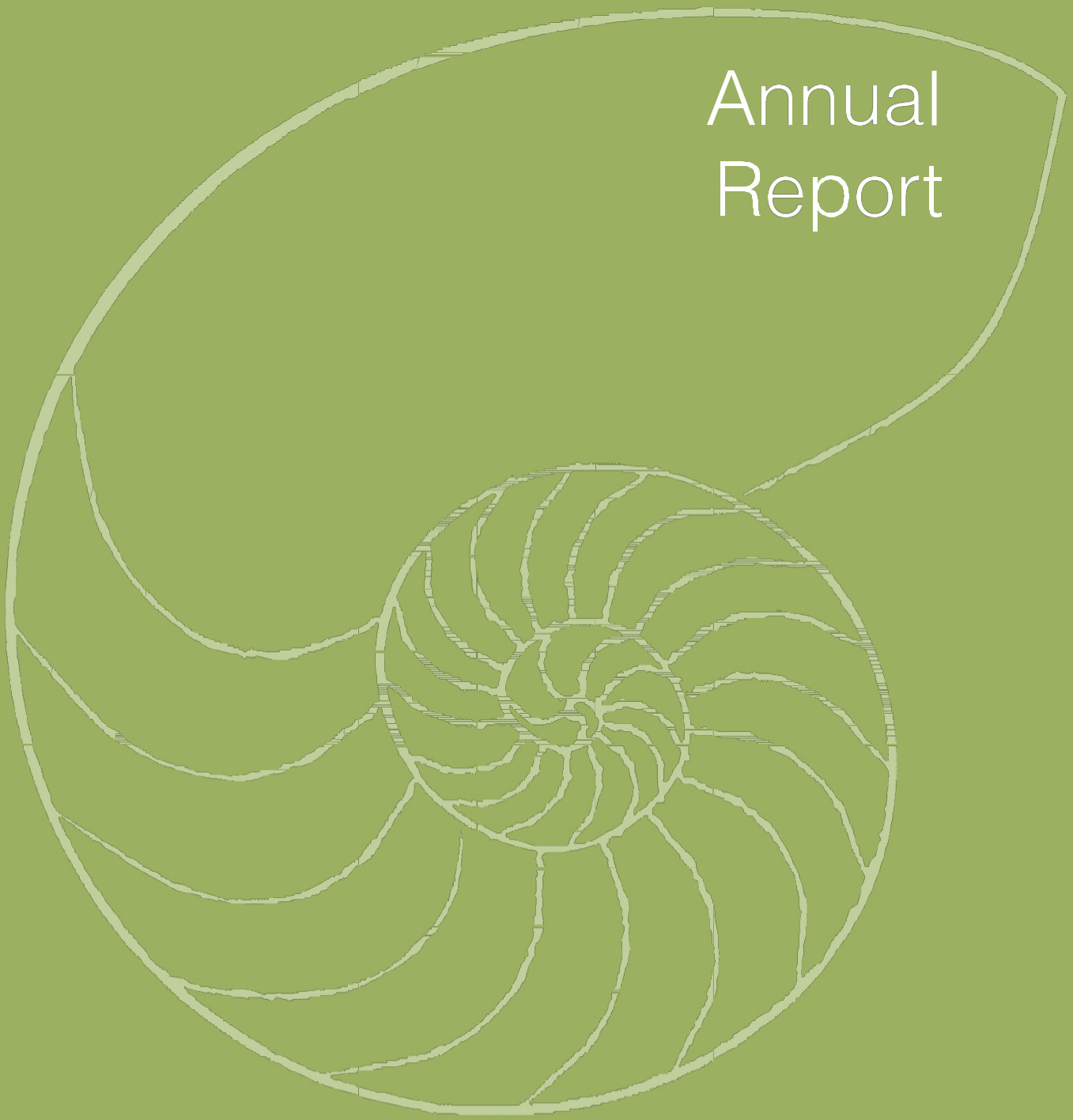
2019 - 2020

aaee

Australian
Association for
Environmental
Education

Annual Report



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AAEE President Report

In this, our 40th year, we have continued to build upon and celebrate the collective energy of all those who have contributed over those years. There is a sense of a collective continuity building in our respective communities capacity, knowledge and importantly wellbeing in what is shaping up to be a very challenging time. So many of our members are living with and through the droughts, floods and fire with the subsequent loss of habitat and lives of our unique flora and fauna, and humans. The Covid19 Pandemic has further added to this uncertainty and has had an impact on all of our members.

Earlier this year the AAEE website was disrupted and it is taking us some time to restore all the elements that members are used to seeing. We would like to thank Natasha Cameron, out Administrator, for her wonderful work to reactivate the site at no cost to our budget. Natasha is generous, accomplished and hardworking and we value her highly in all this work that we carry out for our members.

The National Executive continues to advocate, with support from Chapters, and has engaged in a campaign with the Federal Government in the portfolios of Education, Environment and Agriculture, Drought and Emergency. The Hon Minister Sussan Ley requested a Ministerial document about AAEE and Sustainable Schools initiative after a meeting with Dr John Rafferty in 2019. John also met with the Independent Member of Indi, Dr Helen Haines, who will champion us in Parliament. Subsequent letters were delivered to all departments asking for a commitment to reinvest in the Sustainable Schools initiative but the response was underwhelming.

Chapters have continued advocacy at a state level with varying levels of response and support. AAEE presented at the AITSL Professional Teacher Standards review, advocating for consideration of Early Years and Sustainability to be included in order to prioritise Sustainability in pre-service education courses to support its implementation across curriculums nationally.

The Shape of the Australian Curriculum review provided an opportunity for AAEE Executive to respond led by Dr Peter Anderson, Dr Sue Elliott, Ms Jenny Dudgeon. The AAEE response was extensively reviewed by the Chapters and representatives from the former AuSSI network, a group which now meets quarterly, chaired by Sue Martin in NSW. Melanie Isaacs is leading the SCCP review and was very positive about AAEE's involvement. We look forward to receiving her first paper at the end of September for the next phase of this work, and will again consult widely through our membership for our response.

The Reconciliation Action Plan draft has been submitted and most Chapters have agreed with Reconciliation Australia's recommendation that we provide one overall RAP to cover our affiliated Chapters. It has taken over 12 months of consultation to arrive at this position but we feel that this will be a significant and exciting step for us as an organisation.

This is the year we significantly lower our carbon footprint, with the Australian Journal of Environmental Education (AJEE) to be delivered online only from 2020 onwards. The AJEE will also move to four issues a year supported by the Editor, Prof Amy Cutter-McKenzie-Knowles, as in keeping with other journal subscriptions.

As we enter the UNESCO Decade of Ocean Science for Sustainable Development (2021-2030), the relaunch of SeaWeek as a key project was ably managed by Andrew Walsh and we thank him for this and sorry to see him step down from this role. He has provided a full report about the many initiatives now in place.

Structure of the report

We are a volunteer organization that works to add value to a wide range of EE sectors in each state and territory through collaborative endeavor, reflecting our connections and experiences to build capacity.

Acknowledgements

Each section of the report has been contributed by members working within their network and their contributions are gratefully acknowledged. Special thanks to all who contributed to the development of this year's Annual Report.

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AAEE President Report con't

AAEE has been active in bringing two new resources to fruition, 'Exploring Fungi' and 'No Such Place as Away' . 'Exploring Fungi' is a unique teaching package for primary aged students. Authors Alieta Belle and Sandra Tuszynska, who have a wealth of knowledge and passion for fungi and have created an in-depth series of learning experience about this vital but relatively unexplored world of biodiversity. 'There is No Such Place as Away' by Megan Floris and Rachel Tribout explores the concept of matter, where it comes from, what it is used for and where it goes. It is an important part of the biodiversity challenges for everyone to understand the 'cradle to grave' aspect of designing products and systems. There is no such place as away!!

In 2019 AAEE published a new easy-to-use tool for teachers which maps the Sustainability Cross Curriculum Priorities (SCCP) to year levels and learning areas. We are looking forward to making this an even more useful tool for teachers and schools in light of the review of the Australian Curriculum, the *Getting Started with School Sustainability* portal renewal and the now reinvigorated national sustainable schools network.

AAEE continues to connect with the global environmental education and education for sustainability movement. This year we took another step towards strengthening the global goals and #TeachSDG's community by incorporating the Sustainable Development Goals as one of four criteria educators must answer in detail in order to be recognised as leading environmental educators. International collaborations were one of the topics for discussion when I joined MOU partners in a round table conference on the 22nd August, hosted by the Japan Society for Environmental Education (JSFEE) and including: Dr Yukihiko Asaoka, President, JSFEE / Professor, Tokyo University of Agriculture and Technology; Dr Cheol Cheong, President of Korean Society of Environmental Education, Professor, Daegu University; Ms Judy Braus, Executive Director, Ms Melissa Hopkins Taggart, Director of International Programs, North America Association for Environmental Education and Dr David Allen, NAAEE Member / Associate Vice President for Institutional Assessment, Texas A&M International University; Dr Tzuchau Chang, President of Chinese Society of Environmental Education, Professor, Graduate Institute of Environmental Education at National Taiwan Normal University; and Dr Jennifer Pearson, President of AAEE. As well as potential collaborations on future research, this roundtable was also an opportunity to consider how our partner organisations are responding to the Covid Pandemic and to compare members' concerns. There will be a paper written about this roundtable, a tangible outcome of the MOU we have with JSFEE.

The AAEE Virtual Conference organised by the WA Chapter of AAEE in lieu of the full AAEE Biennial Conference was an outstanding success. This new platform has such potential to extend the reach to connect with so many more people here in Australia and our international partners and collaborators in the future. The strong connection to adaptive cycle, resilience and youth resulted in an uplifting day. Planning is well advanced for the full biennial conference in 2021 in Mandurah so members are urged to send in abstracts, save the date, and keep informed through the www.aaeeconference.org.au website, as well as through AAEE's Facebook, LinkedIn and Twitter communities.

SeaWeek

Microplastic survey at Coningham Beach (source: Coningham and Lower Snug Community Association – Calsca, Facebook page)

Andrew Walsh guiding a Joey driving a remotely operated underwater vehicle at the Woodbridge Marine Discovery Centre (photo by Joss Coad, published on Woodbridge School Marine Discovery Centre Facebook page).

AAEE SeaWeek Report

In 2019 Andrew Walsh (AAEE member and Primary Schools Coordinator at the Woodbridge School Marine Discovery Centre, Tasmania) volunteered to coordinate the AAEE SeaWeek event for September 2020. AAEE,as Australia's peak body for marine and environmental educators, has for many years held this annual week-long public marine education and action campaign that aims to focus community awareness, provide information, inspire educators and encourage Australians' appreciation of the importance of the sea. SeaWeek, and AAE in general, provides an opportunity for Australian marine educators to come together to share resources and promote their work,thusSeaWeekseeks to build a stronger network of marine educators and promote the principles of Ocean Literacy which form the basis for the educational outreach component of UNESCO's Decade of Ocean Science for Sustainability (2021-2030).

To promote the event, and increase the professional network, two Facebook entities, the SeaWeek page and the Australian Marine Educators Network Group (AMEN), were primarily used to engage both the public and educators, along with a Twitter and Instagram account. Growth in the AMEN group was from 668 members at the beginning of 2020 to 1290 by the end of September. Similarly, the SeaWeek page created at the end of 2019 now has 615 followers and likers with posts sometimes reaching over 2800 people.SeaWeed activities are boundless and diverse and can include public field trip events,a particular sea-themed focusin class or learning centre for the week,displays in libraries,competitions or challenge activities for children,and increased social media activity. In 2020 in-person events were constrained in most places by the COVID-19 pandemic, however a number of activities, both virtual and in real life, occurred.

The second AAEE SeaWeed calendar art challenge for K-10 learners was launched for the 2021 calendar.Plastic Oceans Australasia Held mascot art competition for children,as well as a special webinar on marine plastic pollution, and in partnership with the artist and marine biologist“The Blue Biologist”released a special edition of her online comic.Sustainable Organisations of the Sutherland Shire(SO Shire, NSW)held a poetry competition. Beach clean-ups were organised by the Coningham and Lower Snug Community Association(Tas),Perth Coastal Education Group Adopt A Beach(WA),and Coastal Waste Warriors(WA). The Woodbridge Marine Discovery Centre held a special after-dark session for a local Joeys and Subgroup.Happy Kids Early Learning Centre created ‘sea’ themed learning space with interactive open-ended play episodes for children. Some places were able to hold larger gatherings such as the WA Parks and Wildlife Service at Hearson's Cove In the Pilbara With activities including Welcome to Country by Murujuga AboriginalCorporation, kite-boarding demonstrations, turtles food-source hours, rock art tours, face painting and interactive stalls.

Likewise, on the Gold Coast, the Surfrider Foundation, Balter Brewing Company & Glowing Green Australia Held a fair full of giveaways, raffles, food and drink specials, live music,kids educational activities at the Palm Beach Surf Club. Further inland, the AAEE ACT Chapter hosted a professional development activity for educators on using Environmental Theatre' as a teaching and learning strategy, with Sue Jones of DanceKids and TakeFlight Education.In Sydney,'Journey Beneath the Waves' program took students on a virtual exploration of the marine environment and Sydney's Rocky Reefs.The week was followed upbyan AAEE Learning Circle webinar hosted by SeaWeek coordinator Andrew for educators, featuring online marine-themed teaching resources such as Woodbridge School Marine Discovery Centre website, Great Barrier Reef Marine Park Authority,National Science Week Resource Book for 2020, CSIRO National Marine Facility and RV Investigator educator on board programs, NRM South Tasmania, and WA Marine Waters.

Hearson's Cove SeaWeek event (source: Parks and Wildlife Service, Pilbara Facebook page)

Calico bag decorating at the Surfrider Foundation, Balter Brewing Company & Glowing Green Australia
Palm Beach Surf Club SeaWeek event (source: Palm Beach Surf Club Facebook page

ACT Chapter Report

Vivienne Pearce OAM

To my fellow ACT executive of 19 /20 - Jodie Green, Julia Landford, Sue Jones, Taz Whan and Bren Weatherstone - Thank you! Despite catastrophic bushfires, choking smoke, cataclysmic hail and the pandemic, over the past year AAEE ACT has been able to:

Connect and collaborate:

- Joining dots eg on nature and art, dance and science, whole-school sustainability and global SDGs,, teacher's climate science literacy, via talks, expos and forums including online; Recordings here.

- Facilitating collaboration between Geography and Earth Science educators and GeoScience experts to progress Earth System Education and Planetary Boundaries awareness.

- Coordinating Australian schools participating in an international pilot of a new secondary school climate science 'game curriculum' with the Planet Climate Foundation.

- Reassessing how we all can be on the same page as we teach 'Caring for country', environmental education in collaboration with the world's oldest living cultures. Cultural competency is taken seriously here in ACT education, with high quality symposiums and workshops provided to every teacher with the expectation that all educators will attain a very high minimum standard and continuously develop.

- ACT Chapter is proud to have helped develop the National Reconciliation Action Plan for AAEE and looks forward to making a meaningful contribution that helps EE develop a powerfully restorative '2-ways' Australian cultural perspective to EE that befits this spectacularly wise old country.

Support and link diverse environmental educators:

- Representing the education perspective on all issues at the Canberra and South East Conservation Council to a range of umbrella groups considering many issues
- Hosting and supporting events by members including; the 2019 ACT Threatened Species Children's Art Competition exhibition at Australian National Botanic Gardens; NatureArt Lab (Julia Landford) workshops; Hannah Edwards (H2OK program talk); thought-provoking online EE tours with the National Portrait Gallery; Sue Jones (Director of DanceKids and TakeFlight Education) online workshop during SeaWeek and more.
- Advocating for creative arts as an effective method for teaching environmental messages and maintaining mental health and wellbeing. ACT members have amazing expertise in this area in fact, the ACT Environmental Educators for both 2019 and 2020 are artists and art educators as well as environmental educators - 2019 Julia Landford from NatureArt Lab (Julia Landford) and 2020 Sue Jones from DanceKids and Take Flight Education.
- Connecting ACT members to local resources through our new Environmental Education Directory. We hope to provide this directory as a beautiful colour printed product in 2021, in the meantime check out what's on offer in the network here. Why not follow us? We blog here, and are on twitter , fb and LinkedIn too.

Sue Jones, aka Migaloo, Director of DanceKids and Take Flight Education and author of *The Dancing Honey Bee* is the ACT Environmental Educator of the Year for 2020/2021.

Support Early Childhood Educators:

- Linking expert nature and sustainability educators to each other and to early childhood and early years educators and administrators in government
- Encouraging members of the wider ACT EE network to further develop and share approaches and material suitable for Early Years learning

Viv Pearce and Sue Jones with members, Kate Rhook (IconWater) and Helen (Australian National Botanic Gardens) at the 202 ACT Preschool Expo.

Encourage and support Student Voice:

- Supporting and celebrating the School Strike for Climate - retiring Executive and AAEE Youth Advisory Board member Clara McArthur received a highly commended ACT Conservation Council Award at the end of 2019 for her exceptional work mentoring younger strikers.
- Regaining funding for SEE-Change's excellent ACT Parliament of Youth on Sustainability was a big win. Members attended 2020 workshops for teachers and facilitators but the 2020 event was ultimately postponed, so we look forward to seeing ACT students of all ages articulate their perspectives and solutions in 2021 then head to the ACT Legislative Assembly to present them.
- Upgrading the AAEE ACT early career and emerging environmental educators award to two categories - one for school and care-centre settings and one for non-school and community settings. This will promote environmental education to a wider cohort including students and encourage young and emerging environmental educators to give it a go. Congratulations to Taz Whan, the ACT's inaugural awardee for the Emerging Environmental Educator of the Year for 2019/2020.

NSW Chapter Report

2019/20 was (as it was for many) a period full of excitement and challenge for the NSW Chapter. In October 2019 we celebrated the 34th NSW Environmental Education Conference where, over the three days of conference, sixty presenters shared their stories, lessons, achievements and inspiration with nearly 200 delegates. We also awarded the inaugural Grahame Collier Regional Mentor Scholarship in connection with our 2019 conference in honour of the late Grahame Collier. The conference was a wonderful opportunity to share, connect, reflect and re-energise.

Heading into 2020, the NSW Chapter spearheaded our national declaration of a climate emergency and developed the online Climate Crisis Resources Hub. Despite the challenges of severe weather and ongoing impacts of COVID-19, the chapter project teams and our dedicated members have engaged a broad range of sectors in high-quality sustainability education throughout the year.

We've made great progress in the mid-north coast on our Midwaste Green Leaders program, continued growing Sustainable Schools NSW, worked with 50 Take Me Outside NSW projects, launched our Conversations blog, developed a new framework for environmental education grants in NSW, produced resources and case studies, provided network support, expanded recognition programs, built partnerships with key organisations like Exchange for Change and sought new opportunities to connect with the NSW Government.

To provide a firm foundation for the way ahead, we have reviewed and updated our Constitution with a special resolution planned for July 2020. We continued to build and invest in project staffing and organisational processes to support NSW program development and delivery, have begun development of our sustainability products and services directory and begun planning for our Local Government Strategy.

With all the challenges of the 19/20 period, our approach to environmental and sustainability education has had to continually change and adapt. We know however, that the best educators can pivot and adapt to whatever engagement challenges get thrown their way! Here in NSW we'll continue to rise to the challenge and find opportunities amidst the obstacles as we support and extend education for sustainability in NSW.

Top Participants at the 34th NSW Environmental Education Conference, ActiveNature

Middle 2019 NSW Environmental Educator of the Year Award winners (centre) with Sue Martin (L) and Costa Georgiadis (R)

Bottom Conference participants at Sylvanvale field trip

Northern Territory Chapter Report

AAEE(NT) has had most of its focus on teacher support strategies with a particular focus on biodiversity education and the biodiversity crisis. We have been working towards getting schools and their communities engaged with awareness about biodiversity and engaging with some curriculum support activities to help schools.

The resources developed have included working on identification booklets for local species, curriculum mapping activities and suggestions as well as the development of some ideas to build STEM focused activities for the school ground. School grounds are potentially great biodiversity spaces, especially in the NT and tend to have native wildlife present.

One of these is the use of a modified Mackinnon list process that involves students and community members making a list of the first 5 different reptile species they see on a survey around their school or own backyard. The data sheets can be collected and then analysis done to give some data processing and interpretation of relative abundance of species. The more lists created in an area the better so students can all do a list or even multiple lists. A similar strategy can be used for bird species but we suggest students record the first 10 species for birds. Students are encouraged to photograph their reptiles to assist with identification.

The Biodiversity focus for 2020 builds on the biodiversity audit and other projects we have been developing to support schools as they move into broader integration of the Sustainability ideas into the curriculum. We are also working to develop resources for educational strategies more focused on the General capabilities aspects of the curriculum rather than a subject based approach.

One of our central aims here is to try to put a more positive slant on the climate change and biodiversity crises by focusing on the positive actions that need to be taken to resolve these complex problems. There are things we can do at a school ground level by improving the conditions for biodiversity and carbon uptake through our soils and soil biota.

We are also helping schools and teachers to understand ways to make education more fun, more real with some real science and STEM activities and to take it outdoors and integrate our activities across subject domains.

Graeme Sawyer
President AAEE (NT)

www.aaeent.org.au

Facebook
https://www.facebook.com/groups/1431493630402669

Top

A Carlia rufilatus skink in the Leaf litter. Beautiful but often not noticed until you draw people's attention to the leaf litter.

Bottom

Frill-necked lizard being released "seeking the highest point to escape" in this case on a researcher's head!

Figure 2 A Carlia rufilatus skink in the Leaf litter. Beautiful but often not noticed until you draw people's attention to the leaf litter.

Figure 1- Frill-necked lizard being released "seeking the highest point to escape" in this case on a researcher's head!

Queensland Chapter Report

AAEE QLD BRANCH INC. MANAGEMENT COMMITTEE 2019-2020

President – Zela Bissett
Secretary – Kylie Moses
Treasurer – Cam Mackenzie

We have had several excellent achievements working for EfS in Qld since the last AAEE AGM:

Oct 2019: Sustainable Schools Network (SSN) Regional Summit 2019 in Townsville included Kids Teaching Kids Reef Guardian Schools; School community networking; and a forum for EfS Discussion Paper.

Dec 2019: AAEE Qld became a Founding Partner of SSN.
EfS Discussion Paper completed early 2020, led by member Katie Norman of the SSN.

Feb 2020: Sunshine Coast Council Kids In Action Teacher Forum held, then decision to take KIA2020 We Are Botanica Environmental Projects (and later) Conference online (https://www.sunshinecoast.qld.gov.au/Environment/Education-Resources-and-Events/Kids-in-Action-Program/Resources-for-Teachers)

May: SSN Symposium 2020 online event held.

May/June: School Environmental Management Plan Online PD led by Dr Kimberly Rayner. Bunyaville EEC.

Trinity Bay College Cairns, SSN RS 2020 Venue

2020 Awards:

- Dr Lisa Ryan, AAEE QLD Environmental Educator of the Year.
- Robyn Yates, SSN Leading the Change 2020 Winner.
- Erin Merrin, Qld Sustainable Schools Teacher of the Year.

mid-July: Letters sent to Qld Education and Environment Ministers led to a meeting scheduled with Ministerial Advisers to preview the EfS Discussion Paper, in addition we discussed: AAEE's national advocacy role with ACARA review, inclusion of Sustainability in AITSL Professional Teacher Standards and subsequently pre-service Education courses and Carbon Footprint Reporting (to be reintroduced) so sustainability is a school priority.

Jinibara elder, Uncle Noel, at Reconciliation Australia's 2020 Partnership award-winning Sunshine Coast Council Kids in Action Environmental Projects Day.

Reconciliation Australia Partnership Award 2020 for Kids In Action 2019 Year of Indigenous Language event with Gubbi Gubbi, Jinibara and Kabi Kabi elders, Sunshine Coast Council and AAEE Qld.

September 23: Launch of EfS Discussion Paper "An Evening of Educating for Sustainability", with SSN, including panel discussion on next steps.

Upcoming October 19: **SSN Regional Summit 2020** in Townsville/Cairns (online) with Craig Reucassel, Holly Sommerville Knot, Erin Merrin, and Kylie Moses sharing AAEE's Stand Up for Your Climate/Future: https://sustainable88future.wixsite.com/climatefuture (Smith & White, 2020)

SA Chapter Report

Highlights

- Educators SA Award to **Bernadette Heggarty** 2019

- SA AAEE Environmental/Sustainability Educator of the Year Award to **Deidre Knight** 2019

- Gathering of the Clan workshop at Arbury Park Outdoor School was held on 14th September 2019. (Many thanks to David Doherty for organising the venue and registrations!) Our intention was to include: a guided tour of Arbury Park and the learning opportunities they offer; Nurturing ourselves and our relationships in a relaxed, informal setting; and Professional learning from colleagues. The event was well-attended by key members.

BBB Advocacy - Bitterbush project/St Josephs/St Mary's, many successful grants, University students engaged in volunteering!

BBB and St Mary's and expanding number of schools, kindy's and residents - now 70+

BBB's Bitterbush grant - 6 propagation workshops engaging 100+ people. 350+ plants now being planted in approx 100 schools, clubs, council reserves and residences as an ongoing citizen science project. The progress of the plants will be monitored, seeds and cuttings taken to expand the population and observations made of butterfly activity.

Propagation program being developed to engage residents in growing native butterfly attracting species for their own garden and for BBB projects. Teams of 5-6 taking care of 500+ plants each. Objective of 5000 plants of 50+ different species.

Partnership between local community centre (Junction) to increase canopy and green cover in one of Adelaide's hottest suburb connecting the community centre, local council, school and residents with an active community effort to make a difference to local climate adaptation through grassroots activity. The project to be extended past its first iteration.

PAEC partnerships grant - Development begun of *ABC of BBB* guide for use by teachers R-7 to deliver EfS via butterfly gardens.

St Joseph's working with students - Federal grant at St Joseph's- a propagation program to grow butterfly attracting plants for local community members to plant in their gardens. Connecting the school community with the local community via an interest in biodiversity.

- Reaching out to the Kaurna community and Acknowledgment of Country added to committee meetings

- Connecting with Catholic Education sector

- Adjusting to Zoom meetings and Co-VID (somehow we managed a meeting every month! Great support network). We were inspired by the watching the movie 2040 together!

- Joined Conservation Council SA

- SA newsletter sent out to members in May using Mailchimp, Spring issue in the works!

- Asset register developed

- Reimbursement Policy for SA Volunteers developed

- Change the World grants program attended by Jo (Secretary)

- Special events grant won by Liesel Committee Member - Mitcham - This was used to run Community events at her preschool around EfS.

What is coming up in 2021:

- Mini-conference - Plans for mini-conference in early 2021 to engage educators in the objects of AAEE through presentation of activities of AAEE and AAEE SA. Effort will be made to emphasise the important role of educators in preparing youth for the environmental challenges of now.

By Debra Bradley, Naomi Findlay and Steve Fuller

Tasmania Chapter Report

In August 2019, as part of National Science Week, we held public two Quiz Nights, one in Hobart and the other in Penguin, , which also doubled as fundraisers for our member (and now Chapter President) Ingrid Albion. Ingrid was part of the Homeward Bound project, an all-female expedition to Antarctica aimed at developing personal leadership and raising awareness of climate change. Ingrid is also the 2020 recipient of the Tasmanian AAEE Educator of the Year Award. Members also attended the public Festival of Bright Ideas science expo extravaganza held in Hobart, which included school visit sessions relating to the impacts of marine debris. Another member assisted with the grant application and organisation of a Pedal Powered Cinema night at a Tasmanian school, inspired by the AAEE conference in Melbourne years before.

In Launceston, there have been several Skills Café events, and on the back of that success, AAEE Tas was successful in receiving City of Hobart Resilience Funding in May 2020 for COVID-safe public events to be held in late 2020. The theme of these events is nature play, sharing iso-skills and a repair café.

The Climate Leaders program continued in 2019, whereby secondary students proposed actions in March and reported back in September. In 2020 the March session was online but nevertheless an encouraging 176 students participated. AAEE Tas members participated as mentors for that program, and also the Kids4Kids conferences, held in Hobart, Launceston and Burnie in November 2019, attracting around 1000 children.

The Tasmanian Nature Play Network has joined forces with AAEE Tas, and three events were held in 2019 – a school holiday event along the Hobart Rivulet, activities at the Huon Valley Apple Festival and a lovely twilight event at the Hobart Domain, with hands-on activities for children and families, based on nature play.

Environment Education Victoria - EEV Report

Highlights of 2019-2020

- New Committee of Management elected in November 2019
- New Executive Officer appointed in December 2019
- Reimagined Educator of the Year Awards event held in 2019
- Restructure of team to include part-time Secondary and Tertiary Liaison Lead
- Creation of VCE Student Membership category
- Creation of Pre-Service Teacher Membership category
- Successful delivery of Renewable Energy education resource for use by Department of Department of Environment, Land, Water and Planning

What's coming for 2020-2021

- New strategic plan 2020-2030
- Achieved 100% targets for ResourceSmart Schools contract (only the second agency to achieve this milestone during the program's history)
- Collaboration to deliver Speaking 4 the Planet event in eastern region of Melbourne in 2020. Program to be developed to roll out across Victorian in 2021.
- Educator of the Year Awards Online November 2020
- Collaboration with Yarra River Keepers to develop education resources
- Development of new funded Waste Education program (Zero Waste Hero)
- Successful delivery of VCE Practice Exam & Masterclass
- Contracted to develop resources for Victorian Curriculum Assessment Authority
- Contracted to develop resources and deliver program for Federation University, Ballarat
- Extension of contract to deliver ResourceSmart Schools in Western Metropolitan Region

EEV Partnerships and Collaborators

Western Australia Chapter Report

Convenor Dr Jennifer Pearson

AAEE Biennial Conference 2020

With so much planning for the AAEE Biennial Conference, Mandjoogoordap Changing tides, the committee agreed to pivot to a one-day virtual conference 30th September 2020 and to defer the three-day conference and one-day research symposium to 2021. Details can be found at www.aaeeconference.org.au

Environmental Educator of the Year

Claire Gaschk is highly regarded by the Chapter for her consistent support of Catchments, Corridors and Coasts over a number of years. Claire works at the Perth Zoo and has been delivering education about threatened species, coordinating Ti-west Nighstalks and science-based environmental programs.

Catchments, Corridors and Coasts (CCC)

The annual program in January (21st – 23rd) provided a 'snapshot' of environmental education in WA from catchments, through corridors to the coast. This rich experience develops networks with and between practitioners, an understanding of the educational resources and support across WA to address core sustainability issues. 23 participants heard from over 30 presenters from 23 different organisations found at https://aaeewa.org.au/ccc/ Coordinating team Amy Krupa, Catherine Baudains, Vicky Hartill, Claire Gaskin, Michael Burke, Carina Lancaster, Katherine Gaschk and Elaine Lewis.

Little Green Steps WA

Megan Mentz and Emma Malloch delivered this program in the Cities of Cockburn and Canning. A new three-year contract with the Waste Authority enabled waste workshops to be presented in regional council areas.

COVID impacts meant creating webinars of workshops and film video sessions of activities to continue to meet EY educators needs. The website was updated and a strategic planning day was made possible by a Lotterywest grant. The coordinating committee is Jennifer Pearson, Anne Pettit, Elaine Lewis, Amy Krupa, Vicky Hartill and Dawn Stephens.

Earth Day Expo – Friday 3rd April 2020
This event co-hosted by the Canning River Eco Education Centre was deferred.

Biological Earth Environmental Science (BEES) Yr. 9 - 11 Forum
Biological, Earth and Environmental Sciences (BEES) Day was deferred due to Covid19 and presenters were encouraged to provide a short video clip for schools and others to access. These can be accessed on the new WA Chapter website at www.aaeewa.org.au. The coordinating team, Ms Gun Dolva and Jennifer Pearson.

National Science Week
Jennifer delivered a lunchtime science activity at the Fremantle PS using resources from Perth NRM Adopt a Beach, thanks Wayne Walters the children loved creating sea-themed pictures using plastic lids destined for recycling.
Western Australian Sustainable Education Forum (WASEF)
The fourth forum was held at the Canning River Eco Education Centre on Friday 7th December 2019. The morning round table presentations were followed by Nature Play WA Inc - Griffin Longley and Nature Play Solutions - Kerry Logan and Emma Lawrence. Coordinating team, Jennifer Pearson, Kelsie Prabawa Sear, Vanessa Dow, Elaine Lewis, Aline Arrund and Gun Dolva.

Waste Wise Schools Program South Metro
The WA Chapter has secured a three-year contract with the Waste Wise Schools program to deliver to the South Metro area. Ms Belinda Bloxsome began this contract during the Covid pandemic and was able to use the time to refine the delivery model to schools.

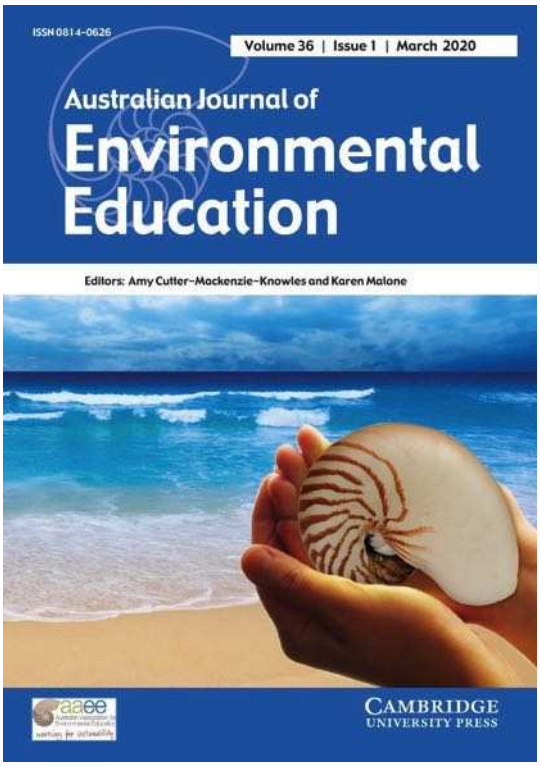
Turtle Watch
Turtle Watch started in 2005 and expanded across the Perth Metropolitan involving The Wetlands Centre, Cockburn, Canning River Eco Education Centre, SERCUL, Herdsman Lake Wildlife Centre, Murdoch University, University of WA, Native ARC, schools, volunteer and friends groups, local government authorities, wildlife care groups and interested community members.

Claire Gaschk is Western Australia's Environmental Educator of the Year for 2020

A Turtle Watch Education Kit is available https://aaeewa.org.au/turtlewatch/
A pilot citizen science program 'Bibra Lake Turtle Trackers' commenced in August 2019, a partnership between City of Cockburn, Murdoch University, The Wetlands Centre, Cockburn, Native ARC and DBCA. Protecting nests from fox and crow predation, trained volunteers tracking turtles leaving the water, completing observation data sheets and placing cages over nests. Over 30 nests protected over a 10 day period during nesting season with over 70 volunteers trained.

Australian Journal of Environmental Education

Annual Report, 2020



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Editor-in-Chief Update

Editorial Executive (2020-2024)
The editorial executive constitutes:

- Professor Amy Cutter-Mackenzie-Knowles, Editor-in-Chief, Southern Cross University, Gold Coast, Australia;
- Dr Chris Eames, Associate Editor, University of Waikato, New Zealand;
- Dr Peta White, Associate Editor, Deakin University, Melbourne, Australia;
- Dr Blanche Verlie, Book Review & Thesis Synopsis Editor, University of Sydney, Australia;
- Dr Marianne Logan, Editorial Associate, Southern Cross University, Gold Coast, Australia; and
- Jamie Davidson, Editor, Cambridge University Press, London, UK.

The Editorial Executive are supported by Cambridge University Press alongside the Journal's Editorial Board, which has now been renewed (2020-2024). A full listing of the new Board is available at https://www.cambridge.org/core/journals/australian-journal-of-environmental-education/information/editorial-board.

Journal Quartile Rating
The Journal's current Quartile rating is now **Q2** – see http://www.scimagojr.com. In 2017 the journal shifted from Q3 to Q2, making it the 2nd highest rated journal (at the time) in environmental education research in the world. It has slipped to Q3 in 2018, but has now returned to Q2. The journal continues to perform well and it is expected that over the coming years the Journal will continue to rise to the highest Quartile ranking Q1*. What this means in simple terms is that the Journal is having significant national and international impact. Furthermore, the journal continues to be listed on Thomas Reuters. In order to be eligible for an impact, the journal must increase to 4 issues/year. This is a matter currently under consideration. Ultimately, an impact factor will bring further readers and contributors to the Journal.

** The set of journals have been ranked according to their SJR and divided into four equal groups, four quartiles. Q1 (green) comprises the quarter of the journals with the highest values, Q2 (yellow) the second highest values, Q3 (orange) the third highest values and Q4 (red) the lowest values.*

AJEE Special Issue, Social Media and Policy Updates

- There are currently three Special Issues in progress. These are:
  - Mapping-Making Philosophy in Environmental Education: *Lines, Knots and Knottin. Guest Editors:* Amy Cutter-Mackenzie-Knowles, Karen Malone, Lexi Lasczik, Helen Widdop-Quinton, and David Rousell.
  - Creating capacity for change. *Guest Editors:* Peta White and Sally Birdsall.
  - Striking from school for the climate. *Guest Editors:* Blanche Verlie, Alicia Flynn.
- Call for Special Issue Proposals launched. For open call, see https://www.cambridge.org/core/services/aop-file-manager/file/5ee38c964398113fe9aeea58/AJEE-Call-for-Special-Issue-Proposals.pdf.
- AJEE Facebook Page & Twitter launched. Join us at https://www.facebook.com/AustralianJournalofEnvironmentalEducation/ and https://twitter.com/AJEnviroEd.
- AJEE is in the early stages in developing gender, disability and race AJEE guidelines in collaboration with Editorial Board members.

Professor Amy Cutter-Mackenzie-Knowles

A Note about Covid-19

Although it is hard to say exactly what the long-term consequences of the present crisis will be for *AJEE* and for academic publishing more generally, there are a few points worth noting at this stage.

1. Some, though not all, of our journal editors have reported slowdowns in reviewer invitation acceptance rates and turnaround times, and/or the number of submissions. This has the potential to create a dip in the volume of new content coming through to publication in 2021. There is also mounting evidence to suggest that these trends are gendered, with women being affected more than men. It will be worth bearing all this in mind and tracking events over the course of the coming months.

2. With 90% of higher education institutions around the world having been affected by some form of shut-down, and with oversees student numbers in countries like the US and UK likely to be hit very hard, the state of university library budgets over the next few years is clearly going to be of great interest to publishers and their partners. At this point in time is it impossible predict precisely how this will play out, except to say that some form of negative impact is very likely. This may include accelerated cancelations of 'traditional' subscriptions and a slower rate of signing new collection agreements with library consortia.

3. There are clearly going to be implications for academic travel, in terms of both conference attendance and journal editorial meetings. Cambridge has currently cancelled all conference attendance until at least December 2020, though of course most conferences during that period have already been called off or converted to virtual events.

We are also very aware of the challenges that Covid-19 poses for editorial teams, whose activity now has to be accommodated alongside the competing pressures of childcare, remote teaching, and the general stresses of life under lockdown. You have our support and understanding during this period and beyond as we adjust to the 'new normal', and the Cambridge team are always happy to talk about the issues that you might be facing.

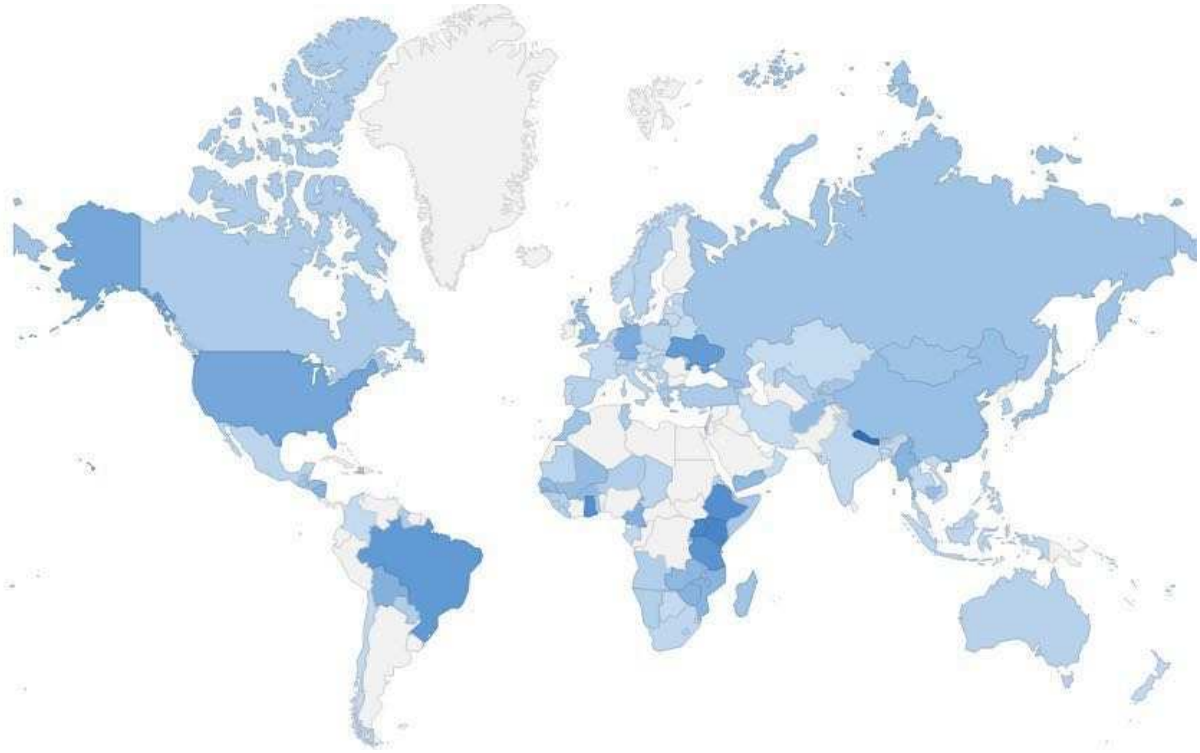
AJEE Circulation

	2018	2019	2020 (YTD)
Institutional subscriptions			
Traditional subscriptions	8	6	5
▪ Print + online (bundle)	2	-	-
▪ Online only	6	6	5
Traditional subscriptions migrated to Consortia	12	15	
Consortia subscriptions	8,143	8,391	1,630
Total institutional subscriptions	**8,163**	**8,412**	**1,635**

There were 8,412 institutions accessing *AJEE* in 2019. This is an increase from 8,163 institutions in 2018.

The 2020 consortia subscriptions are still an approximation. The nature of consortia agreements means figures will be in flux until the end of the year when full revenue allocations are made for each journal in each package. Many of our larger deals in the Americas are still to be recorded and finally allocated so we would expect the number of institutions to increase before the end of the year. This is a feature of our reporting tools, and does not have an impact on institutions' ability to access content.

Full geographical breakdown of subscriptions to *AJEE*, 2020

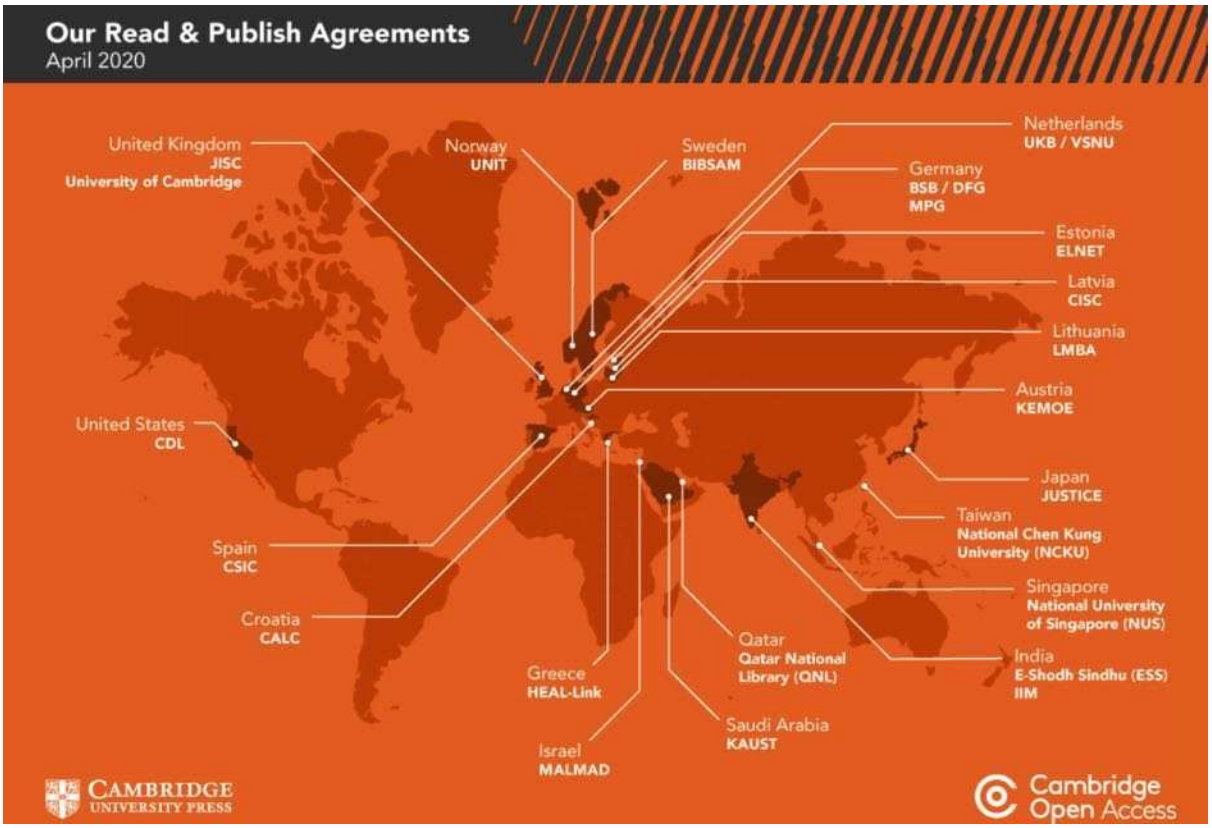


The shift to 'read & publish'

2019 was a significant year for Cambridge University Press as we positioned our journals collection business for an open access future. We see Read and Publish (R&P) sales agreements as being the key vehicle in this journey, allowing for a smooth transition to a financially sustainable Open Access future. Our global sales teams have therefore prioritised R&P deals in their negotiations over the past 12 months.

How R&P deals work: Whereas libraries have traditionally paid publishers only to be able to *read* content, these agreements allow for an increasing amount of their journals expenditure to be shifted to fund open access publication by their faculty. This makes it much easier for researchers to *publish* their work open access even if they do not have grant or university OA funding. Researchers at institutions that are part of these agreements will be able to publish OA in Cambridge journals without needing to find the funds for an APC. As a result have seen an increase in the amount of open access papers in many of our journals, including *AJEE*.

More information about the R&P agreements signed to date can be found on our website here: https://www.cambridge.org/core/services/open-access-policies/read-and-publish-agreements



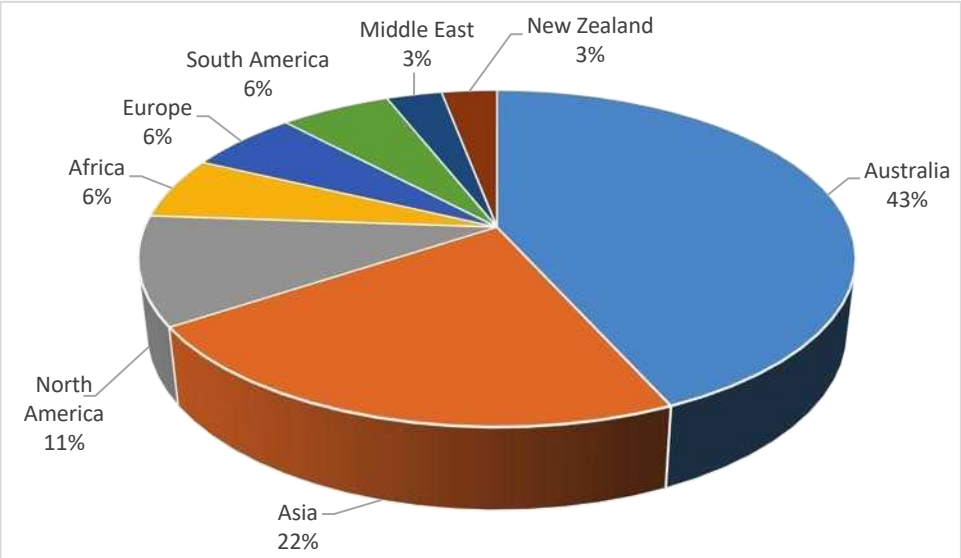
ScholarOne Submissions

Since the beginning of 2016, there have been 490 submissions to *AJEE* via the peer review system ScholarOne. The breakdown of submissions in the last two years are shown in the below table, into original submissions and revisions of articles, book reviews, thesis synopses and communications.

	2019			2020 (to end of Aug)		
	Original	Revision	Total	Original	Revision	Total
Articles	53	58	111	36	43	79
Book Reviews	11	11	22	5	4	9
Thesis Synopsis	2	0	2	0	2	2
Communication	1	0	1	1	1	2
Total	67	69	136	42	50	92

As in previous years, submissions from Australia and New Zealand make up the majority of submissions, although submissions from New Zealand have fallen in 2019. The biggest change is that the number of submissions coming from Asia has doubled.

Breakdown of submissions by region, 2019

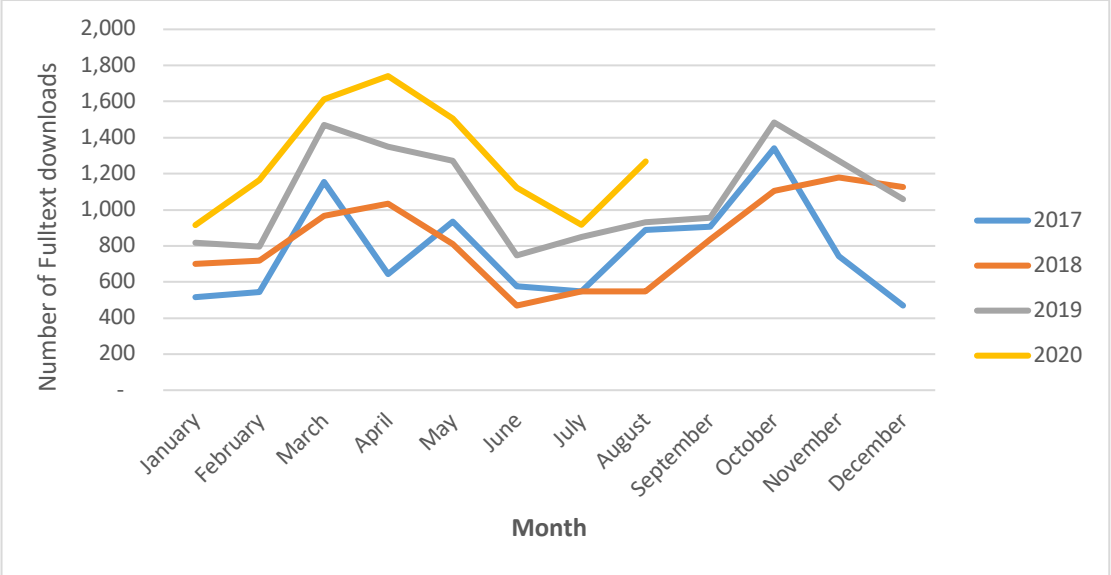


Peer Review Statistics

Journal Statistics	Prior 12 months
Avg. days from submission to first decision	82.6
Avg. Reviewer turnaround time (days) - Original	30.4
Avg. Reviewer turnaround time (days) - Revision	24.5
Avg. Time to Assign Reviewer (days) - Original	17.7
Avg. Time to Assign Reviewer (days) - Revision	13.8
Avg. days from submission to final decision	74.5
Acceptance Ratio	28:34 (82.4%)

Online Usage Statistics

In 2019, there were 13,002 fulltext downloads of *AJEE* articles on Cambridge Core, an increase from 10.040 downloads in 2018. From January to August 2020, there has been 10,244 downloads. We continue to strip away crawler activity and other automated data harvesting programs from our data to ensure that our reporting contains genuine usage.



Month	2017	2018	2019	2020
January	515	700	817	915
February	543	719	795	1,165
March	1,153	967	1,472	1,613
April	642	1,034	1,348	1,741
May	935	811	1,273	1,504
June	577	469	747	1,122
July	549	549	849	916
August	889	546	930	1,268
September	906	836	954	
October	1,341	1,103	1,484	
November	742	1,179	1,273	
December	469	1,127	1,060	
Total	**9,261**	**10,040**	**13,002**	**10,244**

Top 10 most downloaded papers from *AJEE*, 2019

Vol/ Issue	Article Title	Author(s)	Fulltext views
32.1	Reconsidering Children's Encounters With Nature and Place Using Posthumanism	Karen Malone	361
32.1	Nature by Default in Early Childhood Education for Sustainability	Sue Elliott, Tracy Young	243
34.3	Teacher Identities as Key to Environmental Education for Sustainability Implementation: A Study From Australia	Sylvia C. Almeida, Deborah Moore, Melissa Barnes	223
35.1	Does the rise of STEM education mean the demise of sustainability education?	Caroline Smith, Jane Watson	214
29.2	Creative Arts-Based Pedagogies in Early Childhood Education for Sustainability (EfS): Challenges and Possibilities	Kumara S. Ward	207
30.2	How Do Zoos 'Talk' to Their General Visitors? Do Visitors 'Listen'? A Mixed Method Investigation of the Communication Between Modern Zoos and Their General Visitors	Katie Roe, Andrew McConney, Caroline F. Mansfield	172
33.1	Exploring the Relations Between Childhood Experiences in Nature and Young Adults' Environmental Attitudes and Behaviours	Catherine Broom	162
34.2	Still 'Minding the Gap' Sixteen Years Later: (Re)Storying Pro-Environmental Behaviour	Lisa Siegel, Amy Cutter-Mackenzie-Knowles, Anne Bellert	156
34.2	Locating the Educator in Outdoor Early Childhood Education	Kate Dawson, A. Elizabeth Beattie	143
34.1	Fieldwork, Sustainability, and Environmental Education: The Centrality of Geographical Inquiry	Niranjan Casinader, Gillian Kidman	137

Top 10 Institutions accessing *AJEE*, 2019

Organisation	Fulltext views
Monash University	649
Macquarie University	266
University of Colorado Denver	247
University of Melbourne	225
University of Newcastle (Australia)	207
University of Toronto	184
University of Sydney	183
Australian Catholic University	141
University of Queensland	136
University of Tasmania	128

Top 10 Countries accessing *AJEE* via fulltext views, 2019

Country	Fulltext views
Australia	3,883
United States of America	2,944
Indonesia	1,192
United Kingdom	1,148
Canada	927
Germany	577
Netherlands	367
Sweden	330
New Zealand	302
China	282

Cambridge Core Share

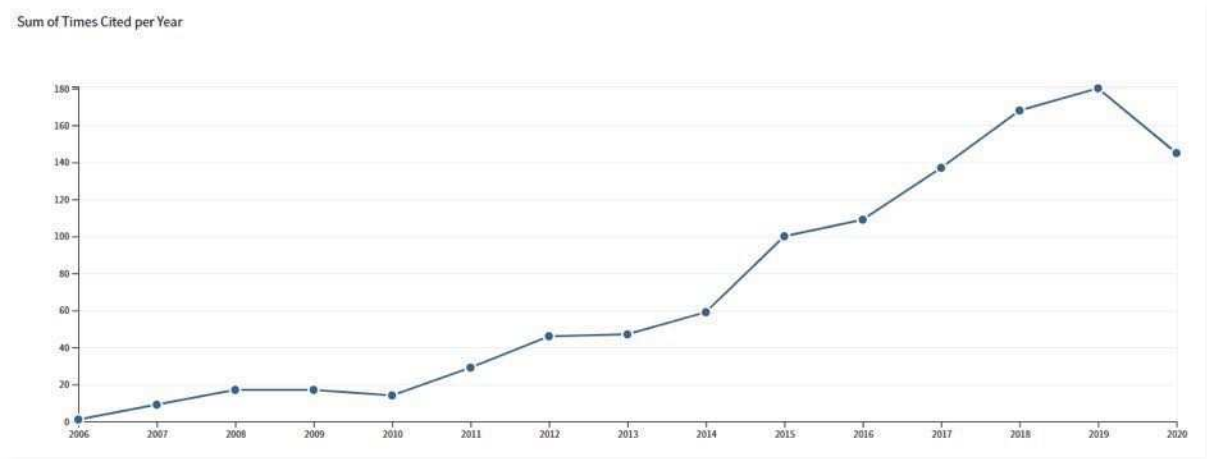
Our new sharing service, **Cambridge Core Share**, allows anyone who has the right to view the full text of a journal article – be they authors, institutional subscribers or otherwise – to easily and quickly generate a URL link that can be publicly shared, including on social sharing sites. Anyone clicking on the link will be immediately taken to a read-only copy of the final published version of the article. Using this tool, Cambridge Core Share will enable people to share the published version of journal articles, and we will be able to record usage of the shared articles, which is not possible with the sharing of PDFs as presently practised.

The editorial team recently agreed to activate Core Share for AJEE. Once it has been activated, Core Share would be an effective way of increasing engagement with the journal by offering free access to the most impactful papers on social media.

Metrics

Impact Factor

AJEE is currently listed in the Emerging Sources Citation Index. The total number of citations visible on Web of Science is currently 1,078, and the number of citations each year is increasing.



As positive as this sounds, Cambridge have advise holding off from asking Clarivate to consider *AJEE* for inclusion in the Impact Factor for a while longer. One of the criteria Clarivate are looking at is the number of articles published each year to exceed twenty. At the moment, *AJEE* does not meet this criteria every year. AJEE have already applied once and were not approved due to insufficient articles published / year. It is therefore necessary for AJEE to increase to 4 issues/year. If *AJEE* is not approved again for inclusion, we would have to wait two years before applying again. This is why Cambridge are strongly recommending that the journal increase to four issues a year before reapplying.

Cambridge know this will be disappointing, and understand the importance of being included in the Impact Factor, but they do believe that a short term delay would get minimise the risk of being not approved again, and hopefully lead to an Impact Factor sooner.

Hypothetical 2019 impact factor

Citations in 2019		**Citable content**	
to items published in 2017: 12		Articles published in 2017: 12	
to items published in 2018: 5		Articles published in 2018: 15	
17 citations	÷	**27 articles**	= **0.629**

Going on the data visible in Web of Science, If *AJEE* had been included in the current impact factor, the journal would have a rating of roughly 0.629. This would have placed AJEE 121st out of 124 journals in the Environmental Studies category, and 239th out of 263 journals in the Education and Educational Research categories.

The table below shows the articles that would have contributed to the impact factor:

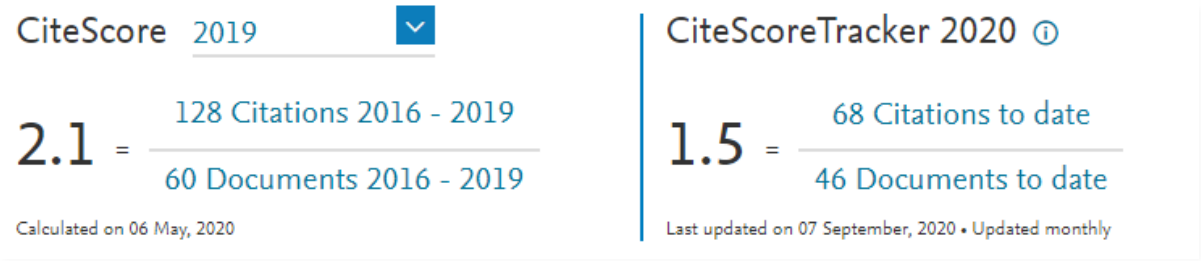
Citations	Article	Authors	Vol/ Issue
4	Exploring the Relations Between Childhood Experiences in Nature and Young Adults' Environmental Attitudes and Behaviours	Broom, Catherine	33.1
4	Sustainability and Undergraduate Management Curricula: Changes Over a 5-Year Period	Fisher, Josie; Bonn, Ingrid	33.1
2	Education Agendas and Resistance With the Teaching and Learning of Freshwater and Extreme Freshwater Events	Sammel, Alison; McMartin, Dena; Arbuthnott, Katherine	34.1
1	Still 'Minding the Gap' Sixteen Years Later: (Re)Storying Pro-Environmental Behaviour	Siegel, Lisa; Cutter-Mackenzie-Knowles, Amy; Bellert, Anne	34.2
1	Impact of Environmental Education on Beginning Preservice Teachers' Environmental Literacy	Dada, Deborah O.; Eames, Chris; Calder, Nigel	33.3
1	Becoming Researchers: Making Academic Kin in the Chthulucene	Verlie, Blanche; Emery, Sherridan; Osborn, Maia; Beasy, Kim; Coleman, Bianca; Kezabu, Kevin; Nicholls, Jennifer	33.3
1	WWOOF Ecopedagogy: Linking 'Doing' to 'Learning'	Nakagawa, Yoshifumi	33.1
1	Locating the Educator in Outdoor Early Childhood Education	Dawson, Kate; Beattie, A. Elizabeth	34.2
1	Underwater PhotoUnderwater Photo-Elicitation: A New Experiential Marine Education Technique	Andrews, Steve; Stocker, Laura; Oechel, Walter	34.1
1	Arts Education as a Vehicle for Social Change: An Empirical Study of Eco Arts in the K-12 Classroom	Sams, Jeniffer; Sams, Doreen	33.2

CiteScore

In 2016 Elsevier unveiled a new citation-based journal performance metric, called CiteScore. Based on data from their Scopus database, CiteScore differs from the Impact Factor in a number of key respects:

- The standard score is based on citations made over a four year period to the content that is published during that period, rather than in a single year to articles published in the previous two. As a result it is not possible to compare directly a journal's Citescore to its Impact Factor.
- CiteScore counts cites to a wider range of elements published within a journal, for example editorials, special issue introductions, and so on.
- CiteScore covers 22,000 sources to the Impact Factor's 11,000.
- As well as annual results there is also a CiteScore Tracker, which provides running updates.

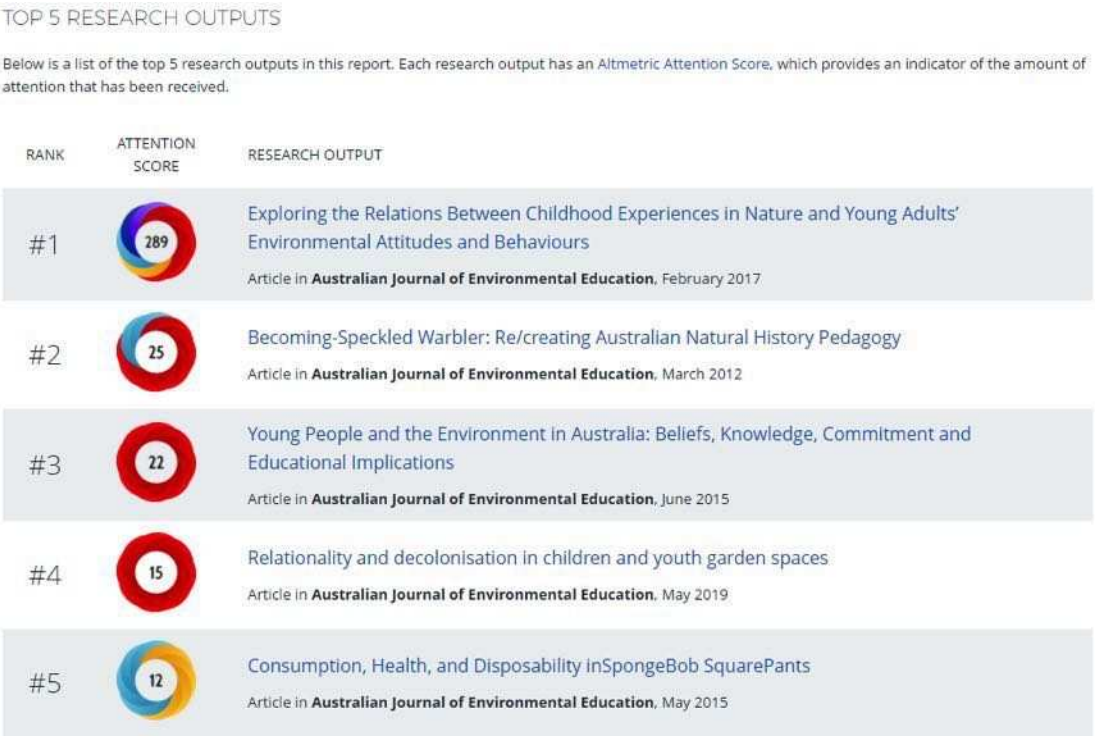
The 2019 CiteScore was **2.1** ranking it 367/1,254 in 'Education' and 93/210 in 'General Environmental Science categories'.


CiteScore 2019
2.1 = 128 Citations 2016 - 2019 / 60 Documents 2016 - 2019
Calculated on 06 May, 2020
CiteScoreTracker 2020
1.5 = 68 Citations to date / 46 Documents to date
Last updated on 07 September, 2020 • Updated monthly

Altmetrics

We use 'Altmetrics' to measure the impact of *AJEE* papers beyond traditional academic journals. Altmetrics tracks the sharing and discussion of research papers, taking into account social media sites, blogs, newspapers, Wikipedia and other sources. Below is a report from Altmetric detailing how many times articles in *AJEE* have attracted attention from these sources and what type of media attention they have gained:

Altmetric then uses this information to calculate a score. The scores and the ranking of articles are not in themselves important, but the information that this process provides us about how *AJEE* material is being received by the community is extremely valuable.



The top scoring paper is the Catherine Broom article "Exploring the Relations Between Childhood Experiences in Nature and Young Adults' Environmental Attitudes and Behaviours" with an exceptionally good Altmetric score of 289.

Overall, there have been 62 articles from *AJEE* which have been tracked by Altmetric as having gained some attention from the above sources.

Annual Report

AUSTRALIAN ASSOCIATION FOR ENVIRONMENT EDUCATION INCORPORATED 30 June 2020

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Compilation Report

AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION INCORPORATED
For the year ended 30 June 2020

We have compiled the accompanying special purpose financial statements of Australian Association for Environmental Education Incorporated (AAEE), which comprise the balance sheet as at 30 June 2020, the profit and loss for the year then ended, a summary of significant accounting policies and other explanatory notes. The specific purpose for which the special purpose financial statements have been prepared is set out in Note 1.

1. Directors' Responsibility

The undersigned directors of AAEE are solely responsible for the information contained in the special purpose financial statements and have determined that the significant accounting policies adopted as set out in Note 1 to the financial statements are appropriate to meet their needs and for the purpose that the financial statements were prepared.

The directors of AAEE have compiled the accompanying special purpose financial statements in accordance with the significant accounting policies adopted as set out in Note 1 to the financial statements.

The directors collect, classify and summarise the financial information in compiling the financial statements. Our procedures do not include verification or validation procedures. No audit or review has been performed and accordingly no assurance is expressed.

The special purpose financial statements were compiled by the directors of Australian Association for Environmental Education Incorporated (AAEE). We do not accept responsibility to any other person for the contents of this financial report.

25 Hadleigh Way Girrawheen 6064
AAEE
13th October 2020

Signed:

Dr Jennifer Pearson

President: Australian Association for Environmental Education

Committee's Report

AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION INCORPORATED
For the year ended 30 June 2020

Under the current governance structure, the board of directors is skills-based and is the association's governing body. The names of committee members throughout the year and at the date of this report are set out below:

Committee Members

Committee Member	Position	Date Started	State	Portfolio
Dr Jennifer Pearson	President	23 October 2018	WA	Governance/ Advocacy
Mr Andrew Walsh	Vice President	4 October 2019	TAS	SeaWeek
Dr John Rafferty	Vice President	23 October 2018 - March 2020	ACT	Membership
Mr Cameron Mackenzie	Vice President	23 October 2018	QLD	Advocacy
Dr Marianne Logan	Treasurer	23 October 2018	QLD	Finances/Admin support
Ms Jodie Green	Secretary / Committee member	4 October 2019	QLD	Membership
Ms Angela Colliver	Committee Member	23 October 2018	NSW	Youth Advisory Board
Ms Jenny Dudgeon	Committee Member	23 October 2018	TAS	Awards/Early Childhood
Dr Sue Elliot	Committee Member	23 October 2018	NSW	Early Childhood
Ms Alison Fraser	Committee Member	April 2020	VIC	Membership / Governance
Associate Professor Hilary Whitehouse	Committee Member	23 October 2018	QLD	Partnerships
Ms Kylie Moses	Committee Member / Secretary	15 December2019	QLD	Governance / Finance support

Meetings of Committee Members

During the financial year, monthly committee meetings were held on the 3rd Wednesday of each month and each meeting had the required quorum of 5 members.

Chapter/Branch Liaison Meetings were held each quarter:

ACT Jodie Green
NSW Mel Sellen
NT Jo Scott
QLD Kylie Moses/Zela Bissett
SA Stephen Fuller
TAS Maree Bakker
VIC Christina Renowden
WA Jennifer Pearson

Committee's Report

Chapter Convenors

ACT Vivienne Pearce

NSW Sue Martin

NT Graeme Sawyer

QLD Zela Bissett

SA Debra Dickinson

TAS Jenny Dudgeon

VIC Angela Andrews

WA Dr Jennifer Pearson

Principal Activity

The principal activity of the Australian Association for Environmental Education is to connect through education to advance understandings and actions in relation to environmental and sustainability issues across all communities and education sectors.

Values

- Fostering of social change on environmental issues;
- Use of sustainability principles;
- Excellence in education using reflective practice;
- Inclusive, democratic, collaborative and empowering approaches;
- Use of holistic, integrated and global perspectives;
- High ethical standards;
- High quality research and evaluation to underpin practice; and
- Productive international, national, interstate and sector based partnerships.

Strategic Priorities for AAEE

- Develop an active communication strategy to improve internal and external communication.
- Define current and investigate future funding stream opportunities.
- Strengthen our identity as a profession to project a shared narrative.
- Investigate and secure ways to add value to Membership Benefits.
- Identify and connect with others to create pathways for a sustainable future.

Brian Foreman Scholarship

The Brian Foreman Scholarship was created to assist a member of the association to travel and attend the biennial conference.
Brian Foreman was a founding member of the Association in 1980 and his work in South Australia is legendary.
This award is in recognition of Brian's contribution to Environmental Education in general and to AAEE in particular. Brian Foreman Scholarship 2020 – was not awarded due to postponement of AAEE2020 Biennial National Conference (2 x $1000 scholarships held over until AAEE 2021).

Committee's Report

Significant Changes

There were several significant changes in the nature of the activities of AAEE during 2020 due to the covid-19 pandemic affecting in-person events and membership renewals, up to the reporting date of 30 June 2020. At the 2019 AGM it was agreed to alter the constitution so the membership renewal date was on the anniversary of first joining AAEE Inc instead of October each year. Membership renewals were significantly below the previous financial year due to the impact of covid-19, and this obviously has an impact on AAEE's income. During the 2019/2020 Financial Year, several WED Grants were concluded and final payments made from the Charitable Account. In addition, Superannuation payments for the Administration Contractor, Natasha Cameron, are now being paid as required. Cost savings were made as the Australian Journal of Environmental Education is now all on line; the Alison Jane Communications contract was terminated to an ad hoc basis; OZEE News is now edited by a Volunteer, Jodie Green is voluntarily updating the Getting Started in Schools website portal; AAEEWA returned the $5000 conference seed funding as a sponsor has been secured for the 2021 event; we have a new accountant who reviews the finances of the organisation at the end of each financial year and charges a lower rate as we are a non-profit organisation; and we are no longer paying GST as our income does not reach the threshold for GST payments (a further saving of accounting processes). Several Chapters either declined or loaned back the annual pro-rata Chapter membership payment to support the organisation's financial position during this unprecedented period. The postponement of the Biennial National Conference AAEE 2020 is expected to have a significant impact on projected AAEE Income in 2021, but potentially it will be held in late 2021.

An important significant change that needs to be noted is that the executive committee agreed to take the advice of the new Accountant who recommended that the aged receivable deemed not to be recovered, or that are not going to be recovered be written off in the financial year under review. This means our financial position is more accurately represented as the aged receivable deemed not to be recovered, or that are not going to be recovered have been written off in the financial year under review.

Operating Result

The surplus/loss after providing for income tax for the financial year amounted to, as per below:

There is an operating loss of $11,733.85 on the 2020 Statement of Income & Expenditure (taking into account that the aged receivable deemed not to be recovered, or that are not going to be recovered have been written off for the financial year under review giving a more accurate representation).

Compared with previous years:

- 2019 Operating loss of $33,678
- 2018 Operating loss of $1,088
- 2017 Operating profit of $38,482
- 2016 Operating loss of $13,348
- 2015 Operating profit of $13,588

Other Items

When engaging a new worker, AAEE checks if they're an employee or contractor before entering into any agreement or contract. If AAEE has previously engaged a worker without checking our information about whether the arrangement is employment or contracting, the association review the earlier decision to make sure the association has got it right. To correctly work out whether a worker is an employee or contractor, the association looks at the whole working arrangement including the specific terms and conditions under which the work is performed.

AAEE considers six factors:

- ability of sub-contract/delegate
- basis of payment
- equipment, tools and other assets,
- commercial risks
- control over work
- independence

AAEE keeps records to support its decision on whether a worker is an employee or contractor and the factors the association relied on.

The following were decided as contractors:

During the 2020 Financial Year
- Administration Services $34,320.00
- Alison Jane Communications $1,999.77 (contract ended May 2020)

During the 2019 financial year
- Administration Services $36.065.00
- Alison Jane Communications $4,278.00

During the 2018 financial year
- Administration Services $36,049.00
- Alison Jane Communications $3,855.00

During the 2017 financial year
- Administration Services $32,245.67
- Alison Jane Communications $3,352.50

During the 2016 financial year
- Administration Services $32, 315.00
- Alison Jane Communications $5,460.00

During the 2015 financial year
- Administration Services $34,320.00
- General Manager Pay $3,589.29

Benefits & Dividends

The constitution of the organisation does not permit the payment of dividends and no directors have received or are entitled to receive any compensation as part of their duty to serve the Board and AAEE, with the exception of reasonable reimbursements for out-of-pocket expenses incurred to attend meetings.

Insurance

During the 2020 financial year, the Australian Association for Environmental Education paid a premium of $2,221.39 for Directors & Officers Liability Insurance.

Previous years Insurance was as follows:
- 2019 Insurance was $2,172,
- 2018 Insurance was $2,165.42,
- 2017 Insurance was $2,064.77,
- 2016 Insurance was $2,133.66 and
- 2015 Insurance was $2,098.58.

It covers Directors, Secretary and other Officers for losses arising from claims or allegations made against them for Wrongful Acts (as defined in the Policy) committed or alleged to have been committed by them in their capacity as directors of the organisation.

Going Concern

This financial report has been prepared on a going concern basis which contemplates continuity of normal business activities and the realisation of assets and settlement of liabilities in the ordinary course of business. The ability of the association to continue to operate as a going concern is dependent upon the ability of the association to generate sufficient cashflows from operations to meet its liabilities. The members of the association believe that the going concern assumption is appropriate.

Signed in accordance with a resolution of the Members of the Committee on:

(President) Date 12 October 2020

(Treasurer) Date 8 October 2020

Profit and Loss

AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION INCORPORATED
For the 12 months ended 30 June 2020

Income	June-20	June-19
Bank Interest	112	399
Concession Membership	2,720	3,400
Conferences [48600]	5,000	14,725
Copyright Royalties	4,721	3,431
Corporate Membership	5,682	9,641
Donations	302	7,842
EEV Joint Membership	4,728	5,019
Family Membership	227	455
Grant Income	-	-
Individual Membership	18,197	22,472
International Membership	-	109
Miscellaneous [49200] (SCCP online sales)	1,480	3,909
PayPal Memberships		-
School / Small NGO Membership	5,756	5,932
Life Membership	1,818	-
Total Income	**50,743.76**	**77,334**
Less Cost of Sales		
ACT Chapter Member Payments		835
NSW Chapter Member Payments		7,937
NT Chapter Member Payments	127	114
QLD Chapter Member Payments		2,806
SA Chapter Member Payments (BBB donation payment)	1,600	1,544
TAS Chapter Member Payments		306
VIC Chapter member payments		105
WA Chapter Member Payments		2,460
Total Cost of Sales	1,726.60	16,106
Gross Profit	**49,017.16**	**61,228**
Less Operating Expenses		
Administration Services	34,320	36,065
AESA Secretariat	214	776
AJEE Production	5,000	14,200
Audit & Accounting	2,960	4,837
Bank Fees	20	5
Brochure, Banner, Logo, Cards	-	-
Communications Manager	2,000	4,278
Conferences & Workshops	-	113
Conferences [62900]	-	7,139
Curriculum Mapping Project (SCCP & Resource Material)	3,113	-
Fees		-
Grants [62101]	4,200	17,904

Profit and Loss

	Jun-20	Jun-19
Insurance	2,221	2,172
Marketing	452	2,407
Memberships & Subscriptions	237	320
Merchant Fees	1	38
Merchant Fees (Paypal)	757	992
Miscellaneous [65930]	2,502	(45)
Newsletter	-	-
Postage	-	-
Royalties	-	455
Scholarships	-	2,000
Stationery & Office Supplies	-	-
Superannuation	1,630	-
Travel & Accommodation	217	-
Website	907	1,249
Total Operating Expenses	**60,751.01**	**94,905**
Net Profit	**(11,733.85)**	**(33,678)**

Notes

This statement is to be read in conjunction with the Notes to the Financial Statements and the accompanying Compilation Report.

Movements in Equity

AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION INCORPORATED
As at 30 June 2020

	30 Jun 2020	30 Jun 2019
Equity		
Opening Balance	65,581.36	99,258.98
Current Year Earnings	**(11,734)**	**(33,678)**
Total Equity	**53,848**	**65,581**

Notes

This statement is to be read in conjunction with the Notes to the Financial Statements and the accompanying Compilation Report.

Balance Sheet

AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION INCORPORATED
As at 30 June 2020

	30 June 2020	30 Jun 2019
Assets		
Bank		
BA Charitable Status 12086436	9.564	19,430
BA Operating Account 12086434	41,120	44,253
PayPal Account		477
Total Bank	50,684	64,160
Current Assets		
Accounts Receivable	5,503	738
Total Current Assets	5,503	738
Total Assets	**56,187**	**64,898**
Liabilities		
Current Liabilities		
ATO Integrated Client Account	606	-
GST	1,732	(684)
Rounding	1	1
Total Current Liabilities	2,339	(683)
Total Liabilities	**2,339**	**(683)**
Net Assets	**53,848**	**65,581**
Equity		
Current Year Earnings	**(11,734)**	**(33,678)**
Retained Earnings	**65,581**	**99,259**
Total Equity	**53,848**	**65,581**

Notes

Signed

This statement is to be read in conjunction with the Notes to the Financial Statements and the accompanying Compilation Report.

Notes to the Financial Statements

AUSTRALIAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION INCORPORATED
For the year ended 30 June 2020

1. Statement of Significant Policies

The directors' have prepared the financial statements on the basis that the company is a non-reporting entity because there are no users dependent on general purpose financial reports. This financial report has been prepared in order to meet the needs of members and to satisfy the financial reporting requirements of the Associations Incorporations Act 1991 (ACT).
The financial report has been prepared in accordance with the significant accounting policies disclosed below which the directors have determined as appropriate to meet the needs of members and the needs of the organisation's financial reporting obligation.
Such accounting policies are consistent with the previous period unless stated otherwise.
The accounting policies that have been adopted in the preparation of this report are as follows:

1.(a) Income Tax

Deductible Gift Recipient (DGR) Status

The association is a non-profit organisation, and is endorsed as a Deductible Gift Recipient (DGR) with ATO for a fund it operates:

- Australian Association for Environmental Education Gift Fund from 26th March 2007
- Gifts to this fund may be deductible
- Confirmation of its current status is available https://abr.business.gov.au/ABN/View?abn=80047534235

Generally speaking, most DGRs are endorsed by ATO.

The Australian Taxation Office provides that there are two types of DGR endorsement:

- An entity that has DGR endorsement in its own right
- An entity that is only a DGR in relation to a fund, authority or institution it operates, In this instance, only gifts to the fund, authority or institution are tax deductible.
- To be entitled to ATO endorsement, an organisation must meet several requirements, including falling within one of the general DGR categories described in the tax law. Examples are public hospitals, registered public benevolent institutions and school building funds.
- In the case of AAEE, it is the Australian Association for Environmental Education Gift Fund.

Receiving Gifts

Not all payment donors make to AAEE are gifts.

A payment is a gift if it has all the following characteristics:

- The donor transfers money or property.
- The donor makes the transfer voluntarily.
- The transfer arises by way of benefaction.
- The donor does not materially benefit from the gift.

Gift Types

- To be tax deductible, AAEE donor's gift must be covered by a gift type as listed by ATO,
- The most common one being a gift of money of $2 or more.
- See this link for more information on gift types: https://www.ato.gov.au/Non-profit/Gifts-and-fundraising/

Running Fundraising Events

- AAEE runs fundraising events
- AAEE supporters may make contributions that give them a minor benefit. As they get a benefit, they have not made a gift; however, they may claim a portion of their contribution as a tax deduction if the contribution meets certain conditions.
- More information running fundraising events and tax related matters is available: https://www.ato.gov.au/Non-profit/Gifts-and-fundraising/Fundraising-events/

Income Tax Exempt Status

- The organisation is not charities, hence can self-assess its income tax status.
- AAEE self-assess its income tax status as income tax exempt. AAEE does ot need to be endorsed by ATO or get confirmation of its income tax status from ATO.
- ATO recommends non profit organisations review their status on an annual basis and when there is a major change in an organisation's structure or operations. The directors have kept documentation for this purpose, e.g. Income tax status review worksheet for self-assessing non-profit organisations.

1.(b) Plant and Equipment

Property, plant and equipment are carried at cost, independent or directors' valuation. All assets are depreciated over their useful lives to the association. The carrying amount of plant and equipment is reviewed annually by directors to ensure it is not in excess of the recoverable amount from these assets. The recoverable amount is assessed on the basis of the expected net cash flows that will be received from the asset's employment and subsequent disposal. The expected net cash flows have not been discounted in determining recoverable amounts.

1.(c) Employee Benefits

The constitution of the organisation does not permit the payment of dividends, no directors have received or are entitled to receive any compensation as part of their duty to serve the Board of AAEE, with the exception of reasonable reimbursements for out-of-pocket expenses incurred to attend meetings

1.(d) Provisions

Provisions are recognised when the entity has a legal or constructive obligation, as a result of past events, for which it is probable that an outflow of economic benefits will result and that outflow can be reliably measured.

Provisions recognised represent the best estimate of the amounts required to settle the obligation at reporting date.

1.(e) Cash and Cash Equivalents

Cash and cash equivalents includes cash on hand, deposits held at call with banks, other short-term highly liquid investments with original maturities of three months or less, and bank overdrafts

1.(f) Trade Receivables and Other Receivables

Trade receivables and other receivables, including distributions receivable, are recognised at the nominal transaction value without taking into account the time value of money. If required a provision for doubtful has been created.

1.(g) Trade Creditors and Other Payables

Trade creditors and other payables, including bank borrowings and distributions payable, are recognised at the nominal transaction value without taking into account the time value of money.

1.(h) Revenue and Other Income

Revenue is measured at the value of the consideration received or receivable after taking into account any trade discounts and volume rebates allowed. For this purpose, deferred consideration is not discounted to present values when recognising revenue. Interest revenue is recognised using the effective interest rate method, which, for floating rate financial assets, is the rate inherent in the instrument. Dividend revenue is recognised when the right to receive a dividend has been established.

AAEE received $1480 for online sales of the Sustainability Cross curriculum resource.

Grant and Donation Income
Grant and donation income is recognised when the entity obtains control over the funds, which is generally at the time of receipt. If conditions are attached to the grant that must be satisfied before the association is eligible to receive the contribution, recognition of the grant will be deferred until those conditions are satisfied.
All revenue is stated net of the amount of goods and services tax (GST).

1.(k) Goods and Services Tax

The organisation is Goods and Services Tax (GST) registered from 01 July 2000, through the financial year of 2019/2020 with the ABN 80 047 534 235. Information on its registration is available to the public in general at https://abr.business.gov.au/ABN/View?abn=80047534235

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Tax Office. In these circumstances the GST is recognised as part of the cost of acquisition of the asset or as part of an item of the expense. Receivables and payables in the balance sheet are shown inclusive of GST.
In terms GST registration requirement, the thresholds are:

- A business or enterprise has a GST turnover (gross income minus GST) of $75,000 or more
- A non-profit organisation has a GST turnover of $150,000 per year

Note from July 2020 this non-profit organisation is no longer paying GST as our income does not reach this threshold for GST payments.

2. Inventories

The association does not hold any inventory.

3. Fixed Assets

No new purchase was made in 2020.

4. Investments

The organisation does not hold any investments other than cash that have already been fully disclosed

5. Events After Balance Date

In October 2020 an important significant change occurred (as mentioned on page 6). The executive committee agreed to take the advice of the new Accountant who recommended that the aged receivable deemed not to be recovered, or that are not going to be recovered be written off in the financial year under review. This means our financial position is more accurately represented.

6. Registration & Contact Details

Australian Association for Environmental Education

25 Hadleigh Way Girrawheen 6064
Phone (+61) 0405 278 700
admin@aaee.org.au

ABN 80 047 534 235
Association Number A0130

Independent Auditor's Review Report

Australian Association for Environmental Education Incorporated
For the year ended 30 June 2020

I have reviewed the financial report, being a special purpose financial report, of Australian Association for Environmental Education, which comprises the Statement of Assets & Liabilities as at 30 June 2020, the Statement of Income & Expenditure, Statement of Movements in Equity for the year then ended, Notes comprising a summary of significant accounting policies and other explanatory information, and the directors declaration on the annual statements giving true and fair view of the financial position and performance of the association.

1. The Responsibility of the Directors for the Financial Report

The directors are responsible for the preparation and fair presentation of the financial report and have determined that the accounting policies described in Note 1 to the financial statements, which form part of the financial report, are consistent with the financial reporting requirements of the Association Incorporations Act 1991 (ACT) and are appropriate to meet the needs of the members, and the financial reporting obligation of the association. The directors' responsibilities also include establishing and maintaining internal control relevant to enable the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; making accounting estimates that are reasonable in the circumstances.

2. Auditor’s Responsibility

My responsibility is to express a conclusion on the financial report based on my review.

I conducted my review in accordance with *Auditing Standard on Review Engagements ASRE 2415 Review of a Financial Report: Company Limited by Guarantee or an Entity Reporting under the ACNC Act or Other Applicable Legislation or Regulation*, in order to state whether, on the basis of the procedures described, I have become aware of any matter that makes me believe that the financial report is not in accordance with the Association Incorporations Act 1991 (ACT), including:giving a true and fair view of the entity's financial position as at 30 June 2020 and its performance for the year ended on that date; and complying with the Australian Accounting Standards

ASRE 2415 requires that I comply with the ethical requirements relevant to the review of the financial report.

A review of a financial report consists of making enquiries, primarily of persons responsible for financial and accounting matters, and applying analytical and other review procedures.

A review is substantially less in scope than an audit conducted in accordance with Australian Auditing Standards and consequently does not enable me to obtain assurance that I would become aware of all significant matters that might be identified in an audit. Accordingly, I do not express an audit opinion.

Basis of Accounting and Restriction on Distribution

The directors are responsible for the preparation and fair presentation of the financial report. The financial report has been prepared complied by the association in-house for distribution to members for the purpose of fulfilling the directors' financial reporting under the association's constitution, and under the Associations Incorporated Act 1991 (ACT).

Independence

In conducting my review, I have complied with the independence requirements of the Australian professional ethical pronouncements.

3. Conclusion

Based on my review, which is not an audit, I have not become aware of any matters that make me believe that the financial report may not give a true and fair view of the entity's financial position as at 30 June 2020 and its performance for the year ended on that date; and complying with the Australian Accounting Standards.

Independent Auditor's Review Report

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PETER PAUL BRUNO, FCPA
Membership Number: 9480489
08.10.2020
14 Cotswold Pde, Aubin Grove,
WA 6164

Date 08.10.2020