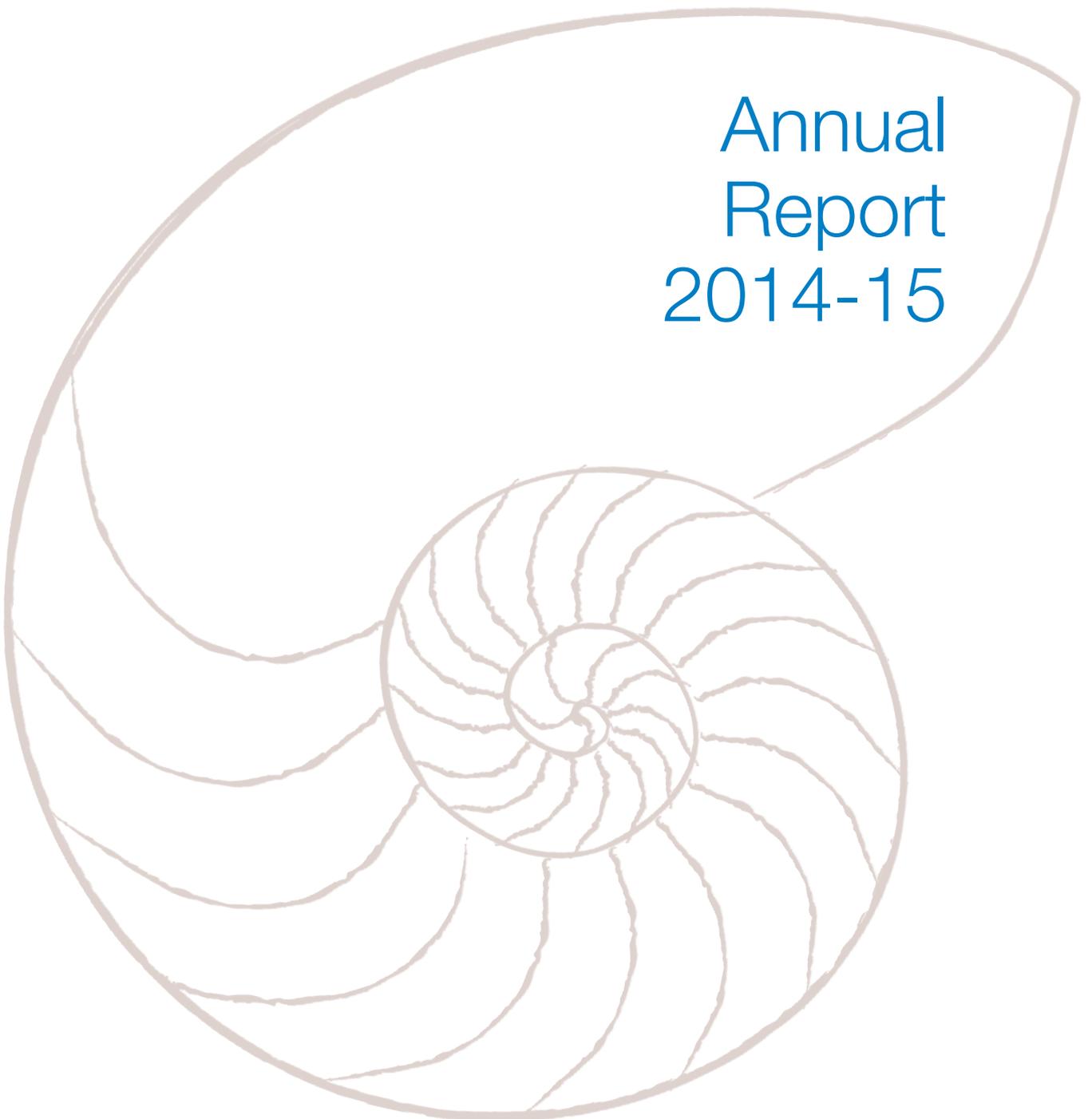


aaee

Australian  
Association for  
Environmental  
Education

Annual  
Report  
2014-15



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### Structure of the Report

The Executive, Chapters and Special Interest Groups activities are based on strategic focus areas set by the Executive Committee. These include membership, professional learning opportunities, advocacy for Education for Sustainability (EFS) in policy and educational settings. We are a volunteer organization that works to add value to a wide range of EE sectors in each States and Territories through collaborative endeavor, reflecting our connections and experiences to build capacity.

### Acknowledgements

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

This report is available at [www.aaee.org.au](http://www.aaee.org.au) or by emailing [admin@aaee.org.au](mailto:admin@aaee.org.au).

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Environmental Education  
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Association Number A01300

## Message from the Executive

The Australian Association for Environmental Education (AAEE) is the peak professional association in Australia for those who working in environmental and sustainability education and engagement.

Our vision is *'To connect through education to advance understandings and actions in relation to environmental and sustainability issues across all communities and education sectors.'*

Our members work as Environmental Educators work in government agencies, businesses, community organisations, schools and education institutions. AAEE advocates for Environmental Education and promotes best practice, contributes to skills development among educators across the country and internationally and helps members stay at the forefront of sustainability education and behaviour change.

AAEE exists to provide an evidence based foundation for leading sustainability education and engagement and a national network for members to share their knowledge and lessons, learn and grow professionally. Whilst over the recent years there has been reduced policy and political emphasis on environment and sustainability, our members continue to play a critical role and across sectors including government, business, industry, the broader community, and in schools.

The Association advocates for improved sustainability education and engagement policy, programs and delivery. By providing a voice at National, State and Territory levels the AAEE aims to influence policy, funding and recognition of the industry. AAEE is increasingly doing this through multiple partnerships with organizations that have common aims and objectives.

### Professional Development

The Executive congratulates the Tasmanian Chapter for hosting a successful 2014 National conference. The inaugural research symposium was well received with 85 participants meeting the day before the conference to share, discuss and analyse the latest sustainability education research findings. The Executive invites you to the next National Conference and second research symposium in Adelaide in 2016.

The conference dinner provided the opportunity to award Jane Ryan the *2014 Environmental Educator of the Year* and award Dr. Amy Cutter-Mackenzie the *AAEE Fellow of the Year*. The Executive congratulate both Jane and Amy.

A key objective for AAEE is to provide opportunities, forums or events for those working and interested in sustainability education and engagement to come together to share and grow their knowledge and expertise. This process often includes sustainability education practitioners, researchers or academics sharing contemporary concepts, research, processes and evaluations to fellow practitioners. For AAEE this process has seen continuous improvement in delivery.

### Communications

High quality communications for members are seen as a key member service. Each of the communications products serve to inform members of the latest research, strategies to improve practice and new resources to meet their education and engagement needs. The Associations Social media strategy is implemented through our Facebook page which has now over 700 likes with members of the executive posting on average 1 post per day.

Currently there are three key publications provided for members:

- *Australian Journal for Environmental Education*, edited by Dr Amy Cutter-Mackenzie, Associate Professor in Sustainability, Environment & Education Southern Cross University. (for more information see the AJEE section of this report)
- Quarterly - *ozEEnews* newsletter that includes issues, events, recent developments in the field and reports from the executive, State & Territory Chapters and the Special Interest Groups.
- Monthly - *AAEE e-Bulletin* – notifying members of events, research and publications and sustainability education job opportunities.

## Membership

Several catalysts have turned attention of the executive to membership and member benefits, these being: high quality communications a motion raised at the 2014 AGM on the percentage of fees paid to chapters and a donation to AAEE.

A review of current and projected expenditure over a 12 month period demonstrated to the executive that with the current level of membership would not allow an increase in member payments to chapters without jeopardising financial stability of the Association.

## Financial Management

The Executive team have implemented the move from NAB to a new bank, Bank Australia (previously Bank MECU). Bank Australia has a strong community focus and has sound ethical investment practices more in line with the association's objectives. The Association's accounts are audited for the annual report. In line with agreed governance arrangements there are two signatories from the executive required for financial payments. The Executive have ensured business continuity with this transition.

The receipt of a \$22,000 anonymous donation in early 2015 has strengthened the financial position of the organisation. The Executive have commenced plans for the use of these funds to build membership services and increase membership.

## Partnerships

The Association has fostered key partnerships and relationships at both National and International levels are critical to further the objectives of AAEE and our various partners including:

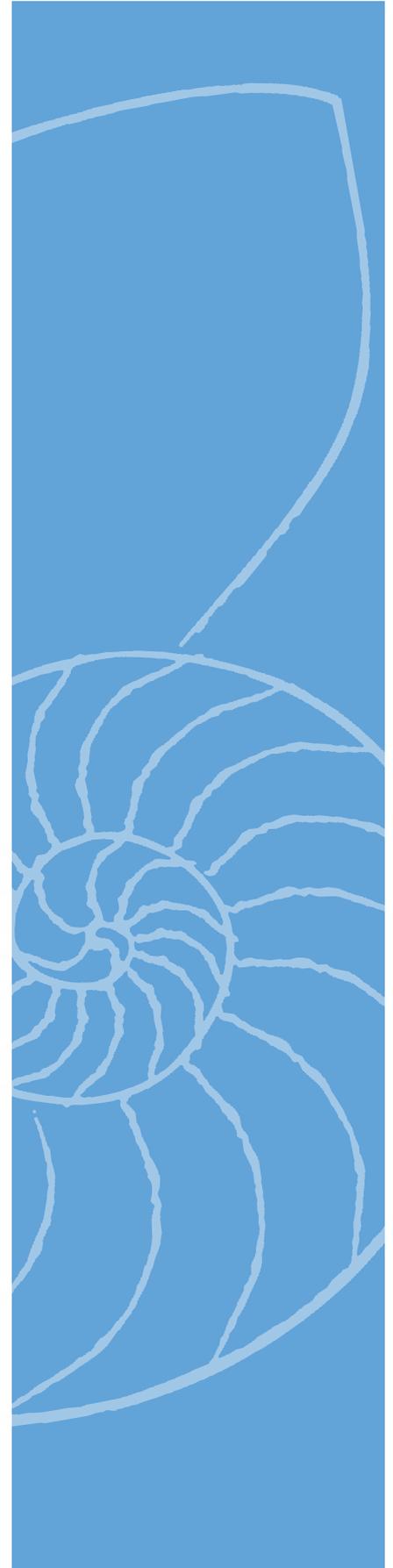
### National

AESA The Australian Education for Sustainability Alliance (made up of education unions, environmental education and environment organisations) has researched the needs of teachers in delivering quality sustainability education for the Australian Curriculum. AAEE is represented on the Steering Committee and members from across Australia have provided critical input to needs analysis, data collection. AAEE will be providing input into the design of the Phase 4 support package of materials for schools including the 'Getting started' kit and the learning resources portal.

AAAE Australian Alliance of Associations in Education represents and speaks on behalf of Australian national professional teacher associations and provides AAEE with another voice at state and commonwealth levels to influence policy. Thanks to Syd Smith for representing AAEE.

SESA Skilling Educators for Sustainable Australia is a Commonwealth funded project to increase skills and capacity for industry trainers. This project is managed by Lorraine Larri.

Environmental Education Victoria - AAEE and EEV are aiming to work more closely to provide member benefits to people with joint membership. Current discussions have identified professional learning.



## Message from the Executive cont'd

### International

Abu Dhabi Environment Agency – This is a relatively new and growing relationship and since the signing of the MOU at the WEEC in Brisbane in there has been frequent participation in professional learning events. In 2014, the AAEE President was one of the international judges at the Abu Dhabi Sustainable Schools Awards

JSOE - there has been mutual participation in professional learning events over the last 12 months

NZAAE – there is consistent participation in conferences and benefit from program sharing

In consultation with our international partners, each of the MOU's will be reviewed as they fall due. There is agreement to maintain strategic relationships but to limit the financial impact of these relationships on each others activities, particularly National conferences.

### Advocacy

AAEE serves to represent the environmental education fraternity in national discussions and debates. AAEE also includes Special Interest Groups for members: Teacher & Teacher Education; Early Childhood; Local Government; Nature Educators; Research and Marine & Catchment Educators.

### Other Highlights

The Association has seen a slight decline in membership from 2014 levels of 2% in the last 12 months. This reverse of increasing member trend is one of the reasons behind the executive allocating funds from the donation to membership services and increasing membership.

Improved Executive and governance arrangements include video conferencing for meetings, improved documentation and tracking of current business.

The Marine SIG has taken on the task of filling the professional support for educators working in marine education. AAEE has formally taken on the responsibilities of the Marine Education Society of Australia, after it formally ceased activity in 2014.

Check out the new page at [www.aaee.org.au/seaweek-2015/](http://www.aaee.org.au/seaweek-2015/) . From 2016 the Marine SIG will be structuring Sea week in line with the International Ocean literacy Framework.

Australia and AAEE members have always had strong representation at international events. This year over 30 Australians (including many AAEE members) attended the 8th World Environmental Education Congress in Gottenburg, Sweden in June.

There is a focus on improved quality of electronic communication products and services for members. Alison Cooper Communications has been contracted to provide technical and production support for the website, ozEEnews and the bulletin. Further advice will be provided for other on-line services in the near future.

I'd like to thank the Executive for their continued commitment to AAEE and of course to Kate Elder who manages all of our administration and assist our members with great service and advice.

## The Executive Committee

The Executive Committee (EC) of the 2014/2015 were well represented across the Chapters and included the following:

President	Mark Caddey	NSW
Vice President	Graeme Sawyer	NT
Secretary	Peta White	VIC
Treasurer	Angela Colliver	NSW
Immediate Past President	Jennifer Pearson	WA

### Committee Members:

Hilary Whitehouse	QLD
David Butler	SA
Mary Catus-Wood	VIC
Jenny Dudgeon	TAS
Sue Burton	NSW
Sandra Nichols	NSW

## Our Membership

Total membership at 30 June 2015 was 577. Membership numbers remain steady year-on-year and retention remained strong, with 73% of members renewing their membership in 2014/2015. Membership fees are the life blood of AAEE and necessary to keep our Association running.

We continue to look for opportunities to promote membership by spreading the word at events around the country and overseas. We will be asking our members what aspects of membership they value and opportunities for improvement so we can best respond to the needs and preferred communication mechanisms. Two of our key communication channels to our members, the monthly e-bulletin and ozEEnews have had facelifts with the purpose of making it more engaging and reader friendly. Featuring contributions from our members is our way sharing member stories and highlighting their endeavours.

### TOTAL MEMBERS BY CATEGORY AT 30 JUNE 2015

Individual	326
Schools/Small NGOs	87
Corporate	41
Concession	65
Other*	58

\*Family, International, Honorary, Life, MoUs

### AAEE MEMBERSHIP - as at 30 JUNE 2015

STATE	Individual	Concession	Corporate	School/ Sml Ngo	Family	Intl	Honorary	Life	Mou	Total
NSW	108	18	18	29	2		2	9	1	187
VIC	67	14	9	19			3	7	1	120
QLD	38	9	5	12			1	7		72
WA	46	10	5	7			1	2		71
SA	27	6	2	7	1			1		44
TAS	23	4		6				2		35
ACT	9	3	2	5			1	2		22
NT	8	1		2						11
NZ						3			1	4
						5		3	3	11
Jun-15	326	65	41	87	3	8	8	33	6	577

Memoranda of Understanding (MoUs) are in place with national groups in a range of countries.

New Zealand Association for Environmental Education (NZAEE)  
 Japanese Society Environmental Education (JSEE)  
 North American Environmental Education Association (NAEEA)  
 Centre for Environment Education (India)  
 Environment Agency Abu Dhabi (EAD)

### Membership of Education groups

Australian Alliance of Associations in Education (AAAE)  
 Australian Federation of Society for Studies of Science and Environment (AFSSSE)

## AAEE Educators of the Year

Each year the Association recognises contributions made by our members in each Chapter to the field of environmental education in Australia. AAEE thanks the National Recognition Team, Sue Martin and Greg Hunt, along with State and Chapter selection committee representatives.

The 2015 EE will be presented at the AAEE NSW Conference to be held in the Hunter Valley, NSW 29-30 October 2015. We look forward to congratulating the recipient of this award and acknowledging all the worthy nominees.

### 2014 AAEE Fellow

Associate Professor Amy Cutter-Mackenzie

### 2014 AAEE Australian Environmental Educator of the Year Award

2014 Jane Ryan VIC

### Past Recipients

2013 Vanessa Whelan ACT  
 2012 Elaine Lewis WA  
 2011 Cam Mackenzie QLD  
 2010 Grahame Collier NSW  
 2009 Annie Beecroft and Jennifer Pearson TAS WA  
 2008 Richard Smith SA  
 2007 Frank Fisher VIC

### 2015 nominations are:

TAS – Trish Knight  
 VIC – Anthony Manglesdorf  
 WA – Anne Pettit  
 NSW – Jem Hansen  
 SA – Amy Blaylock

# Special Interest Groups

## Early Childhood

**Person Reporting:** Sue Elliott, Convenor/Liaison

### Communications

Communication has been ongoing, but intermittent through Ozeenews, email updates and the AAEE website online forum. Most communication and networking nationally is via the five state-based networks: EEEVic Inc; QECSN; NSW ECEEN; EESSA; and, the ECA Vic Branch EfS SIG and together they form the National Alliance for ECEFS.

The Alliance is still awaiting on an outcome to their Sept 2014 submission to the Early Childhood Productivity Commission Review re the proposed removal of QA 3.3 re sustainability in the National Quality Standard (NQS) (ACECQA, 2013). ACECQA has assured that any changes will not occur soon as there are still some 50% of services to be assessed and rated under the current system over the next 2-3 years, then any change process would need to be implemented over a significant time period.

### Advocacy and Lobbying

A number of SIG members noted with concern an emailed

ACECQA newsletter Issue 5 May 2015 suggesting sustainability was about being outdoors only. In response to questioning about this ACECQA is drafting a more comprehensive article re sustainability to place on their website for early childhood educational leaders to access.

### Membership

The EC SIG has approximately 50 members and has continued to advocate and resource EfS in the early childhood education field. EC SIG members have been instrumental in a number of activities over the past year noted in this report.

### Professional Development

A number of EC SIG members participated in the third ECEFS Transnational Dialogues in Stavanger, Norway and the subsequent WEEC conference Gothenberg, Sweden in June/ July 2015. A strong and active research group is evident and research publication is increasing to both inform and challenge the field.

State-based groups continue to hold PD events, in coming months:

- EEEC Vic Inc - Oct 17 Annual conference day in Melbourne
- NSW ECEEN - Nov 6 Annual SPROUTS Award night and Annual conference next May
- EESSA - the new group in SA is growing slowly, hosting a 2 day mini conference in Oct

### Governance

Now with five state-based ECEFS groups most communication is to the convenor/secretary of these groups for wider distribution. One assumes most AAEE SIG members are linked into these groups locally, but some outside of the early childhood sector with an EC interest, such as local

government and parks, may not be included here. At the moment broader communication occurs with AAEE EC SIG when there are national issues of concern and action that brings together a national alliance of all relevant groups. After just over a decade of operation, is it time for an AAEE rethink of SIG groups.

Individually, it has been increasingly difficult for me due to personal and work pressures to find time to prioritise the EC SIG convenor role, and now working through established state-based groups is more time effective. If anyone else wants to take on a convenorship role do let me know.

### Other Comments

New publications in the early childhood sector with involvement by EC SIG members include:

Davis, J. (2015). *Young children and the environment* (2<sup>nd</sup> ed.). Melbourne: Cambridge.

Sneddon, S. & Pettit, A. (2015). *Sustainability in Action in Early Childhood Settings*. Melbourne: Teaching Solutions

Two projects, a scoping study of ECEFS in NSW and a Family Day Care EcoSmart document (NSW ECEEN, 2015) have now been completed, both funded by the NSW Office of Environment and Heritage Environmental Trust. Also, Little Green Steps is ongoing in WA and has resulted in the excellent publication above (Sneddon & Pettit, 2015)

In addition, to moving 'beyond the compost bin' approach to EC EfS an area of significant growth in the last year has been the bush kinder/preschool approach. There are now over 100 such programs across Victoria and NSW alone. There is an opportunity to incorporate ECEFS, being outdoors in nature is not enough. This is a relatively new topic for critical reflection in the field and in academia.

Many thanks to the EC SIG members, AAEE Executive and staff for support throughout the last year. I look forward to some AAEE review about how we proceed from here to best support EC EfS.

## Marine Education

**Person Reporting:** Kate Keary, Convenor/Liaison

### Communications

Seaweek 2016 promotion has begun with its addition to various calendars for the year (such as child care centres and SciTalk which is a network of secondary science teachers).

### Partnerships

We aim to link more significantly with Marine Education networks in NZ and the US.

### Membership

153 (these are members of our Facebook group and not all AAEE financial members)

## Special Interest Groups cont'd

### Professional Development

Professional Development would be a good focus for us in 2016. Although we haven't facilitated many PD opportunities in the last 2 years, there is scope and need for PD for our members.

### Other Comments

Seaweeek 2015 was successful despite the change in date from March to September. The September date seems to be more popular and an easier time of year for organisers and members.

The themes for Seaweeks 2016-2022 will be the 7 Principles of Ocean Literacy (<http://oceanliteracy.wp2.coexploration.org>). These principles align with marine education overseas.

Ocean Literacy Principle #1: The Earth has one big ocean with many features.

Ocean Literacy Principle #2: The ocean and life in the ocean shape the features of Earth.

Ocean Literacy Principle #3: The ocean is a major influence on weather and climate.

Ocean Literacy Principle #4: The ocean makes the Earth habitable.

Ocean Literacy Principle #5: The ocean supports a great diversity of life and ecosystems.

Ocean Literacy Principle #6: The ocean and humans are inextricably interconnected.

Ocean Literacy Principle #7: The ocean is largely unexplored.

Ocean literacy is defined as an understanding of the ocean's influence on you and your influence on the ocean. An ocean literate person understands:

- the essential principles and fundamental concepts;
- can communicate about the ocean in a meaningful way;
- and
- is able to make informed and responsible decisions regarding the ocean and its resources.

The AAEE Marine Educators SIG (and AAEE Executive) believe the Ocean Literacy Framework is an ideal platform through which to engage our members and broader communities. It is for this reason that we have elected to follow the Ocean Literacy Framework for the next 7 years of Seaweeek.

## Nature Educators Network Australia

**Person Reporting: Amanda Lloyd, Convenor**

NENA has steadily increased numbers and views on its Facebook page. There is an ever increasing variety of people who are interacting with the page. Currently we are at approximately 500 "likes". However, many if not most of these people are not members of AAEE. The paper newsletters have ceased as people stopped wanting to contribute to them in preference of shorter information being offered on

Facebook. Facebook is a very easy method of communication and allows people to share when they have the inclination to do so.

Various states have established Nature Play organisations that have flourished over the last 12 months. They are organisations that offer resources, support and user friendly websites. NENA or AAEE in general is not in a position to offer this level of support. The NENA Facebook page often directs people to these sites as valuable information arises.

## Teacher and Teacher Education

**Person Reporting: David Butler, Convenor**

The *Review of the Australian Curriculum Final Report* (Department of Education, October 2014)

The Review demonstrated a very limited understanding of the significance of sustainability and sustainable education and cross curriculum learning engaging with education and learning in the 21st century.

This provides a challenge and opportunities for the AAEE SIGs to continue to engage with and lead sustainability thinking and sustainable education at all levels of education and all communities.

Sustainable Education Professional Learning and Engagement Forums (draft proposal)

It is proposed that from 2016 the T&TE SIG take the form of an active interconnected online professional discussion/ dialogue, sharing, questions/answers and leading learning/ curriculum change site.

# Chapter Reports

## ACT CHAPTER

Person Reporting: Lara Lloyd, Liaison

### Communications

ACT Chapter AAEE has a small but enthusiastic and dedicated committee of seven members who meet once a month. The committee communicates to the broader ACT Chapter AAEE members using email and social media including Facebook and Twitter. Flyers, invitations etc are emailed to all members leading up to events. At each event, ACT Chapter AAEE is promoted and membership brochures are distributed to attendants.

During the period, a survey was sent out to all members via email to canvas their opinions on various aspects of their membership including: ideas for what projects to potentially financially support; preferred methods to communicate with members; and ideas for events.

### Partnerships

ACT Chapter AAEE is a member of the ACT Conservation Council and is an active participant in several of their key events throughout the year. ACT Chapter AAEE also works collaboratively with local organisations such as the ACT P&C Council, Actsmart Schools (formally Australian Sustainable Schools Initiative – ACT) and Kids Teaching Kids. This year ACT Chapter partnered with the Canberra Urban and Regional Futures at the University of Canberra in a ‘Spotlight on Education for Sustainability’ event planned for September.

ACT Chapter AAEE works collaboratively with all local EfS organisations on important environmental issues through sharing expertise, exchanging information and providing professional development.

### Advocacy and Lobbying

ACT Chapter AAEE provided the ACT Minister for the Environment a letter of support for continued funding of the ‘2020 Vision Project’. This project, developed by a local organisation called SEE Change ([www.see-change.org.au](http://www.see-change.org.au)) was successfully implemented in the ACT in 2013 and 2015. Additional funding for the project has since been secured from the ACT Department of Education and Training, the Catholic Education Office as well as other local organisations to enable the project to continue in 2016.

### Membership

As mentioned, during the period, a survey was sent out to all members via email to canvas their opinions on various aspects of their membership. The results of this survey will be considered by the committee in 2015-16 to inform the direction and activities of the ACT Chapter AAEE.

### Professional Development

ACT Chapter AAEE provided a selection of professional development activities for local members.

ACT Chapter AAEE sponsored (through a competitive process) Merici College’s Sustainability Teacher, Fiona Buining to attend and present at the 2014 National AAEE Conference in Hobart. Fiona’s workshop was on ‘Food Miles’ outlined how data can be used to give students a meaningful understanding of their consumption of environmental resources, particularly food. Fiona also presented this informative and enjoyable workshop to the ACT Chapter AAEE in conjunction with the ACT AGM in November 2014.

During the year ACT Chapter AAEE planned a ‘Spotlight on Education for Sustainability’ event to be held in September 2015 at the Canberra Urban and Regional Futures (University of Canberra). The aim of the event is to highlight the environmental education initiatives in the ACT. The format of the event will include a ‘pitch’ where representatives will describe their environmental education initiative in five minutes or less followed by time to meet the presenters and other like-minded educators over nibbles.

### Governance

The ACT Chapter AAEE Committee elected at the 2014 AGM currently consists of the seven members and meets monthly.

Our Treasurer has been responsible for:

- reporting expenditure, income and bank statements to Committee Meetings
- preparing the Annual Report for auditing and locating the auditor (honorary if possible) and
- submitting the audited Annual Report on activities for the 2014-2015 financial year to the AGM.

Our Secretary has been responsible for:

- organising all committee meetings, including creating and distributing the committee meeting agendas and meeting minutes
- collating and distributing reports and any other information relevant to the committee meetings
- distributing information about upcoming events that are relevant for the committee or chapter
- work with the President to welcome new chapter members.

## Chapter Reports cont'd

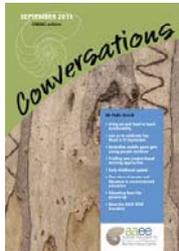
### NEW SOUTH WALES CHAPTER

Person Reporting: Sue Burton, Chair AAEE NSW

#### Communications

Four hard copy editions of 'Conversations', the magazine of the NSW chapter of AAEE were produced this year by a small dedicated voluntary editorial committee.

'Conversations' features articles from teachers and those who work with schools. The magazine has been well received and will continue next year as an e-publication.



#### Partnerships

Again AAEE NSW supported the Sydney Sustainable Living Festival coordinated by Leonne Donnelly of Willoughby Council, running the last week of March.

#### Advocacy and Lobbying

In partnership with the NSW Office of Environment and Heritage the NSW Chapter developed Make the Change: A Framework for Education and Engagement for Sustainability 2014-2021. This is a significant milestone in NSW, providing an understanding of the status of sustainability education in NSW as well as an agreed future direction.

The framework is based on information and direction from:

- an online survey of NSW sustainability and environmental educators in 2011 conducted by Ipsos
- an Open Space forum with 60 leading educators in NSW
- an international literature review of governance in 2012 conducted by John Fien
- a research synthesis in 2012 written by Paul Brown.

AAEE NSW conducted extensive consultations across NSW with sustainability and environmental educators to develop sector profiles and future directions.

This is a framework by and for all sustainability and environmental educators for the future. The AAEE NSW Chapter has met with the previous Environment Minister, receiving personal support for the framework and environmental education in NSW. The Committee are currently seeking a meeting with the new Minister.

AAEE NSW have met with the NSW Environmental Trust and staff from the Office of Environment and Heritage to source funding and partnerships to implement the framework.

More information: [aaeensw.org.au/content/makethechange](http://aaeensw.org.au/content/makethechange)

AAEE NSW continues to advocate for integrated and funded environmental/ sustainability education. AAEE NSW provided a submission on Changing Behaviour Together: Draft 'Waste Less, Recycle More' Education Strategy 2015-2017.

#### Membership

The annual NSW Environmental Educator of the Year Awards



recognises individuals in NSW who show outstanding abilities to raise the level of environmental awareness in the community and who provide leadership, innovation and inspiration to others thus contributing to quality environmental education.

In 2014 the following educators were recognised for their outstanding achievements:

Jem Hansen was the overall NSW environmental educator of 2014.

Jillian Riethmuller from the Sapphire Coastal Environmental Education Centre was recognised for her work in the community, and Steve Papp from Field of Mars Environmental Education Centre for his contribution to formal education.

Leonne Donnelly from Willoughby Council was recognised for her work in government.

The annual NSW Gould League scholarship is a legacy left by the Gould League of NSW to assist future environmental and sustainable educators in their learning and to develop their skills and knowledge in environmental education and learning for sustainability. The 2015 scholarship winner is Tamlin Mackenzie from Dorrroughby Environmental Education Centre.

#### Governance

There are a number of sub committees in the NSW executive. These are:

- Schools
- Finance
- Make the Change
- 'Conversations' editorial team.

AAEE NSW has developed a new strategic plan that sets direction for the next three years.

More information: [aaeensw.org.au/content/about-us/](http://aaeensw.org.au/content/about-us/)

## Chapter Reports cont'd

### VICTORIAN CHAPTER

#### Environment Education Victoria

Person Reporting: Peta White, Treasurer

At last years AGM we celebrated 30 years as an active association and have enjoyed some significant and refreshing changes. We are now known as Environment Education Victoria and have undergone a branding process to bring a fresh new look to our online presence and communications. Please check us out <http://eev.vic.edu.au/> Our Executive Officer of 6 years, Sarah Houseman resigned to move onto other challenges and we welcomed Julie Harris at the helm. We have also seen some additional staff changes and thank our colleagues for their contributions wishing them well in their new roles. There have been several exciting projects undertaken including: ResourceSmart programming, School-based programs ("Life on Mars"), and the redevelopment of the VCE Environmental Science textbook to reflect the implementation of the new study design for 2016. Our AGM is on Wednesday the 21st October 2015 and will be hosted with celebrations at the Library in the Docklands, Melbourne. We face some more significant challenges in the new year with an imminent office relocation.

VAEE had 226 members at the end of June 30, 2015, comprising 205 financial and life members (see numbers below) and 21 complimentary, legal deposit, reciprocal and MoU members (not included below). This includes 41 new financial members across EEV and joint AAEE/EEV membership categories.

During this year EEV staff directly worked with teachers, educators and students through commissioned workshops, presentations at events and conferences, teacher environment networks, in-school workshops and courses. Below is a snapshot of some of our significant event presentations.

Event type	# of Events	# of Participants
VCE PL for teachers	3	39
Secondary student events	3	324
Tertiary student workshops	2	29
Conferences	5	643
TENS presentations	9	106
Principals breakfast	1	68
Other teacher workshops	3	41



Eingana remains a respected platform for environmental and sustainability educators to publish new research and interesting case studies from a practitioner's perspective. This year one hard copy and two e-journals were created by the editorial team of Sarah Houseman as Commissioning Editor and Augusta Zeeng, then Tess Holderness as the editors. The 2014-15 volumes of Eingana (Volume 37, No's 2 and 3 and Volume 38, No. 1) were the last published with the VAEE branding. Volume 38, No. 2, (hard copy) published in July 2015 is the first to receive the EEV branding makeover.

The table below represents the online networks with whom we communicate

EEV Networks	Members/ subscribers
EnviroEvents monthly newsletter	273
ResourceSmart Facilitators and Assessors network	269
Western Metro monthly E newsletter	247
VCE Environmental Science Teacher online network	156
VAEE Sustainable Schools online network	253
Facebook	421

Congratulations to the VAEE/EEV Educator of the Year – Anthony Mangelsdorf the ResourceSmart Schools Coordinator for Barwon South West.

## Chapter Reports cont'd

### SOUTH AUSTRALIA CHAPTER

Person Reporting: Sophie Rogers, Liaison

#### Communications

The Chapter communicates with its members via the national communication instruments – the e-news, ozEnews and AJEE – and its website. AAEE SA have updated the SA chapter information on the national website.

An e-list for AAEE SA members is used to share ideas, events, and inquiries. An e-list has been setup for members involved in organising the national conference.

An online survey (using survey monkey) was sent out to AAEE members and SA environmental community to gather information about what people would prefer at the National Conference in Adelaide. There were 69 responses.

#### Partnerships

The Chapter has an ongoing relationship with: the Outdoor Education Association of SA (OEASA) are continuing discussions about possible cooperation in the co-convening of a national conference in Adelaide in 2016. David Doherty, principal of Arbury Park Outdoor School, provides the main contact between our two organisations. the Adelaide Mt Lofty Ranges Natural Resources Management (AMLR NRM) Board's education personnel, especially in professional development noted below. the Council of Education Associations of SA (CEASA) of which it is a member communicate with the newly established Early Education for Sustainability SA

#### Membership

Matt Cattanach was nominated as AAEE SA Environmental Educator for the year 2014 and a finalist in the Council of Education Associations of South Australia Awards. SA chapter currently have 42 members.

#### Professional Development

##### Education for Sustainability Network:

The EfS Network is made up of members from various sectors including waste education, local council, tertiary education, teachers, and NGOs with a schools focus. The meetings are hosted at different venues, each with a particular theme. The meetings all have a Professional Development input from a guest speaker, discussion/reflection session on the theme (facilitated by AAEE SA members) and updates (including new resources developed).

Monday 15 September 2014 we had an EfS Network meeting at West Beach Primary School on the theme 'Adding value through youth voice'. Harry Manatakis from Department of Education and Childhood Development presented on authentically engaging young people's voice. River Murray Youth Council and West Beach Primary School also presented.

On 18<sup>th</sup> June we held an EfS Network meeting at The Joinery (newly established community building in the city) on the theme 'partnerships for achieving sustainability'. Craig Wilkinson CEO of Conservation Council SA shared his reflections on partnerships for achieving sustainability. Matt Adams and Lauren Jew presented on their partnership to develop the Our Big Backyard project which received a State Children's Award. Time was allocated during the meeting to brainstorm ideas for the conference.

#### Public Forums

AAEE SA has begun running public forums with a guest speaker presenting on a particular issue that coincides with committee meetings. This has opened committee meetings up to the wider membership and encouraged new potential members to find out a little more about AAEE SA. It has also allowed us to explore key partnerships ahead of the conference.

Jason Tyndall gave a presentation on Nature Play on 3<sup>rd</sup> July 2014.

23<sup>rd</sup> October 2014 (before the AAEE SA AGM) Simon Hutchinson from Brighton Primary School presented on Nature Play in Schools.

On 5<sup>th</sup> March 2015 the forum was on 'transforming waste' with guest speakers Jo Hendrikx and Kathy Scarborough from KESAB environmental solutions.

10<sup>th</sup> June 2015 the forum was 'part 2 of transforming waste' where Malinda Roberts (City of Onkaparinga), Kaarin Wilkinson (Waite Campus Children's Centre) and Amy Blaylock (NRM Education/KESAB) provided insights into transforming our relationship to 'waste' and being change agents at the levels of local government, early years education site, and as an employee in a small not-for profit organisation.

#### Governance

AAEE SA chapter is going through the process of becoming incorporated with Consumer and Business Services this includes updating the public officer information and our constitution.

#### Other Comments

AAEE SA are very excited to be hosting the 2016 AAEE National Conference. An organising committee has been set up which meets monthly.

## Chapter Reports cont'd

### WESTERN AUSTRALIAN CHAPTER

Person reporting: Dr Jennifer Pearson, Convenor

#### Communications

WA Chapter Email network - Regularly forward information through network about a range of PD offered from the chapter and other organisations relevant to 72 members.

The WA Chapter Facebook site was set up to encourage members and non-members to contribute stories and information about resources and jobs available. There are now 277 people who have 'liked' the site and we have up to 850 reach for most week's stories. This connects members in Derby to Albany in our large state.

WA Chapter Website is regularly updated with project reports and upcoming events and there have been a range of people use the contact email system to request support for EfS ideas and projects. The website now hosts resources created through Turtle Watch, Little Green Steps and the Waste Education Mobile Trailer.

The Little Green Steps Newsletter, quarterly newsletter has been developed to support the delivery of the LGS program, and includes links to events, programs and resources provided by the AAEEWA and its partners (mailing list has grown to 360+ members).

The Environmental Educators Network monthly e-news bulletin is managed by the AAEE WA Chapter to advertise upcoming events for a range of EE providers across the state. This has a membership of over 500 and includes state and local government department, NGO's, community groups and our projects leaders. It also distributes newly available educational material.

Conservation Council of WA. As a member of this group we have opportunities to hear about advocacy work they are involved in and to let them know about professional development, workshops and advocacy carried out by the Chapter. Presently no joint projects have been developed.

#### Partnerships

**City of Canning,** The utilisation of the Canning River Eco Education Centre as a home base for AAEE WA; allows membership meetings, storage of Chapter material and use of the Centre as a postal address at no cost. The collaboration is developing and supporting three major projects, see below.

**Catchments, Corridors and Coasts (CCC) 14th – 16th January** inclusive, Red Hill Waste Management Facility; Department of Environment and Conservation; Shire of Mundaring; Eastern Hills Catchment Management; Perth Hills Forest Centre; Kanyana Rehabilitation; Perth Zoo; South East Regional Centre for Urban Landcare (SERCUL); Swan River Trust; Phosphorus Awareness Project; Canning River Eco Education Centre; Water Corporation Waterwise Schools Program; Aboriginal Heritage; Environmental Technology Centre; The Department of Fisheries' Naturaliste Marine Discovery Centre and the Western Australian Fisheries and Marine Research Laboratories; Ocean Reef SHS Marine Studies; Coast Care; and Australian Sustainable Schools Initiative. 23 participants attended from schools, Local Government and State Government departments.



Education Trailer, full range of interactive games to educate about waste usage.



Patterns of Science' Community Expo, 'The Joy of Wood' had all the family creating objects from wood scraps

The City of Cockburn provided two scholarships for Cockburn school teachers to attend.

This was coordinated by Amy Krupa, Catherine Baudains, Michael Burke, Elaine Lewis, Claire Dunn, Claire Gaskin and Jennifer Pearson.

#### Biological Earth Environmental Science (BEES) Yr. 9 - 11 Forum

Biological, Earth and Environmental Sciences (BEES) Day was held later last year on Friday 24th October 2014. The careers day targeted Year 9 & 11 students and was a joint project between AAEE WA and Central Institute of Technology. The Institute hosted this event in their new Green Skills building with a range of presenters from previous years conducting activities, as well as new presenters, including sessions run by the Central Institute of Technology. The 2014 event was coordinated by Gun Dolva, her students and Jennifer Pearson.

**Earth Day Expo – Friday 27th March 2015.** This event was held at the Canning River Eco Education Centre with 548 children attending from 12 schools and 68 adults in attendance. There were 23 different presentations provided which engage the children in activities like clay modelling, reptiles, water quality, birds of prey, bird identification, macro invertebrates, water security, waste initiatives, marine education and much more. The feedback from the schools was very positive. This was coordinated by Hayley Bullimore, CREEC, Jennifer Pearson AAEEWA

**Earth Day Expo – Monday 30th March 2015.** This event was held at the Edith Cowan University Joondalup Campus and fully funded by the Higher Education Partnership and Participation program (HEPPP) in place to support schools in lower socioeconomic areas. The event with 12 programs was presented to 8 different schools in the northern suburbs of Perth. The activities included reptiles, water quality, birds of prey, bird identification, macro invertebrates, Aboriginal storytelling and waste initiatives. The feedback from the schools was very positive and the staff at ECU is looking forward to providing the event next year. This was coordinated by staff from ECU and Jennifer Pearson AAEEWA.

**Little Green Steps** Lotterywest were able to support this program for another year with funding for the implementation phase and to develop a sustainable operating model for the

## Chapter Reports cont'd

program beyond that time. Paula Kalinowski took on the role of manager of this program for the implementation phase. The City of Cockburn generously provided an office location for LGS to operate from, with an additional \$25,000 to provide services within their area to early years educators. Workshops were offered to Perth Metropolitan centres, rural locations in Albany, Esperance, Bunbury and Mandurah. Presentations were given at the Early Years Conference and the National AAEE conference in Tasmania. Website, regular newsletters and resources were developed with the Waste Authority. Joint programs were also developed with the One World Centre. Proposals were developed for local government funds reflecting the work with the City of Cockburn. They and the City of Armadale have committed to the program for two years. Coordinating committee is Jennifer Pearson, Anne Pettit, Elaine Lewis, Amy Krupa and Claire Dunn.

**National Science Week** 'Patterns of Science' Community Expo was held on 16th August 2015 in partnership with City of Canning, SERCUL, Swan River Trust and The Forever Project. National Science Week grant funds were secured this year, as was funding from Swan River Trust. Approximately 2800 attendees from the general public and local community attended. The Expo school competition attracted 401 children's entries from 16 different schools. 68 volunteers supported the event. Coordinated by Hayley Bullimore, Amy Krupa, Elaine Lewis, Katherine Gaschk, Anne Pettit and Jennifer Pearson.

**Turtle Watch** – Turtle Watch commenced in 2005 at Herdsman Lake, Perth. Since that time the project has expanded across the Perth Metropolitan area as an initiative of the Australian Association for Environmental Education WA Chapter: <http://www.aaeewa.org.au/turtlewatch.html> Turtle Watch involves the Cockburn Wetlands Centre, Canning River Eco Education Centre, SERCUL, Herdsman Lake Wildlife Centre, Murdoch University, University of WA, Native ARC, schools, volunteer and friends groups, local authorities, wildlife care groups and interested community members. Since 2013 the four eco centres, in partnership with AAEE WA, have taken on a larger role in relation to education and action for oblong turtle conservation. A Turtle Watch Education Kit has been compiled for community and school use: <http://www.aaeewa.org.au/turtlewatchedkit.html> Two new initiatives of the Turtle Watch sub-committee include a Turtle Watch Fact sheet, *Living with Turtles* (<http://www.aaeewa.org.au/documents/TurtleWatchFactSheet.pdf>) and a Turtle Watch School Accreditation process ([http://www.aaeewa.org.au/documents/TurtleWatchAccreditationFORM\\_CoolbiniaPS2014.pdf](http://www.aaeewa.org.au/documents/TurtleWatchAccreditationFORM_CoolbiniaPS2014.pdf)).

**Waste Initiatives** – Wide ranging developments in WA Chapter programs, for example, numerous strategies implemented at the Science Expo. The Waste Education Trailer Grant supported further initiatives such as the development of the 'Caring for Our Wetlands' and Recycling and Compost interactive games. In addition an early years 'Reducing Waste Together' resource kit was developed by the Little Green Steps program supported by the Waste Authority.

**AuSSI WA committee** – committee –AAEE WA is represented on the AuSSI-WA steering committee - members now tend to be consulted individually (on a needs basis) as



Turtle Watch, teaching tool to tell the story about the conditions turtles need to lay eggs.

Patterns of Science' Community Expo, Thornlie Polytechnic students created fashion items from industry waste clothing.

opposed to the committee meeting regularly. AAEE is well represented on the AuSSI-WA Alliance through member organisations such as CREEC and SERCUL. In addition, the State Liaison Officer, Elaine Lewis, attends some of the AuSSI-WA Alliance meetings throughout the year and submits AAEE WA reports for every meeting.

### Advocacy and Lobbying

Letter to Minister - On 28th November a letter was sent to Minister Jacob on behalf of the AAEE WA Chapter in response to the Association's overall concern for the number of state government cuts to sustainability education programs and the lack of resources directed into this sector in the coming financial year.

Waste Authority WA Meeting - On 17th April Jennifer Pearson and Paula Kalinowski met with Wastewise team to discuss the possibilities for Little Green Steps to be funded to produce early childhood waste education kits.

Department of Local Government and Communities – On 6<sup>th</sup> July Jennifer Pearson met with Helen McGinty, Manager Service Contracting and Development Community Funding Unit and Ronnelle Campbell, A/Manager Programs in Service Delivery to discuss potential funding options for the Little Green Steps program. Rural funding was discussed as a method of helping the program achieve a key objective to take the program beyond the capital city.

### Members Services

AAEE Environmental Educator of the Year – Nominated a member for the annual award, Anne Pettit who was then nominated for the Professional Teaching Council of WA annual awards.

### Professional Development

Catchments, Corridors Coasts, 14th – 16th January 2015, three day PD for teachers, pre-service teachers, industry, local and state government. personnel.

### Governance

Meetings - Conducted regular monthly meetings on the 3rd Thursday of each month at the Canning River Eco Education Centre. Bookkeeper - Created a new bookkeeper paid position to manage AAEE- WA invoices and accounts. Employed for 3 hours per week.

The AGM is held in September each year.

## Chapter Reports cont'd

### TASMANIA CHAPTER

Person Reporting: Jenny Dudgeon Convenor



AAEE Tasmanian Conference Team

#### Communications

All conference communications shared by Conference organisers and AAEE personnel. AAEE Facebook page updated regularly. Purchased pull up AAEE banners for use at events

#### Partnerships

Conference based partnership with Southern Waste Strategy Authority re sponsorship.

Tasmania's Retirement Benefit Fund partnered with AAEE to fund 16 teacher scholarships ( for conference registration) to attend AAEE 2014 Conference

#### Advocacy and Lobbying

Advocated for improved food labelling laws

#### Membership

Membership grown from 12 – 35 –almost 200% increase

RBF scholarships and AAEE Conference in Hobart were significant factors in the membership increase.

#### Professional Development

Major thrust the 2014 AAEE National Conference

Sustainability: Smart Strategies for the 21st Century 2- 5th November 2014

The Conference was attended by 317 delegates.

The conference was held over 5 days which included for the first time a research symposium which was attended by 85 people. The conference program had 24 concurrent sessions, 6 plenary speakers, 111 concurrent speaker sessions, 1 discussion panel and 14 poster presenters.

Key note speakers: Professor David Orr, Professor Tow Chong, Paul Gilding, Kirsty Albion, Dr Bob Brown, Christine Milne and Costa Georgiadis

Social functions consisted of:-

- Welcome Reception
- Government House Reception
- Conference Dinner
- Field trips on Wednesday 5 November, with most field trips inclusive for all full registrants.

Conference profit \$64

#### Governance

AAEE Tas became an incorporated body. AAEE Tas meets every 6 to 8 weeks during the year. Meetings are held at UTAS to utilise video conferencing facilities.

Convenor Jenny Dudgeon; Secretary: Nel Smit, Treasurer: Herman Hamer

#### Other Comments

Recommend a review of AAEE conferences. Purpose, outcomes, relevance and support (financial and in-kind) of chapter convening

### NT CHAPTER

Person Reporting: Graeme Sawyer, Convenor

AAEE NT has been focused on the National Curriculum implementation and providing support to teachers during the past year.

The Biodiversity Portal <http://www.biodiversityWatch.org.au> has progressed and the teacher professional development element is providing information about the wet dry tropics that are so different to the normal seasons in south eastern Australia.

Our focus on supporting educators as they implement the sustainability overarching idea is going to be our ongoing focus.

We also supported some members to go to National Conference in Hobart and ran a workshop to get members to engage with some of the ideas from the conference.

We also have a facebook group <https://www.facebook.com/groups/1431493630402669/> which is providing a contact point for members. It is a closed group so send a message to request access.

# Australian Journal of Environmental Education Annual Report (2015)

**Person Reporting: Professor Amy Cutter-Mackenzie, AJEE Editor-In-Chief**

## Editorial Team

Editor-in-Chief: Professor Amy Cutter-Mackenzie, School of Education, Southern Cross University, Australia

Associate Editor: Dr Chris Eames, University of Waikato, New Zealand

Book Review Editor: Dr Peta White, Faculty of Education, Deakin University, Australia

Thesis Synopsis Editors (from 2016): Dr Sue Elliot, University of New England and Dr Helen Widdop Quinton, Victoria University

AJEE International Editorial Board: See <http://journals.cambridge.org/action/displayJournal?jid=AEE>

In accordance with last year's annual report an additional Associate Editor will be appointed in 2016. Calls for expressions of interest will be distributed to the current AJEE Editorial Board and wider AAEE membership.

## Communications

In 2015 two issues of the Australian Journal of Environmental Education were scheduled for publication. The first issue has been published and distributed. This

was a Special Issue entitled 'Putting Food on the Table' guest edited by Dr Deana Leahy, Dr Emily Gray, Dr Chris Eames and Professor Amy Cutter-Mackenzie. The second Issue is now in production with all contributions completed. It is expected to be published and distributed November/December this year.

From 2016 the Journal will be published three times per year. The Issues will be published in March, June and November.

## AJEE International Editorial Board

The Editorial Board is currently being reviewed and will be renewed for the period 2016-2018.

## Journal Performance (Summary)

The Australian Journal of Environmental Education is a high quality journal. The rejection rate is 65%. With those contributions that are accepted the majority of papers undergo on average 3-5 revisions. This ensures that manuscripts are of the highest quality. All papers are reviewed by at least one editorial board member in addition to 1-2 further external reviewers. All reviews are blind and entirely managed through AJEE's submission system – ScholarOne. The journal is currently under review for an impact factor. For further details about the Journal's performance please refer to Publisher's report (prepared by Cambridge University Press).

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## **Publisher's Report**

For

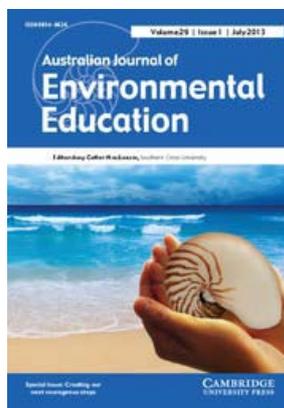
*Australian Journal of Environmental Education*

To

**Australian Association for Environmental Education**

**September 2015**

*This report updates the material presented to the AAEE in May 2013, Nov 13, Oct 14 and Mar 15.*



Richard Hecker, Melbourne  
Janise Lazarte, New York  
Cambridge University Press

## Submission and Peer-Review

The journal is enjoying a distinct rise in the number of submissions, with the number of papers now consistently around 60 papers. With around 20 papers published the rejection rate is running at a solid 65%.

The journal has been in ScholarOne for nearly a year and we can report on data submission numbers, geographical breakdown, and peer-review turnaround times.

Of the submissions, 47 (57%) are sourced from Australia and 8 (10%) from New Zealand. North America in aggregate submitted 7 (9%) papers. The published papers remain strongly from Australian authors but a general rise in the range of international contributors is proceeding. That said, the raw numbers of submissions are small and cannot justify over-interpretation

This report presents for the first time a view of the time taken for a paper to transition the peer review process. The times as reported are the summation of all peer-review steps (editorial receipt, securing peer-reviewers, review report return, communication to author). The throughout distribution shows most authors receive a report in the 60-90 days but there are a significant tail of papers that demand 150+ days from submission to decision which affects the reported editorial throughput.

**Table 1:** Submission & publication summary

	2012	2013	2014	2015 to 15 Sept
<b>Articles submitted*</b>	45	53	67	40
<b>Average time from submission to first decision**</b>				
revise decisions			21 papers, 132 days	13 papers, 95 days
resubmit decisions			13 papers, 157 days	4 papers, 102 days
reject decisions (excepting reject/no review)			5 papers, 147 days	2 papers, 151 days
<b>Articles (pages) published</b>	9 (165 pp.)	13 (242 pp.)	7*** (282 pp.)	11 (164 pp.)
<b>Lead author by State/Country</b>				
Vic + Tas	0	3 + 1	1 + 0	3 + 0
NSW + ACT	4 + 1	5 + 1	1 + 0	2 + 1
SA + Qld + WA	1 + 1 + 0	0 + 1 + 1	0 + 1 + 2	
New Zealand			1	3
United States	1	1		1
Sweden	1			
Canada			1	1
<b>Thesis Synopsis</b>	2	1	2	
<b>Book Review</b>	3	3	4	
Currently in FirstView				2

\* The peer-review system used to October 2014 does not routinely distinguish for resubmitted papers. Resubmitted papers with different titles may be inadvertently double-counted.

\*\* Throughput is only assessed for the initial submission. The throughput data for 2014 is limited to submissions from October 2014 onwards. The reported data is raw; a typical correction is to discount the fastest 10% and slowest 10% of papers.

\*\*\* Issue 1 2014 republished some older materials and commentary. The lead author measures count only for issue 2 2014.

## Journal Usage Statistics

Usage statistics have been recorded daily for the Journal since it was transferred to Cambridge Journals Online. The clear message is a substantial increase in the use of the journal, reflected in the number of fulltext (PDF + HTML) views.

While there is more content published (articles 2009-2012 vs 2009-2014) all matters being equal these usage should increase by no more than 50%. The usage statistics do not identify if increasing article quality or relevance, or a simpler rise in profile and 'findability', is driving this rise in usage.

The full archive from 1984 was launched in June 2015. As expected the number of abstract and full text views have jumped remarkably. There is a clear spike in usage during April 2015, pre-launch, but in the main the monthly journal usage has improved from ca. 1000 abstract and 250 full text views per month in early 2014 to ca. 3000 abstract and 700 full text views in August 2015. Although this is an added complication to interpreting the usage data - quality & findability as outlined above - the greater journal usage can only be welcomed.

As at February 2015 there are 296 subscribers to the table of contents alert list, and as September 2015 there are 316.

**Table 2:** Usage statistics of the journal (Mar 2012- Aug 2015)

Derived from CJO1001

Month	Abstract Views	TOC Views	Fulltext Views	Homepage Views
Mar-Dec 2012	8 557	12 784	557	8 854
Jan-Dec 2013	11 411	8 709	3 103	10 749
Jan-Dec 2014	20 658	17 544	6 647	12 341
Jan-Aug 2015	22 857	19 113	5 596	7 040
Jan-Dec 2015*	34 000	28 000	8 300	10 500

\* Linear projection for entire year

## Journal Access via subscription and consortia

The journal is now available to over 4500 institutions world-wide during 2015 via CUP. The journal is mostly available in consortia packages. Note the steady rise in Australia and New Zealand (ANZ) access and the uptake into the UK for 2015

**Table 3:** Number of institutions with access to AJEE

Derived from A2R0036

2012 1754 total institutions	Asia	ANZ	E Eur	Eur	ME/Af	N Am	S Am	UK
Consortia & Donations	403	67	145	3	1097	1	8	
Trad Subs & Transfers	8	10				6		
2013 4043 total institutions 32 aid/donation	Asia	ANZ	E Eur	Eur	ME/Af	N Am	S Am	UK
Consortia & Donations	1235	75	318	300	1550	250	256	
Trad Subs & Transfers	5	6		4		5		
2014 4361 total institutions 87 aid/donation	Asia	ANZ	E Eur	Eur	ME/Af	N Am	S Am	UK
Consortia & Donations	1251	85	380	256	1859	256	260	4
Trad Subs & Transfers	4	2		7		5		
2015 4521 total institutions 44 aid/donation	Asia	ANZ	E Eur	Eur	ME/Af	N Am	S Am	UK
Consortia & Donations	1256	97	432	262	1935	245	199	103
Trad Subs & Transfers	4	4		4		3		2

Table 4 below lists the organizations that have been most accessing the Journal since transfer to Cambridge for 2012 - 2014 and preliminary data for 2015. The ranking is from the number of views by institution. For clarity only the most active of institutions are listed; what is clear is that the threshold of what may be considered an active institutions is rising year on year.

**Table 4:** High usage organizations to date, organized by number of fulltext views of papers

Derived from CJO1003

2012		2013		2014		2015	Jan-Aug
Source		Source		Source		Source	
						James Cook University	1061
				Monash University	484		
				Cardiff University	315		
				University of Southampton	252		
				University of Sussex	237	Cardiff University	205
						University of Wollongong	183
						Monash University	178
				Universitas Negeri Semarang	136		
				James Cook University	125	UIN Sunan Kalijaga Yogyakarta	126
		Universitas Negeri Semarang	112			University of the Sunshine Coast, University of Sussex	105
				Australian Catholic University	99		
		University of Wollongong	75	University of Tasmania	73		
		Monash University	67				
		Universitaetsbibliothek Lueneburg	58				
Cunningham Library, ACER	53			Curtin University, Macquarie University	50		
		Institut National Polytechnique de Toulouse	44	University of Edinburgh	42		
				Deakin University	39		
				University of New South Wales	38		
		Macquarie University Universiti Teknologi Malaysia	33				
		Australian Catholic Universit	31				
		North-West University Potchefstroom University University of Auckland University of the North West	26				
		Shanghai International Studies University	24				
Australian Catholic University	22	Florida Gulf Coast University	23				
University of New South Wales	21						
Curtin University	19						
James Cook University Monash University	16						
Cambridge University	14						
Macquarie University	11						
University of Hull	8						

Table 5 lists the more popular paper and is indicative of what topics could be of interest for commissioned review articles.

**Table 5a:** Most downloaded papers during 2013

Derived from CJO1002

2013, Jan-Dec			
Vol issue	Title	Authors	Fulltext views
28.2	Preparing Action Competent Environmental Educators: How Hard Could It Be?	Wendy Nielsen, Peter Andersen, et al.	213
29.1	The Place of Experience and the Experience of Place: Intersections Between Sustainability Education and Outdoor Learning	Allen Hill	177
28.2	Sustainability Education and Teacher Education: Finding a Natural Habitat?	John Buchanan	156
28.2	100% Renewables as a Focus for Environmental Education	William Adlong	101
28.2	Mapping Sustainability Initiatives Across a Region: An Innovative Survey Approach	Margaret Somerville, Monica Green	98
28.2	Drivers and Blockers: Embedding Education for Sustainability (EfS) in Primary Teacher Education	Sue Wilson	94
29.1	Three Academics' Narratives in Transforming Curriculum for Education for Sustainable Development	Fiona Wahr, Jenny Underwood, Luise Adams, Verity Prideaux	93
29.1	A Voice for Children and Young People in the City	Judith Wilks, Julie Rudner	90
29.1	Education for Sustainability, Graduate Capabilities, Professional Employment: How They All Connect	Ian Thomas, Matthias Barth, Teresa Day	91

**Table 5b:** Most downloaded papers during 2014

Derived from CJO1002

2014 Jan-Dec			
Vol issue	Title	Authors	Fulltext views
29.1	The Place of Experience and the Experience of Place: Intersections Between Sustainability Education and Outdoor Learning	Allen Hill	268
29.2	Creative Arts-Based Pedagogies in Early Childhood Education for Sustainability (EfS): Challenges and Possibilities	Kumara S. Ward	205
27.2	Education for Sustainability and the Australian Curriculum	Julie Kennelly, Neil Taylor, Pep Serow	200
30.1	Opening to the Australian Journal of Environmental Education Special 30-Year Anniversary Issue	Amy Cutter-Mackenzie, Annette Gough, Noel Gough, Hilary Whitehouse	166
30.1	Ghosts in Australian Environmental Education	Annette Gough	148
30.1	Response: Reengaging Environmental Education in the 'Anthropocene'	Giovanna Di Chiro	134
30.1	Why not education for the environment?	I.M. Robottom	119
29.2	Drama and Environment: Joining Forces to Engage Children and Young People in Environmental Education	Fran Curtis, David J. Curtis, Mark Howden, Ian McColm, Juliet Scrine, Thor Blomfield, Ian Reeve, Tara Ryan	117
30.1	Responding 30 Years Later	Ian Robottom	114
30.1	Where Are Children and Young People in Environmental Education Research?	Amy Cutter-Mackenzie	105
30.1	A Response to Pathways to Sustainability	John Huckle	102
30.1	Continuing the Narrative Some 20 years Later	Noel Gough	101
30.1	Playing With Environmental Education	Amy Cutter-Mackenzie, Susan Edwards	101
29.1	Education for Sustainability, Graduate Capabilities, Professional Employment: How They All Connec	Ian Thomas, Matthias Barth, Teresa Day	100
29.2	Integrating Education for Sustainability in Preservice Teacher Education: A Case Study From a Regional Australian University	Reece Mills, Louisa Tomas	100

## Competitors and citation

Below is a summary of the number of articles and pages published in AJEE and competitors. The IF and SJR columns collate these critical metrics for the competitors.

AJEE does not have an impact factor, as it is not formally indexed in Thomson Reuters Journal Citation Reports. Calculation of impact factor from Scopus citation data reveals an impact factor that hovers about 0.3. Nevertheless as AJEE publishes more material in 2014-2015 we ought to see a rise in the rankings in the succeeding years.

The related problem is how to best attract more content. A reader survey to improve services or marketing campaign targeting authors in other journals can assist, as does commissioned reviews.

**Table 6:** Journal metrics

Journal	Recent articles and pages published (Scopus)	Impact Factor (2012, 2013)	Scimago Journal Rank
Australian Journal of Environmental Education (CUP, 2x year)	2012: 09, 165 pp. 2013: 13, 242 pp. 2014: 23, 282 pp.	0.32 0.29 0.26	0.21 0.23 0.23
Applied Environmental Education and Communication (T&F, 4x year)	2012: 18, 196 pp. 2013: 24, 279 pp. 2014: 25, 269 pp.	0.28*	0.29 0.23 0.18
Environmental Education Research (T&F, 6x year)	2012: 44, 861 pp. 2013: 55, 871 pp. 2014: 40, 879, pp	0.88 1.30 1.09	• 0.44 • 0.87 • 0.72
Journal of Environmental Education (T&F, 4x year)	2012: 40, 273 pp. 2013: 41, 270 pp. 2014: 44, 260 pp.	0.92 0.77 0.55	0.47 0.54 0.90
International Research in Geogr. and Environmental Education (T&F, 4x year)	2012: 16, 326 pp. 2013: 23, 366 pp. 2014: 23, 373 pp.	0.70*	0.22 0.12 0.20

\* Calculated, for papers published 2011-2012 and cited in 2013

The journal is not listed for an impact factor, but one can be calculated from the Scopus / SJR data.

Items published 2010-2011	7 + 21 =	28	
'Citable items' (articles & reviews)		25	
Number of cites acquired in 2012		8	
Calculated impact factor for 2012	8 / 25 =		<b>0.32</b>
Items published 2011-2012	21 + 11 =	32	
'Citable items' (articles & reviews)		28	
Number of cites acquired in 2013		8	
Calculated impact factor for 2013	8 / 28 =		<b>0.29</b>
Items published 2012-2013	11 + 14 =	25	
'Citable items' (articles & reviews)		23	
Number of cites acquired in 2013		6	
Calculated impact factor for 2013	6 / 23 =		<b>0.26</b>

## Marketing

### Overview

This section lists Cambridge marketing activity for January 2013 – June 2015. The focus of marketing in from 2013 – 2015 has been to communicate the journal's scope, increase the journal's visibility, usage and citations. We are pleased to have been able to carry out a significant amount of marketing activity on this journal.

### Our marketing strategy

The current market for institutional subscriptions is a challenging one. Against a backdrop of tightening library budgets, the growth of online journals, and the wide availability of journal usage statistics, subscriptions held by libraries are increasingly assessed and justified on the grounds of the volume of downloads they generate. Driving usage, by encouraging readers to download content, has therefore become a key part of our strategy.

The overall impact of this strategy is to protect current subscriptions, to generate new business, and to promote the interplay between readership, usage, subscriptions, and citations. By focusing our efforts on driving online usage, we improve the visibility of our journals. This in turn will lead to an increase in citations and high quality submissions, thus helping both to defend current subscriptions and to attract additional ones.

### Online marketing

#### Email campaigns

The majority of our communications with a journal's readership takes place via email. This has three major benefits:

1. All responses are trackable, allowing us to hone out marketing and effectively monitor our return on expenditure
2. Recipients are driven straight to the online articles with one click
3. Email is a cost effective means of communication

#### Email campaign results:

Date	Campaign Message	Quantity Sent	Open Rate	Click-Through
10/2/2013	<b>Special Issue - Creating our next courageous steps</b>	156	31.41%	15.38%
10/9/2013	<b>Special Issue - Creating our next courageous steps</b>	1205	19.81%	4.16%
10/24/2014	<b>Special 30<sup>th</sup> Year Anniversary Issue</b>	114	25.43%	2.63%
10/24/2014	<b>Special 30<sup>th</sup> Year Anniversary Issue</b>	994	22.84%	4.20%
10/24/2014	<b>Special 30<sup>th</sup> Year Anniversary Issue</b>	1060	18.36%	6.12%

Total number contacted: 3,529  
 Average click-through rate: 5.22%  
 (Against an industry average of 2%)

Example e-mail campaign:

Australian Journal of  
**Environmental  
Education**



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**30th Anniversary in 2014**

***Australian Journal of Environmental Education (AJEE)*** presents information and argument which stimulate debate about educational strategies that enhance the kinds of awareness, understanding and actions which will promote environmental and social justice.

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To enable you to explore *AJEE* we are offering you complimentary access to the 10 most downloaded articles from 2013.

**[Access all 10 papers without charge until 30th April 2014.](#)**

Articles discuss sustainability education, development and initiatives as well as 100% renewables, and encourage meaningful and influential contributions to planning activities.

We also encourage you to share this access. [f](#) [t](#) [+](#)

Kind regards,  
Katie Smith  
Cambridge Journals

**Submit your article**

**Sign-up for free content alerts**

**View sample material**

## Social media

Promoting content via social media can dramatically boost a journal's online usage and this channel is becoming an increasingly important channel.

### Twitter and Facebook

Twitter and Facebook can be used as a marketing tool to share our material with online communities of academics, students and the general public. Cambridge Journals has an active Facebook and Twitter account which will promote *AJEE* content, calls for papers and news whenever possible.

Twitter <https://twitter.com/@CambridgeJnls> (8,995 followers)

Facebook <http://www.facebook.com/CambridgeJournals> (9,026 likes)

### Cambridge Journals blog

In April 2012, Cambridge Journals launched a blog with sections for Cambridge Journals Online (CJO), librarians, and each of our subject areas, including social studies. It has received over 500,000 unique page visits to date and provides us with a fantastic opportunity to promote our journals' content and breadth of research. As most of the posts link back to content on CJO, the blog plays a key role in driving our journals' online usage. The blog publishes posts from a variety of contributors, including internal marketing staff, Editors, members of Editorial Boards and authors. Posts should be approximately 300-400 words in length and can be on any topic, from brief comments on an area of research or a special issue of the journal, to a review of a recent conference.

We encourage you to visit the Cambridge Journals blog at: <http://blog.journals.cambridge.org>

We are keen to use the blog to further extend the reach of *AJEE* articles in 2015 and welcome suggestions of authors who you feel would be receptive to the invite to write a blog post.

### Content Alerts

There are currently **321 people registered** to receive *AJEE* electronic table-of-contents (e-TOC) alerts.

Research shows that e-TOC alerts are now the single most frequently-used route to newly published material online.

To sign-up for table-of-content alerts, please visit: <http://journals.cambridge.org/AJEE-alerts>

This link can be included in email signatures to encourage colleagues to register for e-TOC alerts

A key marketing aim in the coming year will be to increase the number of registrants by featuring links to the sign-up page prominently in email campaigns and on promotional materials at conferences.

### Cambridge Journals Online (CJO)

The advantage of developing our own platform is the ability to design functionality which allows us to promote specific content, events, competitions and news, such as calls-for-papers, essay prizes, editorial changes, and conferences in innovative ways.

We have created a branded homepage for *AJEE*:

The screenshot shows the homepage for the Australian Journal of Environmental Education (AJEE) on the Cambridge Journals Online platform. The page is designed with a blue and white color scheme. At the top, there is a navigation menu with links for 'About Us', 'News', 'Browse Journals', 'Authors', 'Societies', 'Librarians', 'Agents', 'Users', and 'Corporate'. Below the navigation is a search bar with a dropdown menu set to 'All Journal Articles and Book Content' and a 'Search' button. The main header features the journal title 'Australian Journal of Environmental Education' and a nautilus shell logo. The page includes a 'Welcome to Cambridge University Press' section, a 'Register for an Account' button, and social media links for Facebook, Twitter, LinkedIn, and Google+. The main content area displays the journal title, editor information (Amy Cutter-Mackenzie), and a description of the journal. There are three prominent blue buttons: 'Sign-up for content alerts', 'Submit your paper', and 'Subscribe today'. A sidebar on the left contains a 'JOURNAL INFORMATION' menu with links for 'Editorial Board', 'Book Review Info', 'Instructions for Contributors', 'Transfer of Copyright', 'Abstracting & Indexing Services', 'Request Permissions', 'Advertising Information', and 'Publication Dates'.

- To date, **Content Alert** button has generated 445 page views
- To date, **Submit Your Paper** button has generated 897 page views
- To date, **Subscribe Today** button has generated 119 page views

Bespoke sample issue functionality enables the creation of online only collections of papers from across volumes/issues of the journal to be promoted via e-mail and social media. These can be topic based or, in the case of the AJEE sample booklet the most downloaded papers.

## Editorial participation

In order for us to maximize the visibility and impact of the journal, we ask for your assistance with:

- **Conference exposure** – As well as providing us with details of conferences you identify as relevant to the journal, we ask for you to inform us if you are personally attending any conferences and would like to be supplied with promotional materials to take with you.
- **Circulation of key links and web-pages** – In order for the journal homepage to maintain a prominent position in search engine rankings, we need to ensure that relevant websites link to the page. E-mail signatures can also provide a great avenue for the promotion of the homepage and content alerts registration links: i.e., <http://journals.cambridge.org/AJEE> and Promotional materials are available to all members of the Editorial Board – Please e-mail [jlazarte@cambridge.org](mailto:jlazarte@cambridge.org) to request <http://journals.cambridge.org/AJEE-alerts>.
- **Email campaigns** – The key to a campaign's success lies in the list it is sent to and the content we choose to promote, so suggestions from Editors and Editorial Boards are always welcome.
- If you think an article or a selection of articles around a certain theme would be of interest to a particular group of people, we can set-up free online-only article collections and promote these to a tailored list.
- **Social media** – We also encourage Editorial Boards to assist us in giving the journal a voice via social media, whether through a blog post about the subject area, or a tweet about new content. Should you be active on social media personally, please do link back to the Cambridge Journals social media accounts to ensure as many users as possible receive information about the journal.
- **Share your ideas** – Please share any ideas you have about new avenues for the promotion of the journal, such as list-servs, forums, blogs, etc.

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# Annual Report - 2015

Australian Association for Environmental Education  
Incorporated

30 June 2015

Prepared by Nick Law

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# Contents

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## Directors Statement

### Australian Association for Environmental Education Incorporated For the year ended 30 June 2015

The undersigned directors of the association submit the following information and financial report for the Australian Association for Environmental Education Incorporated (AAEE) for the year ended 30 June 2015.

AAEE is an association incorporated under the Associations Incorporated Act 1991 (ACT).

#### Board of Directors Composition

Under the current governance structure, the board of directors is skills-based and is the association's governing body.

The board of directors consists of 10 members; President, Vice-Presidents, Treasurer, Secretary, and six other members.

The names of directors throughout the year are set out below.

POSITION	NAME	STATE	PORTFOLIO
PRESIDENT	Mr Mark Caddey	NSW	Advocacy & Governance
VICE PRESIDENT	Mr Graeme Sawyer	NT	
SECRETARY	Dr Peta White	VIC	Partnerships
TREASURER	Ms Angela Colliver	NSW	Finance & Administration
COMMITTEE MEMBER	Assoc. Prof Hilary Whitehouse	QLD	Society & Education
COMMITTEE MEMBER	Ms Jenny Dudgeon	TAS	
COMMITTEE MEMBER	Ms Sandra Nichols	NSW	Professional Development
COMMITTEE MEMBER	Ms Mary Catus-Wood	VIC	Partnerships
COMMITTEE MEMBER	Ms Sue Burton	NSW	
COMMITTEE MEMBER	Mr David Butler	SA	Professional Development

#### LIAISON COMMITTEE MEMBERS

- Ms Trish Knight
- Mr Mark Caddey
- Dr Peta White

#### CHAPTER CONVENORS

- ACT Chapter Ms Dotty Hepburn
- NSW Chapter Ms Sue Burton
- NT Chapter Mr Graeme Sawyer

## Directors Statement

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- QLD Chapter Kylie Moses
- SA Chapter Hugh Kneebone
- TAS Chapter Mrs Jenny Dudgeon
- WA Chapter Dr Jennifer Pearson
- VIC Chapter TBA

### 1. 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 - 2014

- The Brian Foreman Scholarship recipient for 2014 was Janine Baker.
- The scholarship supported Janine in her work within schools around the Eyre Peninsula to share information about some of the weird and wonderful marine species within the region.
- The field trip comprised a series of interactive educational slideshows about some of the rare, endemic and potentially threatened marine species.

### 2. Significant Changes & Events Subsequent to Reporting Date

There were no significant changes in the nature of the activities of AAEE during the 2013, 2014 financial years, or subsequent the reporting date of 30 June 2015.

### 3. Operating Results

AAEE has achieved a financial result of \$13,588.21 profit through a range of initiatives in 2015.

## Directors Statement

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Compared with previous years:

- 2014 Operating loss of \$6,379
- 2013 Operating loss of \$15,930

### 4. Other Items

#### Employee or Contractor

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 to 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 the following were decided as contractors:

During the 2014 financial year

- Administration Services \$32,315.00
- General Manager Pay \$6,000.00

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.

## Directors Statement

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A total of \$3,589.29 was paid to Mr Ruo Li as General Manager of AEE during the 2015 financial year, which has been included in the Administration Expense on the Statement of Income & Expenditure. Mr Ruo Li was holding the Treasurer position of AEE during the 2013 financial year, and was the Treasurer of AEE for part of the 2014 financial year.

### Insurance

During the financial year, the Australian Association for Environmental Education paid a premium of \$2098.58 (it was \$1,704 for 2014) for Directors & Officers Liability Insurance, covering 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.

Australian Association for Environmental Education  
PO Box 996 Cotton Tree QLD 4558 Australia

Phone +61 7 5479 1424

ABN 80 047 534 235  
Association Number A01300



.....  
Mr Mark Caddey - President

17th September 2015

.....  
Date



.....  
Ms Angela Colliver - Treasurer

16th September 2016

.....  
Date

## Directors Declaration

---

### Australian Association for Environmental Education Incorporated For the year ended 30 June 2015

The directors have determined that the association is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

The directors of the association declare that:

1. the financial statements and notes, as set out herein present fairly the association's financial position as at 30 June 2015 and its performance for the year ended on that date in accordance with the accounting policies described in Note 1 to the financial statements; and
2. in the directors' opinion there are reasonable grounds to believe that the association will be able to pay its debts as and when they become due and payable.

This declaration is made in accordance with a resolution of the Board of Directors:



.....  
Mr Mark Caddey - President

.....17. September 2015  
Date



.....  
Ms Angela Colliver - Treasurer

.....16th September 2016  
Date

## Statement of Income & Expenditure

### Australian Association for Environmental Education Incorporated For the 12 months ended 30 June 2015

	Jun-15	Jun-14
<b>Income</b>		
Bank Interest	2,106	1,214
Donations	22,000	-
Grant & Partnership	-	(2,651)
GVESHO Grants Programme	-	5,000
Memberships	44,247	47,563
Prior Year Membership Fee Received	250	-
Publications	5,708	6,030
WEEC Partnership Income	2,000	-
<b>Other Income</b>		
Brian Foreman Scholarship Fund Raising Sales	4,685	891
<b>Total Other Income</b>	<b>4,685</b>	<b>891</b>
<b>Total Income</b>	<b>80,996</b>	<b>58,047</b>
<b>Less Cost of Sales</b>		
Chapter Member Payments	6,391	8,822
<b>Total Cost of Sales</b>	<b>6,391</b>	<b>8,822</b>
<b>Gross Profit</b>	<b>74,605</b>	<b>49,226</b>
<b>Less Operating Expenses</b>		
Administration	40,238	40,146
Auditing	900	2,715
Other Expenses	6,611	6,338
Publications & Publicity	13,268	6,406
<b>Total Operating Expenses</b>	<b>61,017</b>	<b>55,605</b>
<b>Net Profit</b>	<b>13,588</b>	<b>(6,379)</b>

### Notes

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

# Detailed Schedule of Income & Expenditure

## Australian Association for Environmental Education Incorporated 01 July 2014 to 30 June 2015

30 Jun 2015

### Income

<b>Bank Interest</b>	
Interest Income	2,106
<b>Total Bank Interest</b>	<b>2,106</b>
<b>Memberships</b>	
Concession Membership	2,726
Corporate Membership	6,591
Family Membership	455
Individual Membership	22,952
International Membership	339
School / Small NGO Membership	7,246
VAEE joint membership	3,939
<b>Total Memberships</b>	<b>44,247</b>
<b>Prior Year Membership Fee Received</b>	
Miscellaneous	250
<b>Total Prior Year Membership Fee Received</b>	<b>250</b>
<b>Publications</b>	
Copyright Royalties	5,708
<b>Total Publications</b>	<b>5,708</b>

## Detailed Schedule of Income & Expenditure

30 Jun 2015

### Less Cost of Sales

#### Chapter Member Payments

ACT Chapter Member Payments	257
NSW Chapter Member Payments	2,693
NT Chapter Member Payments	207
QLD Chapter Member Payments	1,012
SA Chapter Member Payments	470
TAS Chapter Member Payments	257
VIC Chapter member payments	599
WA Chapter Member Payments	898
<b>Total Chapter Member Payments</b>	<b>6,391</b>

### Less Operating Expenses

#### Administration

Administration Services	34,320
General Manager Pay	3,589
Phone, Fax, Internet	1,327
Postage	338
Stationary	663
<b>Total Administration</b>	<b>40,238</b>

#### Auditing

Audit & Accounting	900
<b>Total Auditing</b>	<b>900</b>

#### Other Expenses

Bank Fees	301
-----------	-----

## Detailed Schedule of Income & Expenditure

	<b>30 Jun 2015</b>
Computer Repairs	50
Insurance	2,099
Memberships & Subscriptions	300
Merchant Fees	891
Scholarships	909
Teleconferences	1,087
Travel & Accomodation	975
<b>Total Other Expenses</b>	<b>6,611</b>
<b>Publications &amp; Publicity</b>	
AJEE Production	10,640
Brochure, Banner, Logo, Cards	220
Newsletter	1,467
Website	941
<b>Total Publications &amp; Publicity</b>	<b>13,268</b>

### Notes

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

# Statement of Movements in Equity

---

## Australian Association for Environmental Education Incorporated As at 30 June 2015

	30 Jun 2015	30 Jun 2014
<b>Equity</b>		
Opening Balance	89,664	96,043
Current Year Earnings	13,588	(6,379)
<b>Total Equity</b>	<b>103,252</b>	<b>89,664</b>

### Notes

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

## Statement of Assets & Liabilities

### Australian Association for Environmental Education Incorporated As at 30 June 2015

	30 Jun 2015	30 Jun 2014
<b>Assets</b>		
<b>Bank</b>		
Cash at Bank & at Hand	106,435	97,315
<b>Total Bank</b>	<b>106,435</b>	<b>97,315</b>
<b>Current Assets</b>		
Other Receivables	3,737	315
<b>Total Current Assets</b>	<b>3,737</b>	<b>315</b>
<b>Total Assets</b>	<b>110,172</b>	<b>97,630</b>
<b>Liabilities</b>		
<b>Current Liabilities</b>		
GST	(317)	119
Other Payables	7,236	7,847
<b>Total Current Liabilities</b>	<b>6,920</b>	<b>7,966</b>
<b>Total Liabilities</b>	<b>6,920</b>	<b>7,966</b>
<b>Net Assets</b>	<b>103,252</b>	<b>89,664</b>
<b>Equity</b>		
Current Year Earnings	13,588	(6,379)
Retained Earnings	89,664	96,043
<b>Total Equity</b>	<b>103,252</b>	<b>89,664</b>

### Notes

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

# Detailed Schedule of Cash & Cash Equivalents

---

## Australian Association for Environmental Education Incorporated As at 30 June 2015

**30 Jun 2015**

### Assets

#### Bank

<b>Cash at Bank &amp; at Hand</b>	
NAB - Cheque Account	42,446
NAB - Gift Fund #9869	22,100
NAB - Savings Account #7568	41,888
<b>Total Cash at Bank &amp; at Hand</b>	<b>106,435</b>

### Notes

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

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## Australian Association for Environmental Education Incorporated For the year ended 30 June 2015

### 1. Statement of Significant Policies

#### Basis of Preparation

The directors' have prepared the financial statements on the basis that the association is a non-reporting entity. 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).

#### Accounting Policies

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 financial statements have been prepared on an accruals basis and are based on historical costs unless otherwise stated in the notes.

The accounting policies that have been adopted in the preparation of this report are as follows:

#### 1.(a) Income Tax & Related Matters

##### 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 ENVIRONMENT EDUCATION GIFT FUND from 26 Mar 2007.
- Gifts to this fund may be deductible.

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 ENVIRONMENT EDUCATION GIFT FUND.

##### Receiving Gifts

Not all payments 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.
- Here is more information on gift types <https://www.ato.gov.au/Non-profit/gifts-and-fundraising/tax-deductible-gifts/gift-types/>

# Notes to the Financial Statements

---

## Running Fundraising Events

- AAEE runs a fundraising event (such as an auction)
- 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.
- Here is more information on running fundraising events <https://www.ato.gov.au/Non-profit/Gifts-and-fundraising/Running-fundraising-events/>

## Income Tax Exempt Status

The organisations is not charities, hence can self-assess its income tax status.

AAEE self-assess its income tax status as income tax exempt. AAEE does not 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 has kept documentation for this purpose, e.g. Income tax status review worksheet for self-assessing non-profit organisations.

### 1.(b) Plant and Equipment

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 and AAEE, with the exception of reasonable reimbursements for out-of-pocket expenses incurred to attend meetings.

A total of \$3,589.29 was paid to Mr Ruo Li as General Manager of AAEE during the 2015 financial year, which has been included in the Administration Expense on the Statement of Income & Expenditure. Mr Ruo Li was holding the Treasurer position of AAEE during the 2013 financial year, and was the Treasurer of AAEE for part of the 2014 financial year.

### 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.

# Notes to the Financial Statements

## 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

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.

### 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).

### GVESHO Grant

The Australian Government's Grants to Voluntary Environment, Sustainability and Heritage Organisations (GVESHO) programme is administered by the Department of the Environment and provides funds to help eligible community-based, not-for-profit organisations to value, conserve and protect Australia's natural environment and historic heritage by assisting with their administrative costs.

Grants provided through the programme may be used to assist with salaries and salary on-costs for executive and administrative staff; office accommodation rental; electricity, gas, phone and other similar charges; essential office supplies and equipment; staff and volunteer training; photocopying and printing costs; and travel costs incurred on behalf of the organisation.

A total of \$3,000 was received under the GVESHO programme in the financial year 2012.

In June 2013, AAEE lodged an application for the financial year 2013 grant, \$5,000 was received in the financial year 2014. There was none for 2015.

## 1.(i) Goods and Services Tax

The organisation is Goods and Services Tax (GST) registered from 01 Jul 2000, with ABN ABN 80 047 534 235.

Information on its registration is available to the public in general at <http://abr.business.gov.au>.

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.

## 2. Receivables

	30-Jun-15	30-Jun-14
<b>Current</b>		
Loans	-	-
Less provision for impairment of receivables	-	-
Trade receivables	3,737	315
<b>Total Current</b>	<b>3,737</b>	<b>315</b>
<b>Non Current</b>		

# Notes to the Financial Statements

Loans	-	-
<b>Total Non Current</b>	<b>-</b>	<b>-</b>
<b>Total Receivables</b>	<b>3,737</b>	<b>315</b>

### 3. Inventories

The association incurred \$18,976 on publications & publicity materials during the 2013 financial year.

\$18,976 was all treated as an expense and no closing inventory was considered.

### 4. Fixed Assets

Office equipment at a total cost of \$6,306 was fully written off during the 2013 financial year.

Balance as at 30 June 2014 is nil.

### 5. Investments

The organisation does not hold any investments other than cash that have already been fully disclosed in the Detailed Schedule of Cash and Cash Equivalents.

### 6. Payables

	30-Jun-15	30-Jun-14
GST and other payables	7,966	20,413

### 7. Retained Earnings

	30-Jun-15	30-Jun-14
Dividends paid	-	-
Current year earnings	(6,379.00)	(15,930)
Transfer to general reserve	-	-
Retained earnings at the beginning of the financial year	96,043	11,973
Total equity	89,664	96,043

### 8. Events After Balance Date

There were no significant changes in the nature of the activities of AAEE during the 2014-2015 year, or subsequent the reporting date of 30 June 2015.

# Auditors Report

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## Australian Association for Environmental Education Incorporated For the year ended 30 June 2015

We have audited the accompanying 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 2015, 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

Our responsibility is to express an opinion on the financial report based on our audit. No opinion is expressed as to whether the accounting policies used, as described in Note 1, are appropriate to meet the needs of the members. We conducted our audit in accordance with Australian Auditing Standards. These Auditing Standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made, as well as evaluating the overall presentation of the financial report.

#### Basis of Accounting and Restriction on Distribution

The financial report has been prepared 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). We disclaim any assumption of responsibility for any reliance on this report or on the financial report to which it relates to any person other than the members, or for any purpose other than that for which it was prepared.

#### Independence

In conducting our audit, we have complied with the independence requirements of the Australian professional ethical pronouncements.

The financial report has been prepared for distribution to members for the purpose of fulfilling the directors' financial reporting under the company's constitution. We disclaim any assumption of responsibility for any reliance on this report or on the financial report to which it relates to any person other than the members, or for any purpose other than that for which it was prepared.

### 3. Qualification

It is not possible to establish accounting control over income relating to membership receipts and donations received prior to their receipts in the records of Australian Association for Environmental Education. Accordingly, for these types of revenue, it is not practical to extend our examination beyond the amounts recognised in the records.

During the financial year payments made for two positions in the organisation, namely Administration Services, and General Manager, were treated as expenditure for contractors, but no records were available to support those decisions on whether a worker is an employee or contractor and the factors the association relied on. This is similar to the previous financial year. Should these workers be treated employees, the association could have understated its obligation for pay as you go withholding, superannuation.

## Auditors Report

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### 4. Qualified Auditor's Opinion

In our opinion, except for the effects of the matter described in the qualification paragraph, the financial report presents fairly, in all material respects, the financial position of Australian Association for Environmental Education as at 30 June 2015, and its financial performance for the year then ended in accordance with the Association Incorporations Act 1991 (ACT) and the Australian Accounting Standards.



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Nick Law Chartered Accountant

Ground Level 608 Harris Street  
ULTIMO NSW 2006

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18.09.2015

Date