.

Student Visitation

The graph shows the dominance of Stages 2 and 3 in proportion of visitation and the relatively lesser importance of Stage 6. However consideration of the proportion of program days (based on the number of days particular programs are taught) shows a different picture:

Proportion of Program Days

This illustrates the impact on visitation numbers of a focus on particular Stages. In particular, catering to the learning needs of Stage 6 students will necessarily reduce total visitation as group sizes are nearly always smaller than other Stages, particularly Agriculture classes. Camden Park EEC has much to offer Stage 6 as a learning resource however, and will continue to promote and deliver these programs.
Staff information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.032</td>
</tr>
<tr>
<td>Total</td>
<td>2.032</td>
</tr>
</tbody>
</table>

No staff member has indicated Indigenous background.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>100</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>100</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>142159.95</td>
</tr>
<tr>
<td>Global funds</td>
<td>23200.49</td>
</tr>
<tr>
<td>Tied funds</td>
<td>8144.72</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>61102.39</td>
</tr>
<tr>
<td>Interest</td>
<td>2917.69</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2541.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>240066.24</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning           |            |
| Key learning areas            | 90321.08   |
| Excursions                    | 0.00       |
| Extracurricular dissections   | 8795.10    |
| Library                       | 0.00       |
| Training & development        | 2413.20    |
| Tied funds                    | 49358.39   |
| Casual relief teachers        | 1857.00    |
| Administration & office       | 7590.69    |
| School-operated canteen       | 0.00       |
| Utilities                     | 1875.93    |
| Maintenance                   | 507.85     |
| Trust accounts                | 1130.43    |
| Capital programs              | 0.00       |
| Total expenditure             | 163849.67  |
| Balance carried forward       | 76216.57   |

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

Aboriginal education

All programs at CPEEC have an Aboriginal perspective and the Centre maintains a close working relationship with Elders of the local Aboriginal community.

Multicultural education

All programs are developed to be suitable for students from various cultural and religious backgrounds. The CPEEC promotes a racism free learning and working environment.
Parent, Student and Teacher Satisfaction

All programs are evaluated regularly formally and informally, quantitatively and subjectively. Results are assessed against available resources and principles of Quality Teaching and provide guidance in review of existing programs.

School planning 2012—2014: progress in 2013

School priority 1
*Increase use of technology in Centre programs*

Our achievements include:

- Purchase/use of iPads
- Trial of Farm App
- Purchase of field monitoring equipment
- Purchase and set-up of new generation, iPad-compatible weather stations with independent web-site link
- Improved website including extensive follow-up section for Stage 6 and link to weather stations
- Negotiated regular upload of dairy data
- Researched live-scan animal monitoring equipment
- Negotiated donation of a decommissioned robotic milker and planned construction of a protective structure

Purchase of livestock monitoring technology able to stream relevant, live data linked to the Centre website is expected early in 2014 and this data will be supported by teaching aids on the Centre’s website.

School Priority 2
*Improve the scope and effectiveness of the Belgenny Archaeology program.*

Our achievements include:

- Consultation with the Belgenny Farm Trust led to broad agreement on additional resources needed to maximize learning opportunities
- Increase in use of the site by adding archaeological activities to existing heritage programs
- Stage 2 Heritage programs re-written for the new History K-7 syllabus to include archaeological studies.

It is expected that the Centre will be in a position to take advantage of opportunities in this space as the Belgenny Farm Trust rolls out new strategy.

Targets for 2014

Target 1
*Develop overnight capability at the Centre*

Currently, the on-farm programs at the Centre are exclusively one-day programs, however informal evaluation of visiting teachers would indicate there is a significant demand for overnight options. This would allow visiting student’s time to complete more complex tasks and allow relatively unused areas of the property to be better utilized.
Strategies to achieve this target include:

- Investigate and cost infrastructure requirements for an overnight facility adjacent to the Centre
- Negotiate with management of the EMAI for overnight access to the property
- Develop new programs suited to an overnight camp and new syllabuses.

Our success will be measured by:

- Negotiated agreement with EMAI management
- Pilot two overnight visits in 2014

**Target 2**

**Support implementation of Eco-Schools in NSW public schools**

The Centre began a pilot of the international Eco-Schools program this year. While a full evaluation will be completed in early 2014 initial indications from participating teachers of the program’s compatibility with the curriculum and management obligations of DEC schools is highly positive. It is expected that Eco-Schools will be established in Australia in the near future and that Camden Park EEC, as facilitator of the pilot program, has a potentially valuable role to play in assisting schools that wish to embrace it.

Strategies to achieve this target include:

- Completion of pilot evaluation
- Develop tools most needed by schools participating in an Eco-Schools style program
- Develop a registered program with NSW Institute of Teachers to support New Scheme teachers implementing Eco-Schools.

Our success will be measured by:

- Development of a constructive working relationship with the organization managing Eco-Schools in Australia
- Complete Eco-Schools training program registered with NSW Institute of Teachers

**Professional learning**

**Activities:**

- Regional Principals Conference P x 1 day
- Macarthur Primary Principals’ Conference P x 1 day
- Environmental Education Centre Principals’ conference – P x 2 days
- Environmental Education Centre Annual Conference – P, T x 4 days
- Advanced Resus Training – P, T, S x 1 day
- Apply First Aid T, S x 1 day
- Razorback SASS reference group meeting 1 per term
- Computer coordinator’s day - T, S x 1
- Primary Principals’ Association Conference – P x 2 days.
- Dairy Symposium P x 3 days
- Accrual Accounting fundamentals S – 1.5hrs
- Anaphylaxis training
- Child Protection Training

Total expenditure - $2438.00
Expenditure per teacher - $1219.00

**Program evaluations**

**Background**

The Centre hosts the Macarthur Sustainable Schools Expo, and carries out regular evaluation of this program. The Expo is run by a committee existing of Centre staff as well as staff of each of the three local councils, Campbelltown, Camden and Wollondilly. Whose input is substantial and includes hands-on involvement and financial support. As costs of running the event has increased, this year the evaluation was widened to consider a cost/benefit approach to existing arrangements.

**Findings and conclusions**
Satisfaction levels of teachers, students and parents were very high with no negative comments offered. Student engagement was high and many teachers described the Professional Learning component as “inspirational”. Committee members also evaluated the day highly and the only emerging challenge identified was related to funding, with a significant shortfall for the third consecutive year. In particular, current catering contracts at the present site restrict available options where food provision is concerned.

**Future directions**

The Centre will continue to support the Expo however consideration will be made of the present model and alternatives such as new partnerships or new venues investigated.

**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.

**Brian Trench – Principal**

**Nathan Matthews – Teacher**

**Gail Kirkpatrick – School Administrative Manager**

**School contact information**

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Email: camdenpk-e.school@det.nsw.edu.au
Web: www.camdenpk-e.schools.nsw.edu.au
School Code: 5429

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: