



*Making connections with our environment
Living and learning together*

ARBURY PARK OUTDOOR SCHOOL

Annual Report 2017



Government of South Australia

Department for Education and
Child Development

Annual Report Verification

The Annual Report provides the community and the Chief Executive, Department of Education and Child Development with information about the core business and operation of Arbury Park Outdoor School and is a significant way in which the school meets accountability requirements.

The report is tabled at the Annual General Meeting of School Council and copies are made available to the school's Education Director, School Council members and staff of Arbury Park Outdoor School. The wider community is able to access the report via the school's website, www.arburypark.sa.edu.au.

The Annual Report acts as an important historical document for the school.

The report is signed below by the Principal and the Chairperson of School Council to signify that it represents an accurate account of the operations of the school.



David Doherty
Principal



Dr. Bob Sharrad
Chairperson – School Council

26 February 2018

Context

School name:	Arbury Park Outdoor School	Site number:	1426
Principal:	David Doherty	Partnership:	Mount Lofty

Making connections with our environment. Living and learning together.

Arbury Park Outdoor School (APOS) is a purpose built residential facility situated on 32 hectares of land near Bridgewater in the Adelaide Hills. It is a state-wide service of the Department for Education and Child Development (DECD), and commenced operation in 1976. Students in R – 12 classes from both government and non-government schools are provided with opportunities to experience outdoor learning in a residential setting.

At Arbury Park Outdoor School, students, parents and teachers from all parts of South Australia, come to live and learn together, in an active and exciting camp experience. We make connections with the natural environment and with each other, through experiential learning in a bush setting.

A residential experience at Arbury Park promotes cooperation, wellbeing, and ecologically sustainable ways of living. Learning at Arbury Park is an inspiring part of ongoing learning for students and teachers alike.

Core values that guide the operation of Arbury Park Outdoor School are care, curiosity and community.

- **Care** is giving love and attention to people and things that matter, including the natural world. Caring comes from within. When you care, you pay attention to something or someone when they need it.
- **Curiosity** is an eagerness to discover new things, to gain new knowledge and to ask questions. When you are curious you explore the mysteries of our world and try to understand them.
- **Community** gives a feeling of unity that brings people together, to work with a common purpose. In a community, considering the needs of others is as important as considering your own. When you act with a sense of community you can change the world.

At Arbury Park Outdoor School, students, parents and teachers from all parts of South Australia, come to live and learn together, in an active and exciting camp experience.

The school is a purpose built residential facility, situated on 32 hectares near Bridgewater in the southern Mount Lofty Ranges, 23 km from Adelaide. It is a state-wide service of the Department of Education and Child Development, and commenced operation in 1976. Students from both government and non-government schools experience outdoor learning in a residential setting for 3 to 5 days.

The school grounds include stringybark forest, a gully with a series of ponds and ephemeral wetlands, and open woodland areas. Nearby locations include Mt George Conservation Park, the Heysen Trail, and Cox Creek, the focus of a community Landcare project.

Programming and teaching is a shared responsibility between Arbury Park staff and client staff. The Arbury Park Outdoor School program coordinator acts as the contact person for this negotiation. Depending on the needs of the client group and the age of students involved, programs are conducted for a duration of 2-5 days. Classroom teachers have a crucial role in preparing students for outdoor learning and helping them to make connections. Arbury Park staff provide advice and resources for teachers to use with their students before and after their camp experience.

APOS's current Site Improvement Plan has three main priorities.

- **Learning together** - providing a rich experiential outdoor and environmental education curriculum
- **Living together** – providing a welcoming, safe and engaging learning place
- **For everyone** - ensuring access, service and relevance to sites across South Australia.

2017 Highlights

Teaching and learning highlights *(see appendices for photos)*

- 2017 was the first year of a 3-year commitment to the Corwin Visible Learning Collaborative Improvement Program. This program is part of a larger scale commitment by other Local Partnership schools and other Partnerships across the state. Involvement in this program led to evidence gathering about the types of feedback we give students, student efficacy, and learner dispositions.
- A new post camp student focus group process was implemented and used for 30 schools. The short interview style process asked students questions about how they see themselves as learners (eg *What does a good learner look like?*) and also asked questions about the quality of the teaching they experienced on camp. We have gained much deeper insights than previously received through written student comments.
- In term 4 the focus group methodology was extended to include visiting teachers. Teacher feedback and comments through a focus group is much deeper and richer than a simple written feedback questionnaire.
- Development and trialing of a new activity called Shelter Building. Small teams of students improvise a shelter using tarps, various ropes, and materials they can find in the woodlot. It is useful for schools with a major focus on group development, as an addition to our existing range of group development activities.
- Ongoing review of teacher notes documentation in 2017 included: Aboriginal Cultural Studies, Bush Survival, Looking for Evidence, Hiking and Fungi Foray.
- A new Risk Management summary document was developed, outlining the risk and controls in place for 10 of our highest risk activities and medical conditions students may bring with them. This document uses consistent formatting to DECD risk management planners, and answers increasingly frequent requests from visiting teachers for help with their school's camp planning requirements. The *APOS Risk Management Plan* is accessible from the home page of the school web

Facilities and grounds highlights *(see appendices for photos)*

- A significant upgrade of the laundry resulted in additional cupboards to store clothing and bedding, and a set of shelves for storing gumboots, a very popular piece of equipment in the winter months.
- After several years of frustration, the UniSA student designed meeting shelter adjacent to the dining room was completed. It has been tested in all weather conditions, and fulfills its function admirably. It is a beautifully light filled space that 'lets the outside in'. It's not only a meeting space but a teaching space well suited for wet weather and an ideal location for introducing a lesson of orienteering.
- A smaller stand-alone shelter was constructed separate to the main buildings area in a location known as web of life gully. This small shelter will provide shade and wet weather protection that give us more flexible options in inclement weather.
- The 10-year-old John Deere tractor was replaced with a brand new one. Our tractor is the workhorse of our 32 hectare property and performs many duties including: slashing, chipping, moving loads of mulch and soil, lifting heavy landscaping objects like rocks and logs, dredging dams.
- The main driveway outside the kitchen was repaired after significant potholes had appeared during the last 2 very wet winters.
- An upgraded wi-fi access point was installed in the main office, providing improved wireless access to the upper level of the dining room building.
- An upgraded main switchboard for the dining room building was installed, providing improved capacity for future electrical upgrades.
- Two split-system air conditioners were installed on the eastern wall of the kitchen. These air conditioners will enable the catering staff to work more safely in conditions of high temperature and humidity. The existing evaporative system was not coping with these conditions in recent years.
- A new integrated workbench and storage area was installed in the Caretaker's workshop, providing a more accessible and better organised work space.

Other highlights *(see appendices for photos)*

- Arbury Park Outdoor School was one of the host groups to a Green Army conservation training program group. They carried on the work of a previous Green Army group and assisted with revegetation and weed management along Cox Creek, and plant propagation training in our plant nursery. They also enjoyed a morning of team development / leadership activities on the main school property.
- International Education Services continues to utilise APOS to help showcase our unique South Australia program. In January, APOS hosted a group of Education undergraduate students from Cheongju National University of Education in Korea.

School Council

There are currently 10 members of the Arbury Park Outdoor School Council, including Arbury Park staff representation. All members are nominated for a 2 year period. Council representation includes

- DECD Mt Lofty Partnership Principal Consultant – Rob Houston
- Community member (local government experience) - Jan Loveday
- Community member - Stan Evans (Treasurer)
- Community member - Dr Bob Sharrad (Chairperson)
- Community member - Clive Harrison
- Local school member - Chris Minear
- Arbury Park Outdoor School staff rep– Paul Johnson
- Arbury Park Outdoor School Principal – David Doherty
- Arbury Park Outdoor School Finance Officer – Penny Keen (Secretary)

School Council meets six times during the year and is consulted on all major finance, assets, curriculum and staffing matters. Finance sub-committee meets prior to each council meeting and additional meetings may be called during the budget preparation period.

Finances

The appendices of this report contain a summary of income and expenditure for the 2017 school financial year.

Site Improvement Planning

The 2017 Site Improvement Plan is included on the next page.

Site Improvement Plan 2017

Purpose	Improvement areas	Identified actions	Achievements and implications for the future
<p>Learning together <i>providing a rich, experiential outdoor learning program, relevant to client schools</i></p>	Professional practice	<ul style="list-style-type: none"> Use the successful Professional Learning Team (PLT) structure to maintain a collaborative peer reflection process based on collecting video evidence during lessons. The inquiry question will change and evolve as the year progresses. Starting inquiry will relate to effectiveness of teacher intervention. Improve the assessment rubrics that describe learning and engagement for any APOS learning activity. Use these rubrics as a tool for peer reflection. Engage in the Corwin Collaborative Improvement Program (CIP), at a Partnership and site level. Explore options for collecting data about student learning and / effective teacher practice. 	<p>The PLT structure continued to be a powerful vehicle for collaborative learning in 2017. Two new teachers engaged enthusiastically in the process evidence that de-privatising practice is an expected part of our culture.</p> <ul style="list-style-type: none"> The initial inquiry was about teacher feedback to students, and a special observational tool was developed for recording the types of feedback we provide. The second PLT inquiry focused on task design in Aboriginal Cultural Studies. The final inquiry for 2017 was related to the end of camp closing activity <p>The observation rubrics developed in 2016 were refined and used during formal lesson observation in 2017. The principal conducted a round of formal lesson observation with all APOS teachers in term 4, and used the rubric help construct feedback reference the Australian Professional Standards for teachers.</p> <ul style="list-style-type: none"> The Corwin Visible Learning Program was a significant commitment in 2017. There were 2 whole staff PD days, and a further 4 days for Principal and 'Impact Coach'. This professional learning was also attended by most of the Mt Lofty Partnership creating a significant momentum within local schools. Achievements for APOS include establishing a post camp focus group protocol for hearing student voice and for collecting student feedback about their camp, developing greater precision on our feedback to students, refining our agreed learning intentions, and developing a set of consistent learner dispositions that will underpin the whole camp program. 2018 is the second of our 3 year commitment to Visible Learning
	Integrating the camp program	Develop better options for an end of camp summarising activity (ceremony) that is flexible and extends the learning beyond the residential experience.	Several strategies for 'closing' the camp were trialled, a particular focus of the Professional Learning Teams in term 4, when teachers video recorded themselves for peer sharing. Time constraints and flagging energy levels at the end of camp are challenges. Successful strategies were those where ALL students were required to reflect, and where visiting classroom teachers were active participants. Will be a continuing focus in 2018.
	Informal learning	Continue the development and documentation of ' Nature Play ' at APOS	<ul style="list-style-type: none"> A document describing a brief history of nature play at Arbury Park Outdoor School was produced. No significant 'play infrastructure' was added in 2017, but a decision was made to downsize the edible garden as a food garden and open it up for more exploring play for students. Work has started on this development and will continue in 2018.
	Reconciliation	Implement agreed actions identified by the Narragunnawali Reconciliation Action Plan process, to promote reconciliation and make reconciliation more visible to students at APOS.	<p>Actions identified in the APOS Reconciliation Action Plan have progressed in 2017</p> <ul style="list-style-type: none"> A Torres Strait Islander flag is displayed in the dining room to match the existing Aboriginal flag. Books recommended by a practicing librarian were added to the dining room library collection. Contact has been established with the Peramangk Descendants Heritage Council with the intention of identifying suitable people to conduct a welcome to country ceremony.

<p>Living together providing a welcoming, safe, and engaging learning place</p>	<p>Sustainable practices</p>	<ul style="list-style-type: none"> Develop an updated sustainable practices document (eg a School environment management plan, SEMP), that records current practice and guides future improvement. 	<ul style="list-style-type: none"> Existing APOS sustainability policies (<i>Walking our Talk</i>) were reviewed as part of an activity to map our current practices across the school, using an NRMeducation planning tool. All APOS staff were involved in this review. A draft SEMP document was produced but is not ready for publishing. This will be an action for 2018.
	<p>Collaborative cultures</p>	<ul style="list-style-type: none"> Formalise an in-house work shadowing program between different sections of APOS staff. Find opportunities for cross section meetings and collaboration. 	<p>This action was not formalised in 2017. There was informal observation and formal induction processes for new staff. However, the number of new staff (six) in 2017 meant that time for induction was a priority over work-showing.</p> <p>Cross section meetings (eg grounds staff attending teaching staff) happened in 2017, but on an as-needs basis rather than a scheduled event. This will be an action for 2018</p>
<p>For everyone ensuring access, service and relevance to sites across SA</p>	<p>Communication</p>	<ul style="list-style-type: none"> Continue to improve the functionality of the school website to provide a better 'shop front' experience for teachers, students and parents. Make Arbury Park risk assessment material and campsite accreditation requirements more accessible for visiting teachers and parents (via website) 	<ul style="list-style-type: none"> Continued web site maintenance and updating occurred in 2017. In the curriculum section all links to the Australian Curriculum were updated. The web resources page for teachers was reviewed, updated, and culled of inactive sites An Arbury Park risk management summary document was created and is now linked to the home page of our website. This document answers increasing requests we have from visiting teachers to help them meet their own school's camp preparation procedures. This document summarises several separate internal risk management planners APOS was re-accredited under the SA Tourism Industry Council's (SATIC) campsite accreditation scheme. This is an on-line accreditation and means APOS meets the highest campsite standards as recommended in the DECD Guidelines for Camps and Excursions.
	<p>Access and participation</p>	<p>Explore bookings from other educational groups (non-school) during gaps in term time calendar.</p>	<ul style="list-style-type: none"> Non-school groups to attend in 2017 included: Nature Pedagogy Group and Undergraduate students from Cheongju National University of Education in Korea.

Student Attendance Data

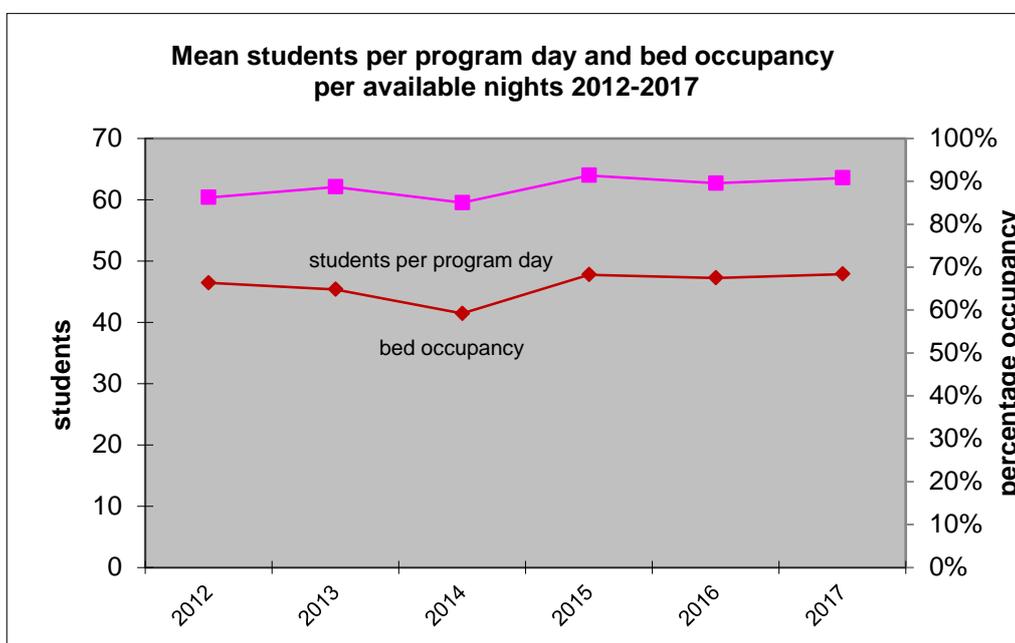
Site occupancy data - schools

The table and chart below show trends in site occupancy over recent years. The data shows

Year	Applications received	Total schools	Total teachers	Total students	% school card holders	% of students Aboriginal & TSI	Total student program days	Mean students / program day	Camp nights occupancy	Total bed nights	Bed occupancy / available nights
2013	71	63	394	4,374	15%	3%	11,210	62	92%	9,849	65%
2014	77	63	357	4,310	15%	3%	10,507	60	92%	9,107	59%
2015	89	79	400	4,903	15%	3%	11,843	64	94%	10,372	68%
2016	81	69	362	4,661	20%	3%	11,788	63	96%	10,361	67%
2017	83	72	406	4,813	21%	4%	12,237	64	95%	10,588	68%

Mean students per program day = total student program days/total program days for year. This is an indicator of daily teaching load.

Bed occupancy per available nights = total bed nights for year / total student beds x available nights for year. This measure is influenced by group size and camp night occupancy. It is an indicator of site utilisation for residential programs.



Attendance of schools by type 2012 – 2017

The table below shows a breakdown of schools attending by sector and type. Sector and type are not selection criteria for accepting bookings, but it remains the case that for many disadvantaged schools, Arbury Park is the only campsite that is affordable for their community.

Year	Sector		Zone		Index of disadvantage		School type			
	Gov.	Non-gov.	Country	Metro	1-4	5-7	R-7	8-12	Other	Small
2013	97%	3%	32%	68%	53%	47%	91%	3%	6%	11%
2014	96%	4%	18%	82%	35%	65%	91%	2%	6%	8%
2015	96%	4%	33%	67%	40%	60%	87%	9%	4%	14%
2016	93%	7%	28%	72%	32%	68%	92%	2%	6%	16%
2017	94%	6%	21%	79%	45%	55%	95%	1%	4%	11%

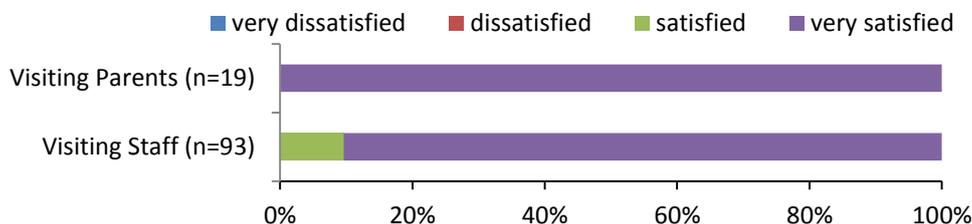
Site occupancy data – community groups (weekends and school vacation period)

In 2017 Arbury Park Outdoor School facilities were used overnight by 5 different community groups (comprising 310 bed nights) and for day programs by 3 community groups. In total there were 408 client days (visitors per day).

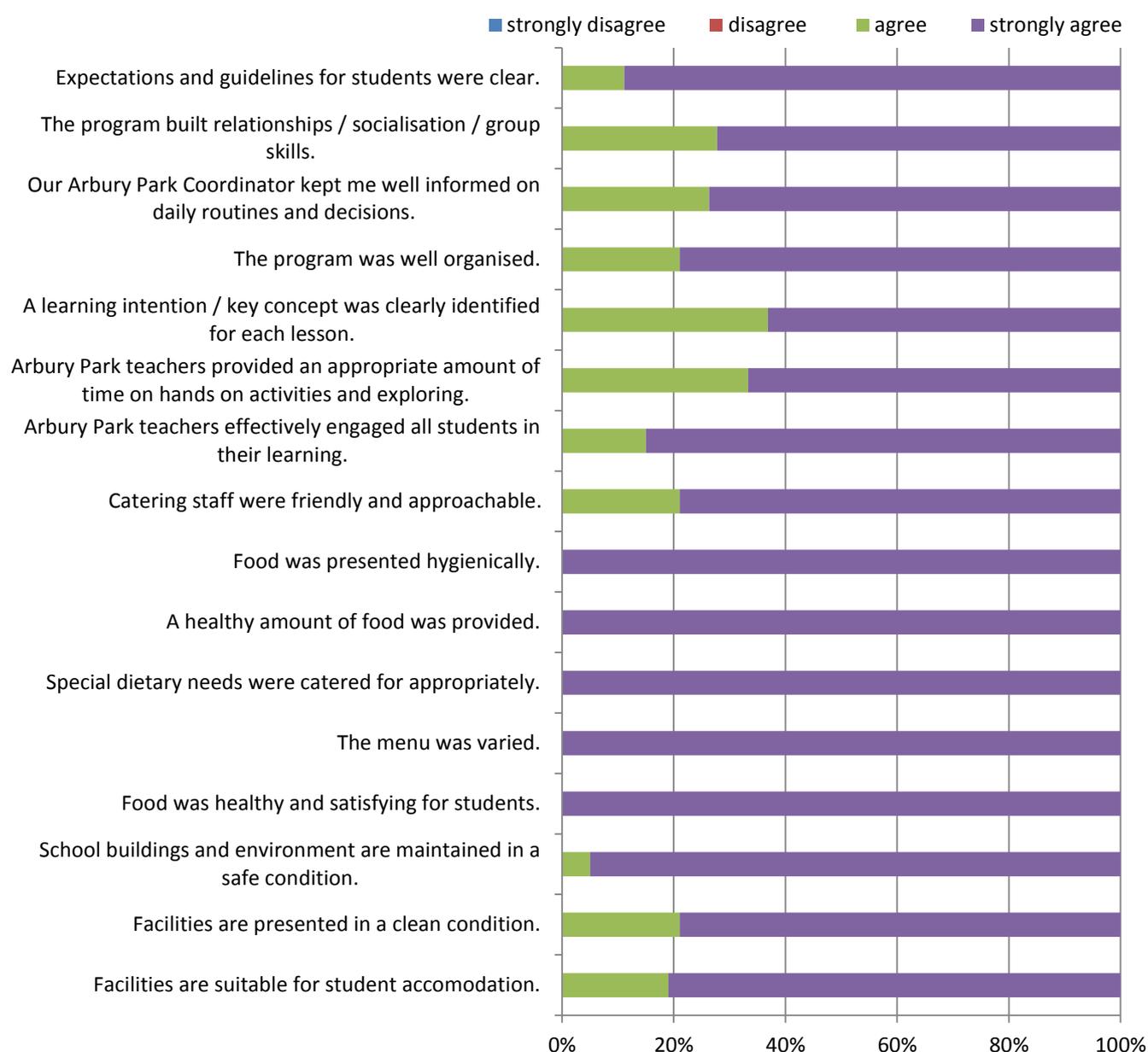
Client Opinion

During terms 1, 2 and 3, camp coordinating teachers (54), teachers (39) and parents (21) from client schools completed satisfaction questionnaires on their last day at camp. The questionnaires contain a range of questions relating to teaching and learning, facilities and catering.

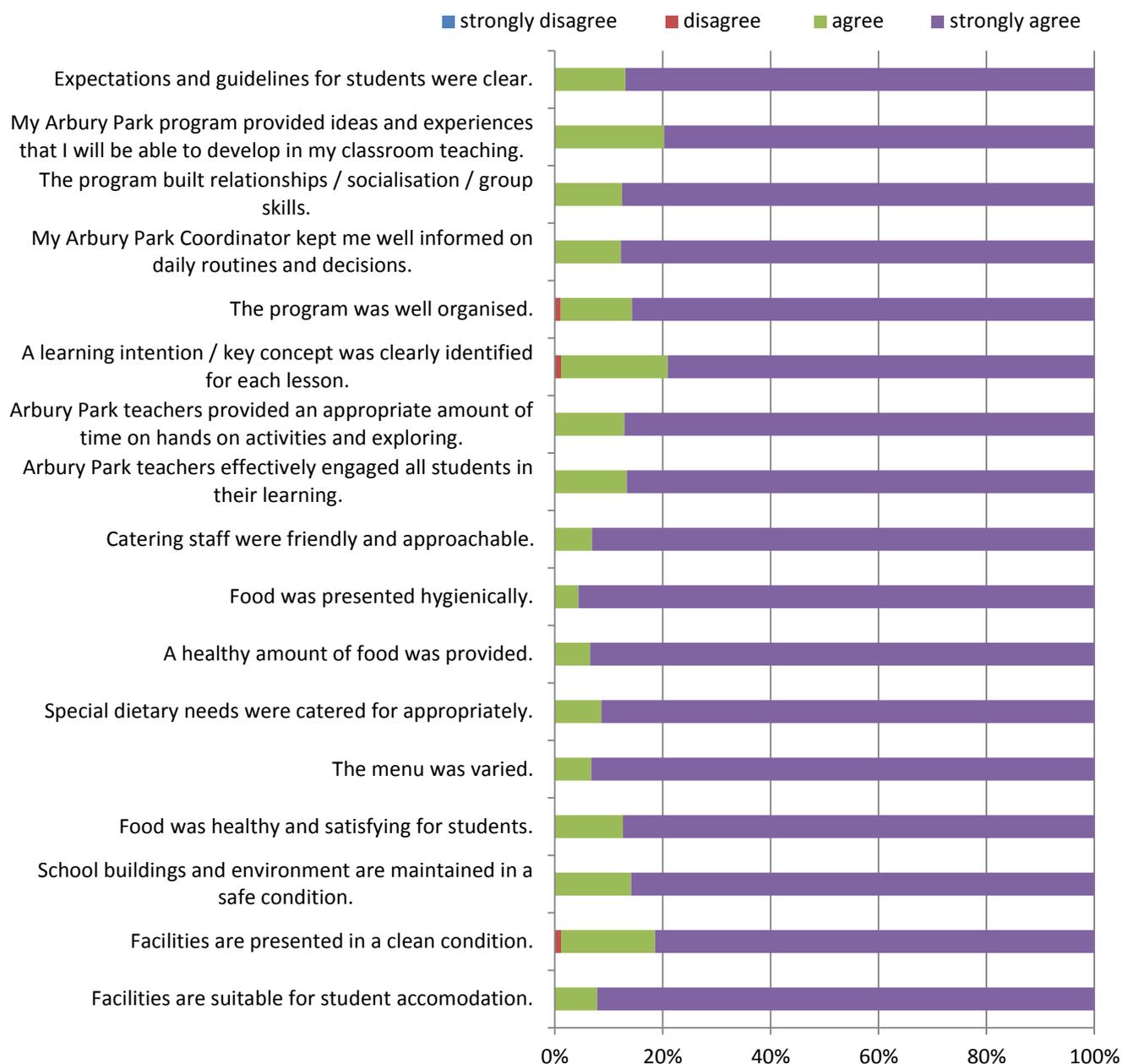
Overall satisfaction



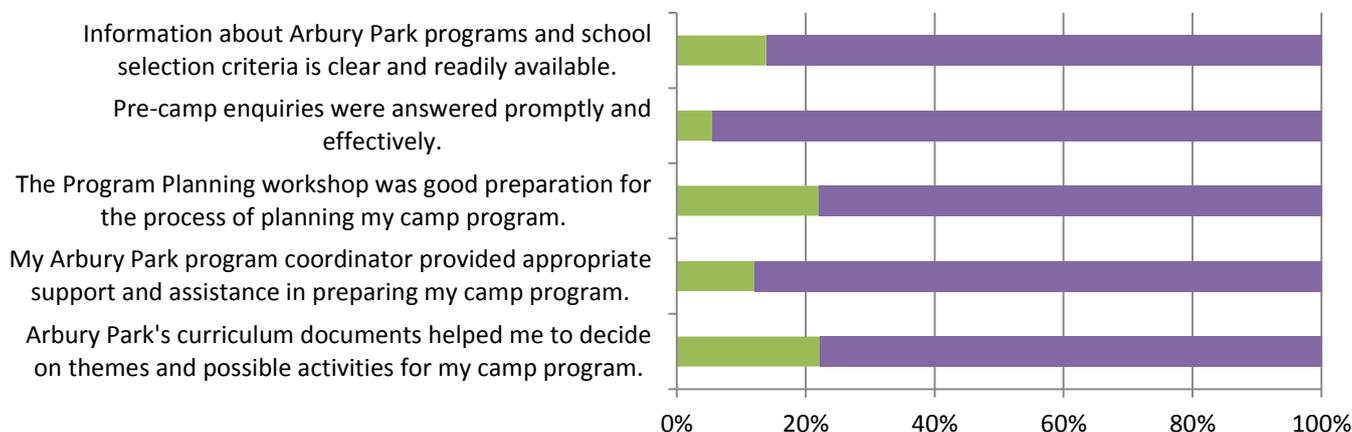
Parent responses (n=21)



All teachers' responses (n=93 including 54 camp coordinators)



Camp coordinator only questions (n=54)



Comments

These responses from teachers and parents continue the recent trend of very high levels of satisfaction with what an Arbury Park camp program provides for students.

Selected Camp Coordinator and Teacher Comments

What were your magic moments on camp?

The responses below were selected from a larger pool of responses to demonstrate the range of 'magic moments' experienced by teachers. Repeat comments have been omitted. Responses have been categorised for the purposes of this report.

Camp experience

- Our experience was absolutely outstanding. So many positive comments from our students. Very engaging, open-ended learning activities ... and wonderful, enthusiastic, flexible, passionate people as staff!!! Beyond comparison – we would love to come back.
- Lots of learning, inquiry, curiosity and Ah ha! Moments. I have noticed a development in pedagogy since I was last here. Great work (school principal).
- All staff at camp were fantastic – really made children think and challenged them in an exciting and fun way.
- Our camp linked really well with what we are doing in class and gives us plenty of life experiences to refer to when back in class learning. We are about to begin 'Rivers of the World' information report assessment unit at school which we will be relaying lots of past experiences held here to link the learning back to.
- We really loved how the activities built upon each other. I could see the growth in understanding.
- Kids who are 'pains' in the classroom get a chance to shine in another environment. They were engaged and able to touch and move.
- It was a luxury not to have to do dishes – thank you! And great that kids had other duties!
- Thanks for the separate teacher bedroom and showers and toilets!

Aboriginal cultural studies

- The cultural (indigenous) experience was one of the most profound magic moments and I felt that the students had gained a newfound respect of indigenous culture.
- Students loved developing an appreciation of Aboriginal culture through the games and experiences like grinding the seeds, making the fires.
- It was the first time I had participated in Aboriginal Cultural Studies and they were the best! Great learning and deep understanding.

Personal and group development

- The team building activities were excellent, highlighting the need for all personality types to work together to achieve.
- The independence needed/provided/expected of all students for all activities was great to be part of – our students are very much 'done for' children who don't get these opportunities often.
- Watching students overcome their fears. I enjoyed watching the students challenge themselves and working with others and discussing a variety of topics.
- (Student) integration and friendships with the (other school) kids were wonderful; particularly one of my less socially able creating friendships with two other girls was a great thing.
- Some of the ideas from students during the Mission Survival were great. Gave all the students opportunity to show different levels of knowledge and use thinking and imagination in different ways.
- The Bush Survival activity was particularly good. I had a particularly unmotivated group but the activity content and the APOS teacher engaged the students and built their sense of self-esteem and teamwork.
- Seeing the students begin to work as a team and think about others during Bush Survival was wonderful. Some 'hard to engage' students really took on leadership roles in this activity too – awesome!
- It was significant for me to see a number of my students, who have some difficulties in a classroom environment, flourish in the outdoor setting with hands-on activities.
- It was pleasing to see the students develop their independence and initiative throughout the entire duration of the camp.
- Shelter building was really great for group relationships; working together, thinking, bush skills. Student quote "I wish this activity would never end".

Other magic moments

- Taking the time (we don't do that enough in our busy world) to discover in activities like Looking for Evidence was invaluable.
- The Lab and adaptation exhibit (Ecocentre) are amazing.
- Web of Life included everyone, we will be using that!
- There were many magic moments for our children. Was fantastic for our IELP children to learn about Australian animals & to also see them in the wild.
- Watching kids see kangaroos and koalas in their natural habitat. The look on their faces was priceless.
- Sitting quietly in the forest with the group listening to the sounds of the forest.
- Watching the students explore and gain self-confidence in becoming more independent away from home.
- The community spirit that was finally brought out in some tough students was fantastic to experience

- Watching joy on the boys (all boys school) faces as they engaged with the learning. I observed them relax and focus in the Magic Spot. Sharing freely their knowledge of what they already know.
- Seeing a different side to students, a very caring and respectful side. Seeing some students excel in different hands on activities. Forming relationships with students.
- Seeing how genuinely caring my students are towards each other in a 'non school' setting.
- Students who normally disengage because they believe they can't be successful were engaged, focused and motivated to try.
- Orienteering – fantastic, we would love to do a course at school/enter comps, please let us know the process. (Given information about Orienteering SA).

Selected Visiting Parent Comments

Camp experience

- One of our kids was really afraid of dead animals etc but she was really proud of herself when she picked up her first poo. Another of our students who is a bit larger really struggled with the rope swing between the islands'. Even though she didn't manage to get across she didn't give up either.
- Overall character building outside of 'normal' routines and lessons and the environment in general, including varying weather conditions.
- Really good hands on outdoor activities for those kids less inclined to enjoy normal lessons.
- Great space for multiple tasks: Web of Life, Orienteering, Freshwater Life.

Magic moments

- Fantastic to see students working together to solve problems and even helping each other unpack and sort out minor issues.
- Catching insects in the pond then seeing them under the microscope.
- Seeing live possums on the night walk.
- Having Trent Hill tell his Dreaming Story and playing digeridoo around the campfire.

Suggestions for improvement

A range of suggestions were received in the survey. Some were more practical and achievable than others. The suggestions below were selected as examples of actions that we can reasonably follow-up.

- Maybe building in more free time. Allocating a little more time for breaks.
This is an ongoing topic of deliberation for APOS teaching staff. How do we balance the need for 'down time' or 'free time' in a busy camp program, and visiting teachers desire to provide as many different learning opportunities for their students as possible?
- Could one of the meals on offer be a vegetarian meal?
We prepare vegetarian meals for people who identify as vegetarian. We provide choice at all meal times eg visitors choose ingredients on rolls and wraps at lunch time.
- Would love an indigenous staff member or community links with Peramangk elders.
We are currently exploring connections with Peramangk descendants as a priority in our Reconciliation Action plan.
- Teachers at times could make their expectations clearer for the students and also could improve student behaviour significantly by using praise when students are doing the right thing rather than waiting for students to do the wrong thing and then telling them off.
We take this feedback very seriously. As part of our weekly debrief of camps APOS teachers try to identify when such situations have arisen, and rectify our behaviour support for future camps.
- Lamps in the teacher rooms please!
Being investigated. Lamps have associated maintenance and safety risks.
- Window blinds / coverings in dorms.
Being investigated. Solution needs to robust and stand up to the rough treatment it would receive.
- Having the opportunity to help prepare and cook the meals.
Lovely idea. Comes with significant safe food handling and programming implications.
- Decking is slippery when wet.
The wheelchair ramp can be unavoidably slippery on frosty mornings. Signs are used on such mornings to redirect users.

Student Survey

Selected class groups of students completed specific lesson questionnaires during terms 2&3. The questionnaires were delivered in the last 5 minutes of the lesson.

The purpose of the survey was to:

- provide individual teachers with feedback about their lessons
- assist our professional learning teams to review teacher practice
- assess the success of our learning intentions within our lessons.

New questions in the 2017 questionnaires, initiated from or work in the Corwin Visible Learning project, were:

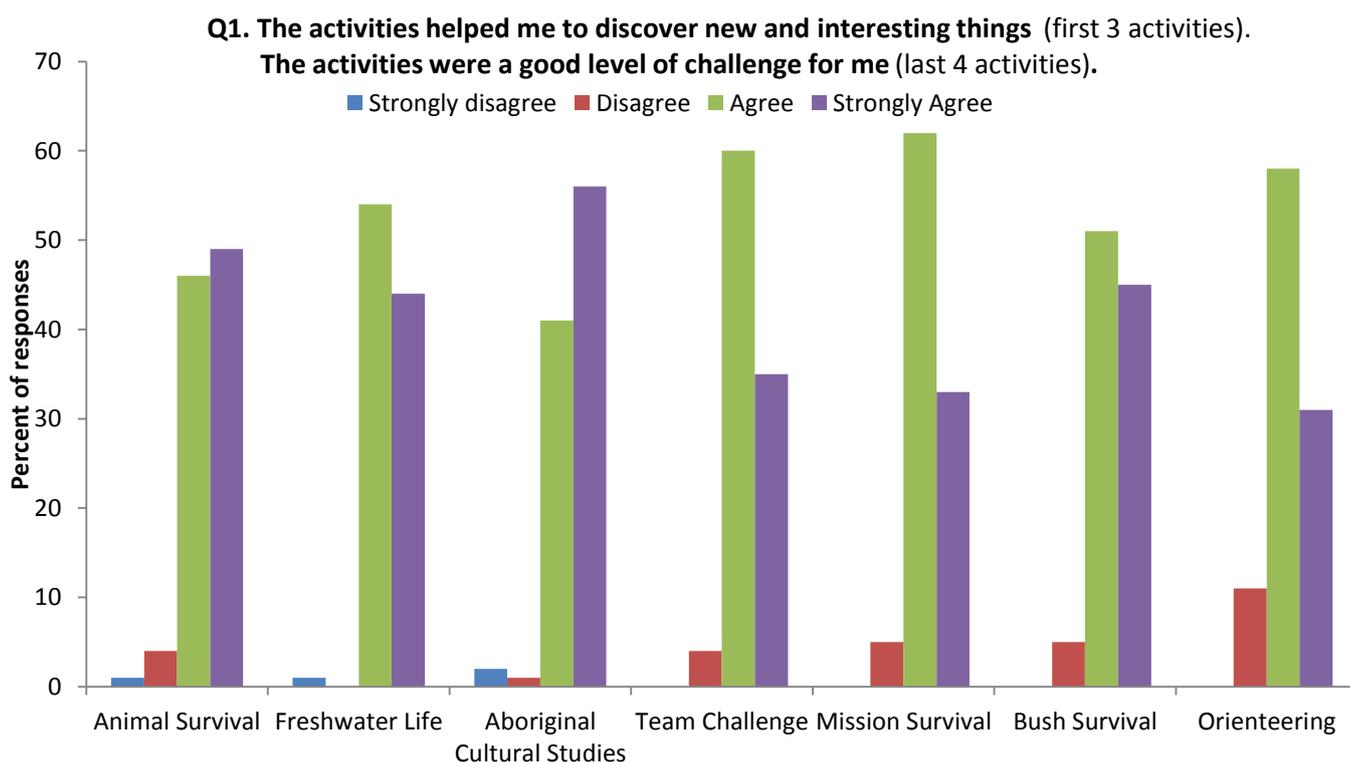
- Question 2 – The teacher included me in this lesson.
- Question 3 - In this lesson I had the opportunity to learn from other students in my class

The survey results presented below are a summary of individual teachers' feedback for the following lessons. Orienteering (n=60), Team challenge (n=43), Mission Survival (n=51), Bush Survival (n=86), Animal Survival (n=184), Freshwater Life (n=111) and Aboriginal Cultural Studies (n=136).

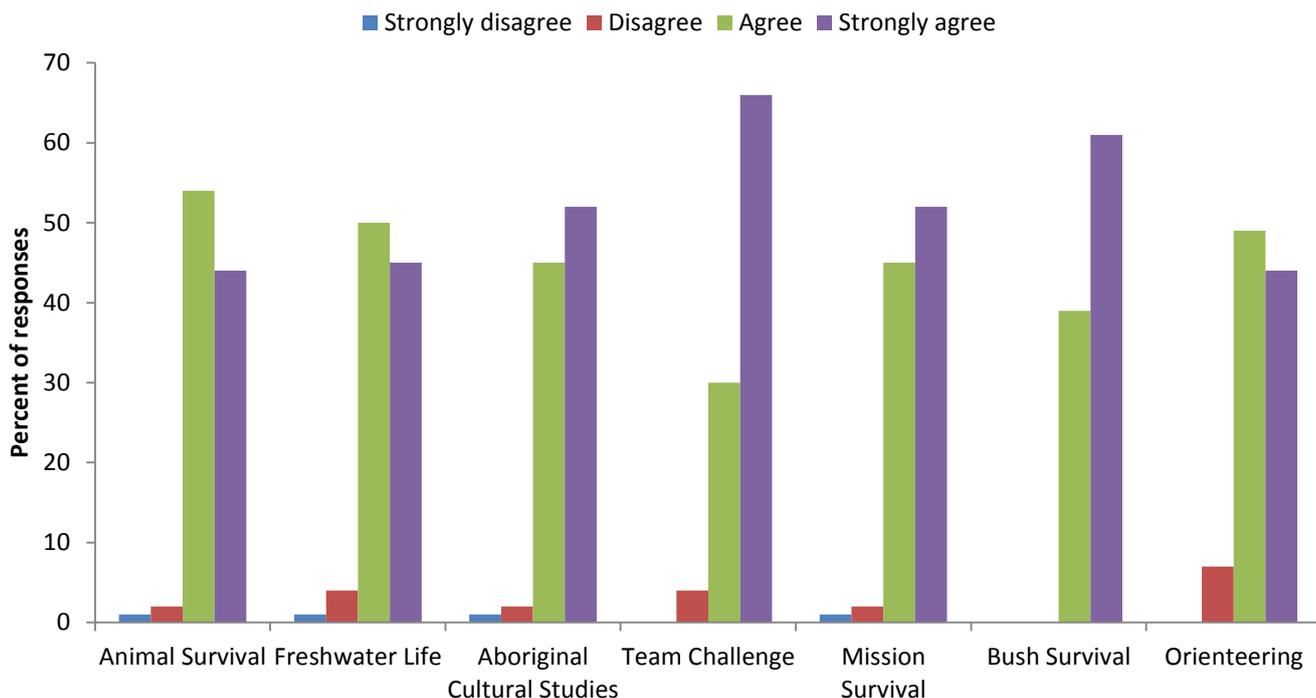
Example of survey questionnaire (*Animal Survival* lesson)

Question 5 varies for each lesson.

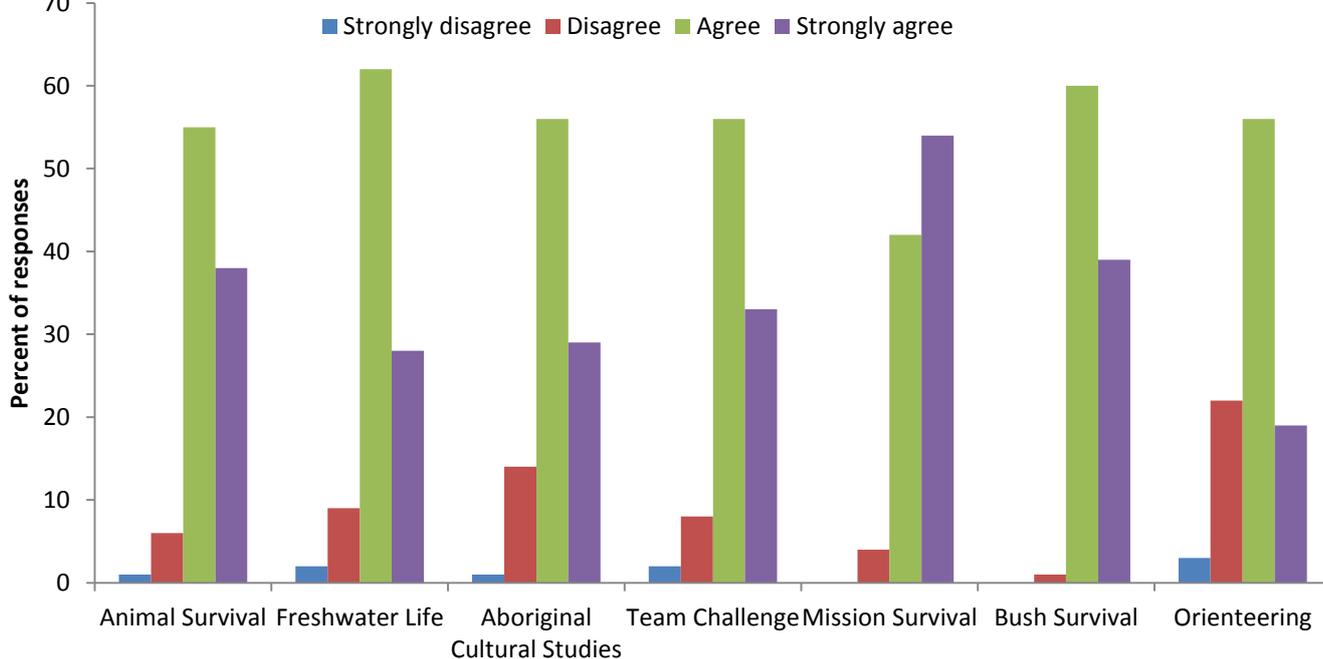
ANIMAL SURVIVAL:
1. The activities helped me discover new and interesting things. (Likert scale of 4)
2. The teacher included me in this lesson (Likert scale of 4)
3. In this lesson I had the opportunity to learn from other students in my class (Likert scale of 4)
4. How much did the teacher talk in this lesson? (multiple choice)
5. Which <u>one</u> of the following do you think was the <u>main</u> learning point from this lesson? <ul style="list-style-type: none"> • Animals can be arranged into different groups. • Animals have special features that help them to survive in their habitat. • Many animals in Australia are endangered by human activity. • Every animal has an important role to play in the "Web of Life".
6. What advice can you give me to improve my teaching? (open response)



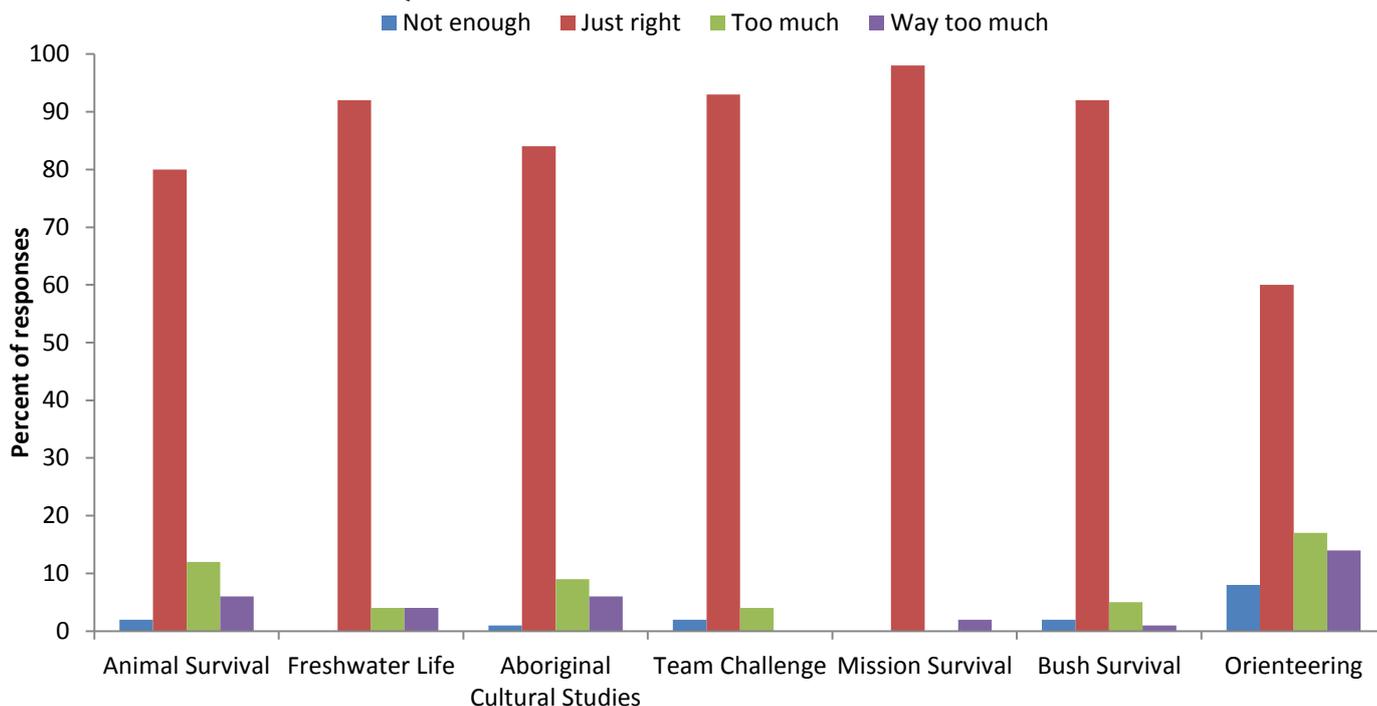
Q2. The teacher included me in this lesson.



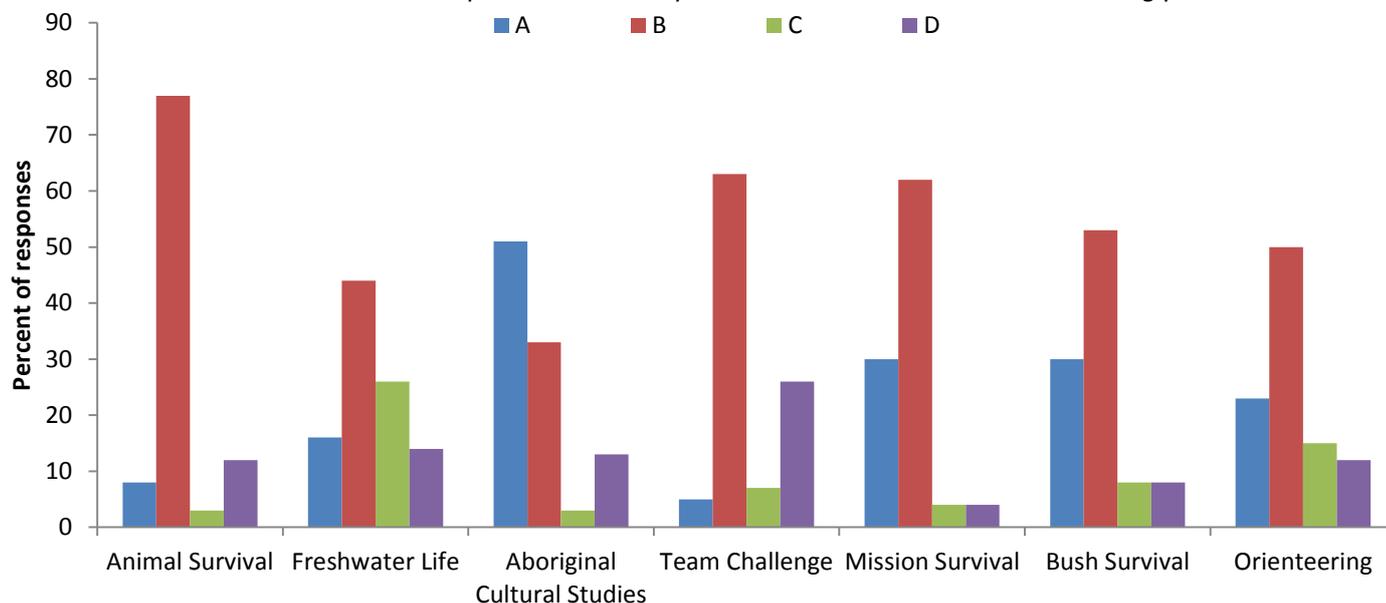
Q3. In this lesson I had the opportunity to learn from other students in my class.



Q4. How much did the teacher talk in this lesson?



Q5. Which one of the following options do you think was the main learning point from this lesson? 'B' is the response that corresponds to the teachers' intended learning point.



Student responses in all questions were overwhelmingly positive, but the data may indicate areas for improving teaching. For example:

- In Question 4, Orienteering shows a broad spread of student responses. APOS staff are aware that students with and without prior experience of orienteering both say they have the skills required to succeed in the activity. Currently APOS teachers choose how much information to give during the introductory part of the lesson. Techniques for introducing Orienteering to diverse groups may require more peer teacher sharing.
- In Question 5, Aboriginal Cultural Studies lessons seem to be emphasising learning about what Aboriginal tools are made from (blue column) rather than understandings that Aboriginal cultures possess specialised skills and close knowledge of the natural world (red column).

Accountability

Workforce composition including indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	5	0	8.2
Persons	0	6	0	12

Teacher qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Graduate Degrees or Diplomas	6
Post Graduate Qualifications	12

Staff who have more than 1 qualification will be counted more than once in the above qualification table.

Expenditure and participation in professional learning

All teaching staff have participated in a variety of professional learning activities throughout the year, including;

- First aid
- The Corwin Visible Learning Program

Staff completed a total of 335 hours of professional development during work hours and 225 hours outside of normal work hours. \$1060 per FTE staff member was spent on professional learning in 2017.

Staff attendance

Teaching staff attendance was 99%. Ancillary staff attendance was 93.2%.

Environmental Sustainability Indicators

Over many years the school has tried to model sound sustainability practices in both its curriculum and daily operations. A document titled *Sustainable practices and Arbury Park – walking our talk*, describes many of these practices. This annual report includes some indicators of management practices that go towards reducing the school's ecological footprint.

Rainwater harvesting

- 1,836kL of rainwater was harvested and used throughout the school in 2017.
- This compares with 941kL of mains water use over the same period.

Solar electricity production

- 13,880 kWhours of electricity was produced by our 9.2kW photovoltaic electricity system from January to December 2017.
- This compares with an historical annual average electricity consumption of approximately 76,000 kWhours.
- The bulk of our production occurs in the summer months. During January and February surplus electricity is exported to the grid.

Local biodiversity projects

- Approximately 1900 tubes of trees, shrubs, grasses and groundcover seedlings were planted out on the main school property and in the Cox Creek rehabilitation project, by staff and students.
- 5 schools (270 students) participated in propagation activities and 9 schools (560 students) planted out the tubestock.