



**ENVIRONMENT
EDUCATION
VICTORIA**

*The Professional Association
of Educators for Sustainability*

**ANNUAL REPORT
2019 FINANCIAL YEAR**



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ACKNOWLEDGEMENT OF COUNTRY

EEV acknowledges and deeply respects the Aboriginal and Torres Strait Island people as the traditional custodians of the land we live and work on.

PRESIDENT'S REPORT

By *Angela Andrews, President, Committee of Management*

2019 has been another busy year, and I am delighted to inform you of some noteworthy developments.

2019 AAEE ENVIRONMENTAL EDUCATOR OF THE YEAR AWARDED TO VICTORIAN LORNA PETTIFER

EEV warmly congratulates Lorna Pettifer on winning the *2019 Australian Association for Environmental Education (AAEE) Educator of the Year Award*. Lorna also proudly received the *EEV Environment Educator of the Year* award in 2018.

Lorna has been working in the sustainability sector for many years. She is currently employed at CERES Education in East Brunswick, where she directs their education and training services, including school programs, adult and community programs and global programs. She is passionate about deepening our response to the ecological and climate crisis through rich learning experiences. Her background in sustainability stems from ecology and zoology and has broadened to community engagement, environmental management, behaviour change, and farm and food programs.

OUR WORK IN THE COMMUNITY

EEV's educators, Dominique Dybala, Nicole Butler and Jorja McKinnon, have been undertaking a range of projects this year including:

- coordinating and facilitating the Sustainability Victoria ResourceSmart Schools program with over 50 schools in Melbourne's west
- delivering the Strategic Partnerships Program's Education for Sustainability professional development for teachers across regional Victoria on behalf of the Department of Education and Training
- hosting the teacher environment network for early childhood, primary and secondary teachers who live and work within the Hobsons Bay Council area
- delivering the Moonee Valley Wipe Out Waste Program, supporting schools to understand and

actively improve their school waste behaviours

- completing professional development sessions for primary and secondary school teachers, as well as specialist workshops for our VCE Environmental Science teachers
- preparing revision lectures and practices exams for teachers and students undertaking VCE Units 3 and 4 in Environmental Science.

In August we welcomed Jacquie Rynn, our new Communications Officer, to the EEV family. Jacquie ensures we regularly communicate with our members through Enviro-Events, our monthly eNewsletter, which includes upcoming events, grants, conferences and jobs in the industry, as well as professional development and training available through EEV and other providers.

Jacquie has refreshed our social media platform, and with the support of the rest of the staff, has given our website a much-needed facelift. She has also been collaborating closely with one of our most enthusiastic committee members, Alyssa Serafim, and together they are developing a new communications strategy to help us raise the profile of the work we do to support and serve the needs of our members.

Our small team has been ably supported by our Office Manager, Mark Minty, who does an exemplary job liaising with our members, partner organisations, teachers and schools, and who coordinates a huge number of events, activities and programs behind the scenes.

COMINGS AND GOINGS FROM THE COMMITTEE OF MANAGEMENT

As the year draws to a close, in addition to the above-mentioned individuals, I would also like to acknowledge the significant efforts of the following committee members.

Jane Liefman, Chrissy Renowden and Kunal Mehta will be stepping down from the Committee of Management at the end of 2019.



Left to right, back row: Rob Lloyd, Jill Bunnell, Angela Andrews, David Mould, Chrissy Renowden, Alyssa Serafim. Front row: Kunal Mehta, Alison Fraser, Maddy Yewers. Absent: Jane Liefman and Julie Wynne. Photography: EEV

Jane Liefman has had a long association with EEV over many years, and the committee has greatly benefited from her wisdom, insights and extensive network reach.

Chrissy Renowden has been a committee member for the past three years, and has undertaken her role of vice president with great energy, passion and professionalism, especially in liaising with our national umbrella organisation, AAEE, and in providing a great deal of support to both the Executive Committee and to me personally.

Kunal Mehta has been our treasurer throughout 2019. His professional background as a financial accountant has enabled him to streamline our budget processes and financial management systems. Kunal also implemented a raft of improvements to our human resource processes and policies.

I'd also like to acknowledge the significant contribution of Rob Lloyd who has been our secretary throughout 2019. Rob's business acumen, strategic insight, conscientiousness and attention to detail have enabled us to improve our online record-keeping and management processes which, in turn, has improved the efficiency and effectiveness of the work undertaken by the committee.

I'd also like to thank David Mould, Maddy Yewers, Jill Bunnell and Julie Wynne for their ongoing

contributions to the work of our committee. Their insights, perspectives and expertise have been very much appreciated, and have enhanced the effectiveness of the committee to guide the future strategic direction of EEV so that we can better support the needs and priorities of our members and the environmental education community across Victoria.

Angela Andrews has served on the EEV committee for the past three years. She previously worked as a university academic and secondary teacher in the field of economics, and subsequently transitioned to working as a climate change and sustainability educator in local government, the not-for-profit sector and at CSIRO. Angela is currently pursuing further studies, including a Graduate Diploma in Arts (Philosophy) at the University of Melbourne and an Advanced Diploma in Group Facilitation at the Groupworks Institute. She has been awarded a scholarship to participate in the Victorian State Government's Women's Board Leadership program.

president@eev.vic.edu.au

GUIDING PRINCIPLES & ORGANISATION STRUCTURE

OUR PURPOSE

To provide environmental and sustainability educators with a professional association that connects people and organisations to develop capacity for enriched, sustainable lives.

OUR VISION FOR VICTORIA: ACTIVE, AWARE AND SUSTAINABLE COMMUNITIES

EEV's ambition is to be part of a society in which the community is aware and active in living ecologically sustainable lives. Environmental education engages learners in understanding the interdependence between human society and Earth's life-sustaining systems. Education for Sustainability is central to any informed understanding and action towards social, economic and environmental sustainability.

Achieving EEV's vision requires a significant transformation of our social, ecological and economic systems. This necessitates illuminating unsustainable mindsets and behaviours and creating the learning opportunities for a transformation to sustainable ways of thinking and acting.

Our work is ecological, respectful, well-informed, practical, collaborative and brave.

EEV'S WORK IS CONDUCTED ACCORDING TO THE FOLLOWING PRINCIPLES:

Change

Environment and Sustainability Education involves equipping people with the skills, capacity and motivation to plan, manage and create change that transforms our thinking and awareness towards sustainability.

Inclusive education

Environment and Sustainability Education is driven by a broad understanding of education and learning that includes people of all ages and backgrounds and takes place in formal and informal learning spaces.

Systems thinking

Environment and Sustainability Education aims to equip people to understand connections between environmental, economic, social and political systems.

Envisioning a better future

Environment and Sustainability Education engages people in envisaging diverse sustainable futures.

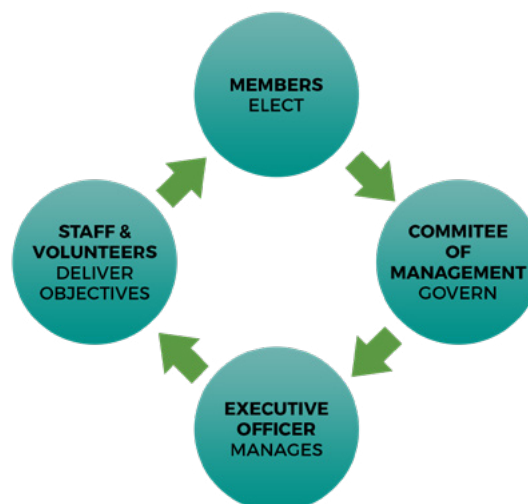
Critical thinking and reflection

Environment and Sustainability Education encourages individuals and groups to reflect upon personal experiences and world views, and challenges accepted ways of interpreting and engaging with the world.

Participation

Environment and Sustainability Education recognises community participation as critical to the collective shift towards an environmentally sustainable society.

EEV ORGANISATIONAL STRUCTURE



MEMBERSHIP

EEV had total membership of 193 individuals and organisations as at June 30 2019. This number was made up of 149 financial memberships, including 39 Gold Joint EEV/AAEE Memberships (refer chart below), 25 complimentary Life Memberships and 8 Reciprocal Memberships. Also included in this total were 2 free-trial VCE Chatter Only Memberships (which is no longer available) and 9 Complimentary Memberships, comprising staff and interested individuals outside of EEV's network. In this period a total of 27 new membership subscriptions were purchased.

It is encouraging to note that many new and renewing members contacted our office expressing their thanks for the commitment, support and assistance EEV staff consistently offer.

The 2018 review of the previous membership categories and costs were finalised and implemented first half of 2019. The changes were generally well received.

Notwithstanding, overall membership numbers decreased this financial year due mainly to the absence of a focused recruitment strategy historically led by the Executive Officer. The visibility of the organisation in the community was compromised by the non-appointment to this office. Member School and Organisation staff changes have also made a significant impact on membership, as has the exclusion of Environmental Science subjects in a number of schools. Discontinuing the VCE Chatter Only Memberships also played a part, lowering the total membership from last financial year's figure by approximately 25.

Salesforce, our Customer Relationship Management software, continued to be problematic due to its lack of refinement to our specific and simple needs. Insufficient professional development and training opportunities for this software also has meant that our staff found it difficult to track and report meaningful and accurate data. Changing to another software continues to be proposed but has yet to be actioned.

We found we still needed to make many phone calls and email follow ups to remind our members to renew or assist us by alerting us to any changes to their circumstances and contact details.

For a breakdown of membership types, please see the charts and tables on the following page.

PUBLICATIONS

Sold 2018/19

490 Monitoring Environmental Systems

591 previous year

358 Issues of Sustainability

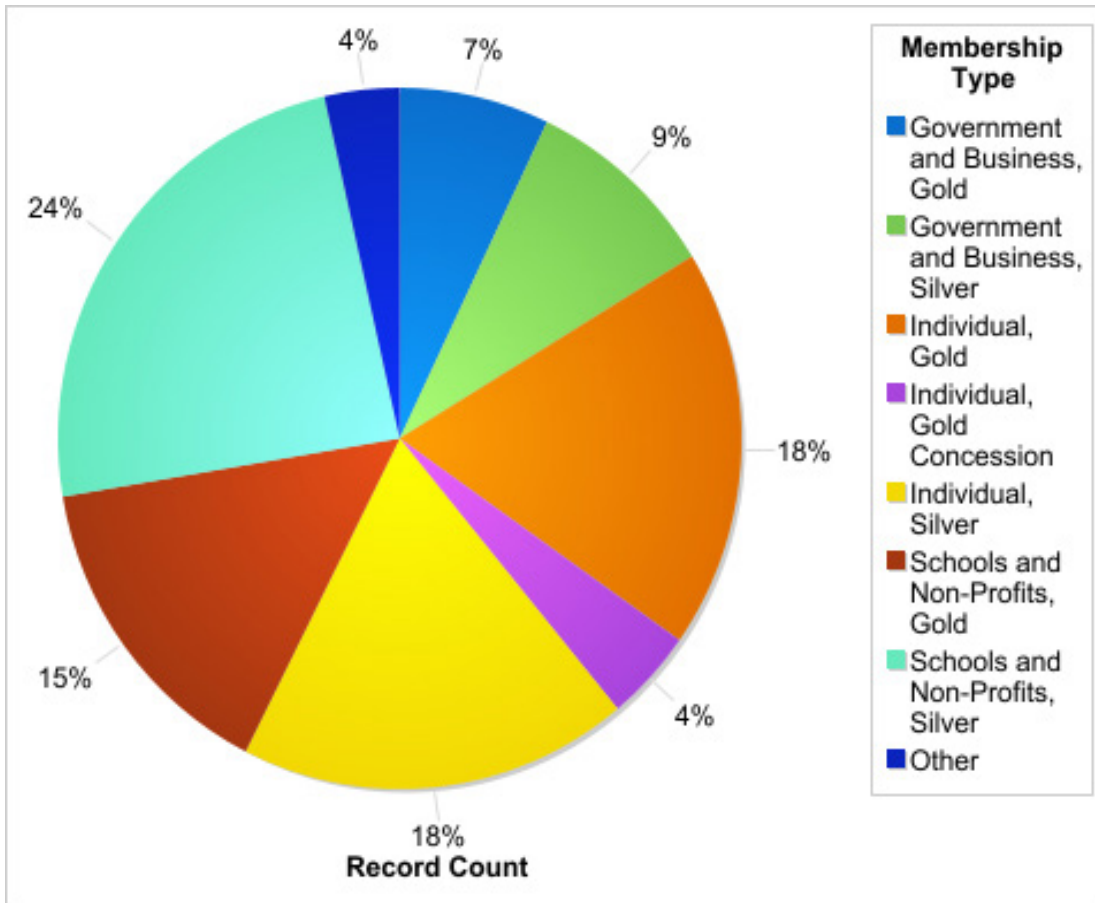
500 previous year

Other purchases 2018/19

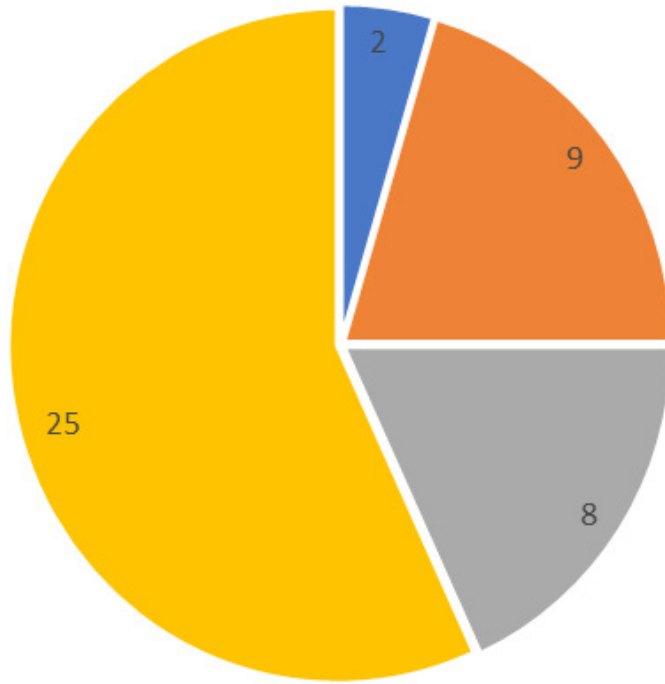
72 Trial Exams

41 Revision Lecture Attendance / 28 Recording Purchases

MEMBERSHIP



EEV Financial Members FY 2018/19	
Student	0
Digital	2
Individual Silver Concession	1
Individual Silver	27
Individual Gold Concession	9
Individual Gold	30
Schools / Non Profits Silver	37
Schools / Non Profits Gold	20
Government/Business Silver	13
Government/Business Gold	10
TOTAL FINANCIAL	149
	(2017/18 = 158)



■ VCE Chatter ■ Complimentary ■ Reciprocal ■ Lifetime

EEV Non-financial Members FY 2018/19	
VCE Chatter	2
Complimentary	9
Reciprocal	8
Lifetime	25
TOTAL NON-FINANCIAL	44

COMMUNICATIONS

EINGANA

Eingana continues to be a respected publication for environmental and sustainability educators. It showcases the work and research of our members and other experts in the area of sustainability and provides a useful collection of resources and ideas for our teachers and educators.

This financial year saw two hard copies being produced for circulation.

These were created by the editorial team of Julie Harris, Shane French and Sarah Allen as Commissioning Editors, Sarah Allen as Graphic Designer and Margie Beilharz as Editor.

The last one, *Eingana_VOL42_No1_May_2019*, was an edition that looked at 'Behaviour Change' and explored the widespread student activism that has defined this year's climate rallies.

The new edition about to be released in the new financial year, follows on from this behaviour change and explores our ways of reducing our waste footprint.

OTHER WAYS WE SPREAD THE WORD

EEV Networks Members / subscribers

EnviroEvents monthly e-newsletter (members and stakeholders)

209 subscribers. Average open rate is 36%, compared to industry average open rate 18.1%

RSS Western Metro monthly e-newsletter 234 subscribers.

Average open rate is 36%, compared to industry average open rate 18.1%

VCE Environmental Science Teacher online Chatter group

80 members

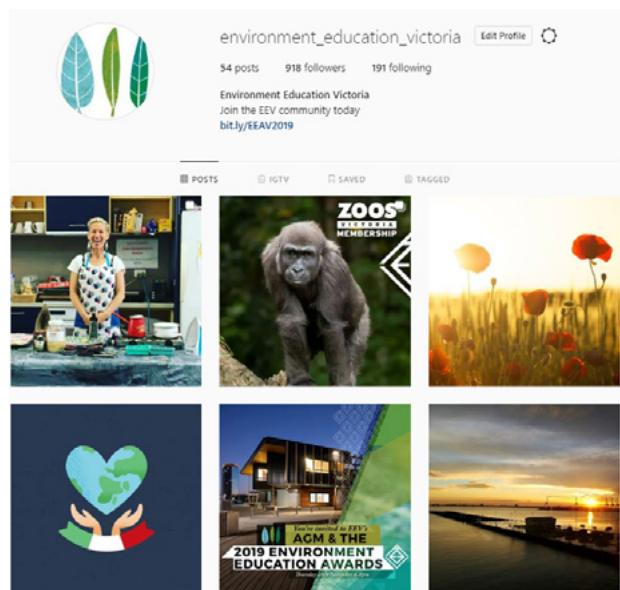
EEV Facebook page

922 followers, up from 752 in previous financial year.

EEV Instagram Page

Currently at 918 followers.

Our hope for the new financial year in communications, is to explore setting up a YouTube channel for more EEV video content, as well as looking at podcasts and downloadable content for VCE Environmental Science Students. Exciting times ahead expanding on some already strong communications platforms.



VCE ENVIRONMENTAL SCIENCE

By Jorja McKinnon, President, VCE Coordinator

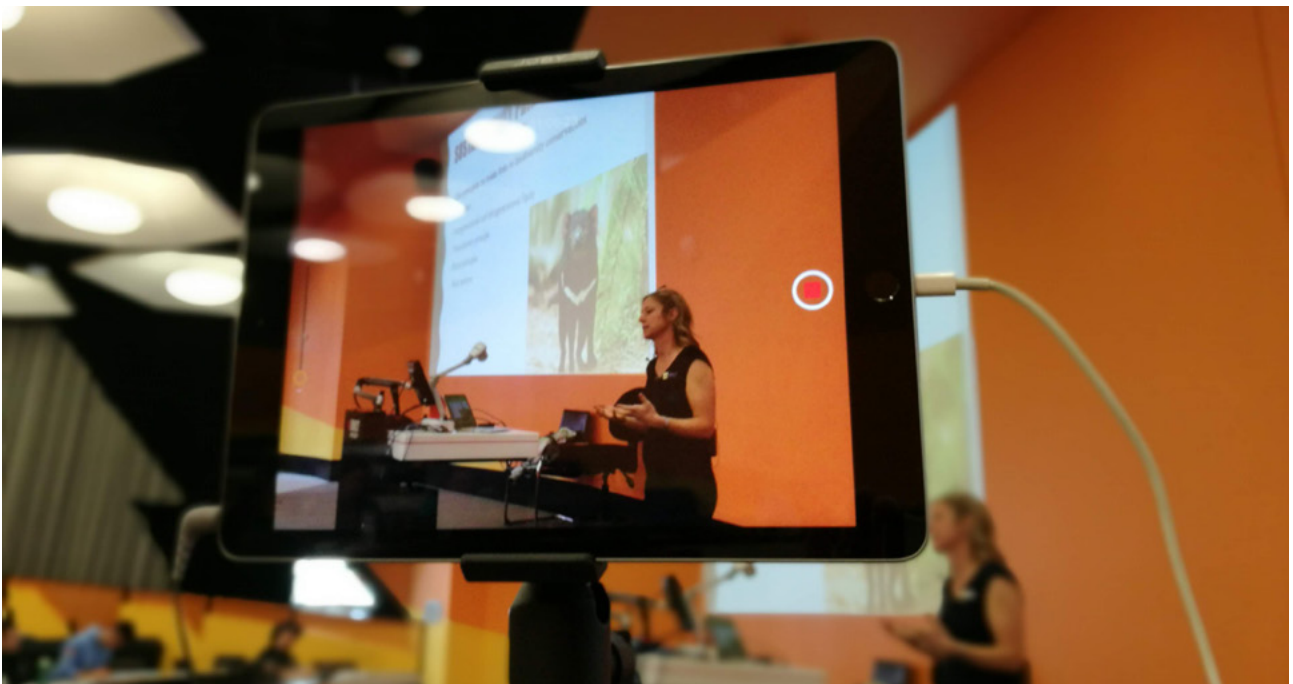
The 2019 calendar year was a busy preparation year for VCE Environmental Science. During this time there has been extensive consultation with the Victorian Curriculum Assessment Authority in the design of the newly accredited VCE Environmental Science Study Design. This consultation began with the writing of the VCE Environmental Science benchmarking report which outlined the nature of the study in two international and two national jurisdictions as well as the National Curriculum. This report was used as a reference point to shape the consultation of the writing of the new study design for 2021. EEV was a strong contributor to the consultation which took place four times face to face and via numerous email discussions. EEV provided context for a number of innovations within the Study Design, the most notable of which is the inclusion for the first time in the VCE curriculum, explicit reference to indigenous ways of knowing. This is a considerable innovation and one that was hard fought for.

Professional Development opportunities were reduced in 2019 due to the time required in writing and in consulting with VCAA for the new study

design. The first of the Professional Learning sessions for 2019 took place in June and focused on fieldwork and assessment design. A fire ecology session was run in the Woowookarung Regional Park connected to the EarthEd centre in Ballarat. To complement this, teachers were led through a SAC workshop using media analysis of a resource. Maria James, Curriculum Manager: Science, VCAA, provided additional insights.

In preparation for the VCE Environmental Science exam, a trial paper was developed for use by teachers with their students. This was complemented by the student revision lecture which was attended by over 100 students in addition to sales of the recording to schools across the state.

In addition to the face to face Professional Development there is also the work being done in the virtual world, including emails and Chatter. Teachers are using the support role in a more personalised way often making phone calls and Skype meetings as well as personal meetings where they can be facilitated.



*A moment from the VCE Environment Science Revision Lecture at RMIT with Simone Healy, a highly experienced educator who has also been a regular assessor of the exam. **Photography:** EEV*

VCE ENVIRONMENTAL SCIENCE DATA

https://www.vcaa.vic.edu.au/Documents/statistics/2018/section2/vce_environmental_science_18.pdf

	Schools delivering	Students completing
UNIT 01	53	690
UNIT 02	50	667
UNIT 03	55	821
UNIT 04	55	804

PARTICIPATION/WORKSHOPS AND COMMUNITY OF PRACTICE

01.

Schools - approx 354

SPP workshops - 100

Moonee Valley Wipe out Waste (2018-19) - 22

ResourceSmart - 60

School memberships - 58

VCE Environmental Science - 74

Hobson's Bay Network - 40

02.

Teachers - approx 259

ResourceSmart - 60

VCE Environmental Science - 25

EEV teacher members - 12

SPP - 120

Wipe out Waste - 22

Hobsons Bay termly meetings - 40

03.

Students

VCE Enviro Science - 120 (who attend revision lecture)

04.

Digital comm's

Instagram - 900+ followers

Facebook - 1500 followers

Monthly newsletter reach - 264

RESOURCESMART SCHOOL PROGRAM

By *Nicole Butler*, ResourceSmart School Educator

PROFESSIONAL LEARNING

Brimbank City Council - Teacher Environment Network meeting, Term 2, 2019

This interactive workshop covered features of student leadership, link to student well-being, opportunities for students, case studies, resources for teachers and creating a plan for implementation back at school.

RESOURCESMART IN THE WEST

ResourceSmart highlights over the past 12 months include:

- Submitting 10 modules and 9 stars to Sustainability Victoria for verification
- Truganina South Primary receiving their 5th Star and Point Cook P-9 College gaining their 4th Star
- 50 active schools by June 2019 (revised target was 60 schools)
- Supporting two schools to win ResourceSmart School Awards in 2019, including Footscray City College and Truganina South Primary School

RESOURCESMART ENVIRONMENTAL SAVINGS DURING 2018-19

ResourceSmart online enables schools to track their combined environmental impact. Environmental savings over the past 12 months by Western metro schools are summarised below:

Sustainability Victoria target	Western Metro combined
Greenhouse gases 760 tonnes of CO2 saved	1,280 tonnes of CO2 saved
Waste to landfill 10,000m3 diverted	6,447m3 diverted
Water 16,000 kL saved	706 kL saved
Biodiversity 1,520 trees planted	636 trees planted

PROMOTIONAL FILM

<https://www.eev.vic.edu.au/resourcesmart>

One-minute film showcasing EEV's ResourceSmart facilitation support in the Western Metro region.



A still from ResourceSmart's promotional film *Videography: EEV*

2019 PRINCIPALS' BREAKFAST

On Friday 22 March, EEV hosted a Principals' Breakfast at Werribee Open Range Zoo. A total of 52 participants attended from local schools and organisations. Attendees enjoyed speaking to stallholders (Zoos Victoria, Sustainability Victoria, Birdlife, Wyndham City Council, EEV and City West Water) and three presentations by Matt Genever (Sustainability Victoria), Liz Balharrie (Deer Park North PS), Sarah Moore (Mackillop College) and Erin Copeland (Werribee Open Range Zoo). Following the formal proceedings, participants enjoyed a tour of the Habitat Heroes Education Space. This event was generously supported by Wyndham City Council and Werribee Open Range Zoo.



Guest speakers L-R: Erin Copeland, Liz Balharrie, Francisco Quimbo, Matt Genever and Sarah Moore

SEMP / AUDIT TOOLS PROJECT - SUSTAINABILITY VICTORIA

Environment Education Victoria, The Farmers Place and Port Phillip Eco Centre partnered to produce a School Environment Management Plan (SEMP) template and supporting audit tools for the ResourceSmart Schools' Waste, Water, Biodiversity and Energy Modules. The aim was to develop a standardised set of tools that make conducting resource audits easier, quicker and more meaningful for schools, that also better aligned with the curriculum and develop a SEM more closely aligned to their needs. This project was divided into three phases, situational analysis (desktop research undertaken by Donna Livermore), construction of tools, testing and feedback. The feedback regarding document structure was taken on board and independent editor, Jill Buscombe ensured that each tool was consistent in structure, language and tone.

RESOURCESMART SCHOOL AWARDS JUNE 2019



Footscray City College – Community leadership secondary school of the year



Truganina South Primary School – Student action team primary school of the year



Vanessa Smith – Teacher of the year (Primary School)

WIPE OUT WASTE 2018-19 MOONEE VALLEY CITY COUNCIL

EEV partnered with Moonee Valley City Council to support Council's Wipe out Waste program in 2018 and 2019. EEV conducted waste and litter audits with 12 participating Wipe out Waste program schools during Term 1 and again in Term 4. Each school received their raw data, pie charts, recycling contamination rate and summary of landfill contents (recyclable / compostable / landfill percentages). A whole school litter audit was conducted at each school. Littered items were picked up, segregated, marked and tallied on worksheet. Great improvements were measured (summarised in table below).

Landfill - summary of results

	Term 1 average	Term 4 average
Recyclable content	18%	21%
Landfill content	19%	23%
Compostable content	63%	55%

Recycling - summary of results

	Term 1 average	Term 4 average
Contamination rate	4.9%	2.2%

Litter - summary of results

	Term 1 average	Term 4 average
Litter count	188	116

Five participating schools will continue their waste reduction initiatives by completing the ResourceSmart Schools waste module.

STRATEGIC PARTNERSHIPS PROGRAM

By *Dominique Dyabla, Education Officer*

HOBSONS BAY TEACHER ENVIRONMENT NETWORK

Hobsons Bay Teacher Environment Network is now established as a forum for educators, from early childhood through to secondary in the Hobsons Bay City Council area. The Teacher Environment Network is an opportunity to share experiences, resources and skills in environmental and sustainability education. This network connects educators with local resources and tailors a broad range of sustainability opportunities to the context of the Hobsons Bay municipality. The brief two-hour sessions provide time for educators to get toknow each other, get up to date on what is happening locally and participate in workshop activities.

In 2018, the workshops included Donna Livermore, a permaculture specialist, who led educators through some fun activities to identify the best position for plants in school grounds.

Chris Rockley, a natural history educator, closed out the year with a hands-on afternoon at a local lake. Chris tailored the existing resources for understanding macro-invertebrates to suit the predominantly early childhood educators. This included simple collection tools and engaging activities to suit younger learners. The windy afternoon was a big success.

2019 began with a session at Hobsons Bay EnviroCentre, based in the Altona library. Educators explored the collection of resources, both books and equipment, that would support environmental learning with their students.

In Term 2, a grant writing workshop aligned with the local council allocation of grant money. David Speller, from Sustainability Victoria, shared invaluable tips and notes on successful grant applications.



STRATEGIC PARTNERSHIPS PROGRAM 2018-2020: SUSTAINABILITY BEGINS WITH TEACHERS

The purpose of the Strategic Partnerships Program (SPP) is to increase access to high-quality, targeted, professional learning activities that assist teachers to implement the Victorian Curriculum: Learning About Sustainability Mapping document and embed sustainability into their teaching and learning programs. The project has a particular focus on supporting teachers from regional Victoria.

The key aims of the program are to:

1. Build teachers confidence and capabilities to successfully embed learning about sustainability in the Victorian Curriculum F-10.
2. Improve access to high quality teacher professional learning for VCE Environmental Science teachers

The program has supported over 120 teachers from across regional Victoria.

- Gippsland: Six workshops, 63 teachers
- Ballarat: One workshop, 12 teachers
- Bendigo: One workshop, 14 teachers
- Benalla: One workshop, 25 teachers
- Sustainability Victoria: 10 teachers from Eastern-metropolitan Melbourne

Highlights

Taking learning opportunities to teachers instead of asking them to come to Melbourne This project highlights the Incredible work of educators across the state. The workshops were attended by primary, secondary and community educators. There are teachers and schools who are passionately committed to this work - empowering their students to have the skills for and interest in a sustainable future.



This project has contributed to EEV’s reputation as an organisation that delivers professional learning for Victorian teachers. Since delivering the workshop in Gippsland in the first and second quarters of the 2018/2019 financial year, EEV has been sought to deliver an additional seven workshops in . This highlights the importance of partnering with local organisations to build relationships across the state. This benefits further contracts and partnering opportunities for EEV.

This program also highlights the similarities of teacher experience across the state. There is an acknowledgment that the Victorian Curriculum and Assessment Authority Sustainability Cross-Curriculum priority exists and must be taught, but that it is generally left to the interested few or seen as a separate subject rather than a thread through all of the curriculum. The Connected by Curriculum cards developed for this workshop have given teachers a simple tool to have conversations with their colleagues about sustainability and the curriculum.

Teachers are seeking advice and activities that can shift the focus in their schools from something that

is ticked once per year to something that informs all curriculum areas. The workshops and these similarities to urban schools makes it clear that the role of advocacy for EEV as an organisation is critical to help shift sustainability to a central feature of education.

The SPP program also highlights the central tenants of education, that teachers know their students and are able to respond to their specific needs in their specific contexts. By partnering with local organisations, the workshops help teachers (and their students) to tap into local resources that can support them in their sustainability and environmental education initiatives. Connecting teachers into the local networks that can help them continue the work helps to overcome the limitations of a one day, once a year professional development session.

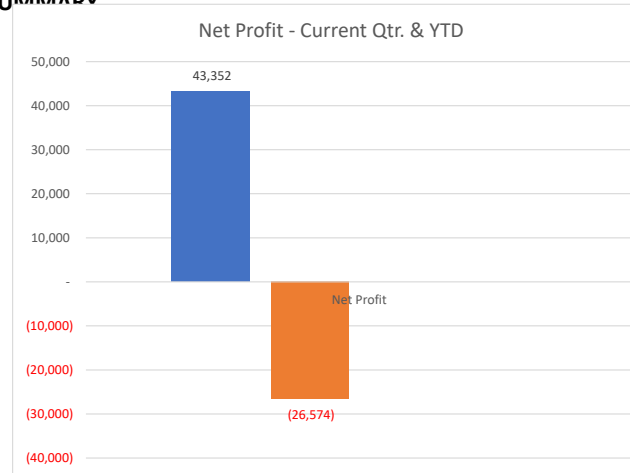
As the program continues into the second and third years, there will be a focus on strategies to include climate change education in classrooms from prep to year 12 in a developmentally appropriate way.





INCOME SUMMARY

	YTD	YTD Budget	Variance
Income	377,649	332,832	44,817
SV RSS Audit Tools & SEMP Development Revenue	53,040	-	53,040
DET- Strategic Partnership	38,780	22,000	16,780
Waste Education Project	15,000	20,000	(5,000)
Western Region ResourceSmart	137,019	142,380	(5,361)
Membership Fees	30,998	35,200	(4,202)
Royalties Received	6,409	2,948	3,461
Professional Learning/Conferences	11,964	6,000	5,964
VCE Text	57,111	51,300	5,811
Donations	2,105	2,890	(785)
Others	25,222	50,114	(24,892)
COGS	(59,741)	(73,660)	13,919
	317,908	259,172	58,736
Total Direct Expenses	274,556	285,746	(11,190)
Net Profit	43,352	(26,574)	69,926



AP/AR SUMMARY

	Total
Aged Payables Summary	(1,347)
Aged Receivables Summary	4,952

BALANCE SHEET SUMMARY

Cash at Bank	268,287
Stock on Hand (Publications)	33,229
Accounts Receivable	6,864
Total Current Assets	308,380
Computer Equipment	2,149
Total Assets	310,529
Accounts Payable	(1,347)
GST	(6,507)
PAYG Withholdings Payable	(6,056)
Other Staff Costs	(19,825)
Total Current Liabilities	(33,735)
Total Liabilities	(33,735)
Net Assets	276,794
Equity	
Current Year Earnings	43,352
Retained Earnings	233,442
Total Equity	276,794