



*Making connections with our environment
Living and learning together*

ARBURY PARK OUTDOOR SCHOOL

Annual Report 2016



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The Annual Report acts as an important historical document for the school.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

27 February 2017

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.

- **Caring** 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** refers to a sense of unity that brings people together, working 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.

2016 Highlights

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

- In March and October Arbury Park Outdoor School was the venue for a **Nature Pedagogy 6 day foundation course**. Lou Petherick was one of the facilitators as early years educators from DECD and non-government sites experienced how natural elements can be a framework for delivering exciting play and learning experiences for children from birth to 11 years.
- The **Bee Hotel activity** was further developed, highlighted with the addition of 'Dorm 7', a narrow wooden structure with compartments for students to insert insect habitat such as clay blocks, bundles of hollow sticks and pre-drilled wooden blocks. APSO staff as well as students contributed to the installation designed by Alice Blackwood.
- A significant **website review** was undertaken managed by Lou Petherick, and involving much back end work in the coding of the basic website developed in 2012 with the help of the DECD online services team. Main improvement areas included: additional navigation menus consistent across the whole website, a substantial teacher web resources page to help classroom teachers connect learning on camp and learning on the classroom, improved photo galleries.
- APOS teachers contributed resources to a **moodle teacher resource site set up by the Mt Lofty Partnership**. The task was to share a learning activity and explicitly identify where learner 'stretch' occurs. This exercise built on the professional development early in the year on 'Growth Mindsets', and how all learners benefit from tasks that are designed deliberately to intellectually stretch the students.
- The national **Australian Association for Environmental Education conference** was held in Adelaide in October 2016. Arbury Park was a half day excursion venue, hosting educators from around Australia and overseas. Connections with several 'field study' centres and campsites were established.
- A program was developed with **Blackwood High School** to support and extend student learning in the Year 8 International Baccalaureate interdisciplinary unit. A new *Discovering Arbury Park* map including sustainability features at APOS was created for this purpose. *Discovering Arbury Park* is a very common first day of camp orientation activity, and has the new map been well received.
- Teachers continued to use their **Professional Learning Team approach** to focus on improving pedagogy and sharing good practice. This involves 2 teams of 3 teachers sharing video of their live teaching, with an agreed focus. In 2016 the focus was on 2 common lessons *Animal Survival* and *Team Challenge*. An observational rubric was trailed to support both the observer and the observed.

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

- 2016 will long be remembered for the **wet and wild weather** we saw, starting in September. Rainfall of 1450mm was the third highest on record, resulting in Cox Creek overflowing its channel on 6 separate occasions. One of these occasions coincided with 4 buses, 2 full of students, being forced to negotiate water over Arbury Park Road (see front cover of this report!).
- In addition to flood along Cox Creek which caused significant damage to the creek banks and our revegetation sites on the flood plain, we saw unprecedented extreme wind events. One of these storms led to a much publicised **state wide black out** when we had Andamooka Area School in residence. This was the first of the string of serious storms that saw many significant healthy trees topple over. Six 100 year plus manna gums came down along Cox Creek. 15-20 stringybarks also fell at various locations across the property. The last extreme storm of 2016, with the strongest wind gusts of all, occurred on 27 December, causing further tree damage. It was a busy year for the ground staff's chainsaws and chipping machine!
- A **re-designed aviary** was constructed on the footprint of the old aviary. The new version sits on a continuous concrete slab and features self-filling water wells that make cleaning and care over holiday periods much more efficient. Claude the cockatoo has a redesigned fly through section with stronger mesh that even Claude cannot chew through!
- A beautiful **timber display cabinet was installed outside the Ecocentre** to house some of our Aboriginal Cultural Studies collection, and have some of these wonderful objects on permanent display.
- Early in 2016 a **major IT network server upgrade** was installed as the old one had reached 'end of life' with no warranty protection. The upgrade included: increased storage capacity, an improved and simpler back up system, and more efficient security and restore capability in the event of a system failure. The server upgrade enabled an **upgrade to the wireless network** with an additional wireless access point installed in the main office area. This wireless upgrade means we now have wireless coverage throughout the entire main building.

2016 Highlights (continued)

- **Construction commenced on a new meeting shelter** in the location of the former open air meeting logs. This is a much anticipated and awaited project so seeing the first excavation for footings was an exciting event! We expect students to be using it in February 2017.
- A comprehensive large scale tree safety audit was conducted through Spotless facilities management. The arborist *Taking Care of Trees* audited 220 trees and carried out thinning and remedial work on 170 of them. There was a claim that the pin oak in the magic foster may be a word record (but we weren't able to accurately measure it!)

Other highlights (see appendices for photos)

- Catering staff participated in a series of **lunch time IT professional development sessions** led by Lou Petherick to improved their knowledge and skills in the use of DECD and APOS website capabilities.
- In May, following a request from DECD International Education Services, Arbury Park hosted a delegation from **Chungcheongbuk-do Provence in the Republic of South Korea**. The delegation included the Governor of Education (equivalent of our Minister), 5 senior bureaucrats, 2 principals, 3 teachers, 1 researcher, and interpreters. Although the visit was short, feedback confirms that the delegation was inspired to consider the potential of creating a similar centre back in Korea.

The delegation was most impressed with the facilities (classrooms, walking trails, open woodland, ponds/wetlands) and the outdoor education programs being offered. Mr Byeong-Woo Kim was so inspired by his visit to Arbury Park Outdoor School that he has announced his intention to build an outdoor education school (similar to Arbury Park Outdoor School) in Cheongju.

Darryl Carter

International Business Manager

International Education Services

Department for Education and Child Development

- In the July school holidays, APOS hosted a **sustainability conference for 60 teachers organised by the Australian Education Union (AEU)**. The conference included case studies from schools across the state, guest speakers and group development activities run by APOS staff.
- During the October school vacation period a group of 8 Arbury Park staff participated in a full day tour / professional development workshop at the **Wingfield waste recovery precinct**. The day was led by staff of *Wipe Out Waste* and included a bus tour to see the Cleanaway domestic landfill waste transfer facility, Jeffries organics resource recovery (domestic green bins plus large tree loppings and commercial restaurant waste), recyclables sorting and recovery operations, and even an e-waste facility in the back blocks of Wingfield. The tour led to a change in our waste recovery procedure in the dining room (see photo in appendices).
- There was a serious **gastro outbreak in March** when a group from Whyalla brought a virus to Arbury Park. When visiting teachers called paramedics to support them in the early hours when several students became ill, the media also became aware that there was an 'incident' occurring. In what must have been a quiet news day, several media outlets descended on Arbury Park to follow the story of students vomiting on camp. The newsworthy complication was that we had to coordinate a way for students to return to Whyalla by bus and private car while with a combination of recovering students and students who were not sick at all.

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 Education Director – Nanette Van Ruiten
- DECD Mt Lofty Partnership Principal Consultant – Rob Houston
- Adelaide Hills Council - Jan Loveday
- Community member - Stan Evans (Treasurer)
- Community member - Dr Bob Sharrad (Chairperson)
- Community member – David Jolliffe (retired at the end of 2016)
- Community member - Clive Harrison
- Community member (NRMeducation)– Hugh Kneebone
- Local school member - Chris Minear
- Arbury Park Outdoor School staff rep– Alice Blackwood
- 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 2016 school financial year.

Site Improvement Planning

The 2016 Site Improvement Plan is included on the next page.

Site Improvement Plan 2016

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"> Build on the successful Professional Learning Team structure to maintain a collaborative peer reflection process based on collecting evidence during lessons. The inquiry question will change and evolve as the year progresses. Develop assessment rubrics that describe learning and engagement for several common APOS activities. Use these rubrics as a tool for peer reflection. Explore the potential of the Transforming tasks resource and Growth mind-set professional learning to foster learning that stretches all students. 	<ul style="list-style-type: none"> The Professional Learning Team (PLT) approach continued in 2016, with a similar model to previous years. We used 2 sub teams of 3 (including curriculum SSO) and met once a term as combined group. The focus of the PLT was the lessons <i>Animal Survival</i> and <i>Team Challenge</i>. Each teacher video recorded an entire lesson, divided the lesson by time spent on 'teacher talk' and 'student activity', and shared this by viewing a section of the lesson with a sub team. As they developed, the 'assessment rubrics' became 'observation rubrics'. They were used during peer reflection (PLT process) to help guide conversation about explicit aspects of our teaching practice. For example, student engagement, open or closed task design, teacher communication. For consistency, the rubric drew indicators from other current pedagogical documents: Teaching for Effective Learning framework (TfEL), Reflect, respect, relate (an early years observation framework), and the Australian Professional Standards for teachers. Teaching staff started the year with professional learning about Growth Mindsets and making our learning tasks more rigorous by "transforming" them from open to closed, from single entry point to multiple entry points. The overall intention is to intellectually stretch ALL students. This learning is reflected in our peer observation rubric. It has led to a change in the way we teach an aspect of the Animal Survival lesson, with more student talk and less teacher talk.
	Curriculum documentation	Continue the comprehensive review of Arbury Park teacher notes begun in 2015, including cross referencing to the Australian Curriculum. Align this review with web site and other curriculum mapping documents.	<ul style="list-style-type: none"> In addition to upgrading the Australian Curriculum referencing on our website curriculum documentation (see comments on next page), a number of lesson notes were comprehensively reviewed and updated. These include: <i>Drumming</i>, <i>Animal Survival</i>, <i>Team Challenge</i>, <i>Mission Survival</i>. Other supporting documentation that improves consistency for APOS teachers was added to the Teacher Handbook, including: Day One procedure for the camp coordinating teacher, communication protocols
	Integrating the camp program	Develop options for an end of camp summarising activity (ceremony) that is flexible and extends the learning beyond the residential experience.	Several camps ended with the <i>Learning Tree</i> summarizing activity develop in 2015. These tended to be camps with either small numbers of students or camps with 5-day duration. Further trialing of a short form of this activity is desirable for 2017. While not a 'ceremony' as such, the agreed communication protocols and the internet teacher resources made available on the APOS website (described above), both improve the possibilities for learning for students beyond the residential camp experience

<p>Living together providing a welcoming, safe, and engaging learning place</p>	Facilities	Use the <i>Future Development Plan</i> as a tool for planning and prioritising major facilities and grounds development .	<p>Priorities progressed in the 2016 Future Development plan were:</p> <ul style="list-style-type: none"> completion of a new bird aviary constructed on the footprint of the existing one. The new design includes a single concrete paved area and self-filling water baths that will make cleaning and care easier especially during the hot summer school vacation period. initial concept plans for redeveloping the dorm verandahs to provide better all weather protection for students. commencement of construction on the long awaited meeting shelter project.
	Catering	<ul style="list-style-type: none"> Continue to review and improve healthy menu options. Promote (make explicit) current and new sustainable practices to the resident group. 	<ul style="list-style-type: none"> A2 jersey cow milk replaced standard low fat milk, after recommendation that this milk reduces gastric sensitivities to dairy products. Continued trialling and modification of portion size, such as smaller muffin baking tins. A 'food kilometres' signpost was installed in the front corner of the dining room. The sign shows where 4 significant food items (milk, eggs, chicken, apples) are sourced, with the intention of starting a conversation about benefits of choosing locally produced food.
	Grounds	Continue the development and documentation of the 'Nature Play' area .	<p>2016 was a year of consolidation for the nature play area. Improvements included:</p> <ul style="list-style-type: none"> 'halo' planting around existing trees with the intention of creating locally dense understory and hence dividing play areas establishing a mud play area under an existing shelter. The clay provided also is used in the new <i>Bee Hotel</i> activity <p>Documentation (written and photographic) of developments in this area will be a focus in 2017</p>
<p>For everyone ensuring access, service and relevance to sites across SA</p>	Communication	<ul style="list-style-type: none"> Plan for and conduct 40th anniversary celebrations that promote and acknowledge the work and purpose of APOS. Develop communication protocols between APOS and visiting teachers that assists with clear and consistent information exchange Continue to improve the functionality of the school website to provide a better 'shop front' experience for teachers, students and parents. 	<ul style="list-style-type: none"> 40th anniversary commemorations were postponed until 2017. The proposed commemoration event was due to fall right in the middle of major construction works. Formal communication practices between visiting teachers and APOS teachers was shared and refined. A Communications Protocols document was developed and incorporated into the APOS Teacher Handbook, encouraging a more consistent approach. Significant work went into fine tuning the APOS website, in particular: designing consistent navigation options on all pages, adding a page for web resources for classroom teachers before and after camp, updating the Australian Curriculum links for all APOS activities, adding a page (<i>Who we are</i>) that better introduces the context of APOS to a first time website visitor.
	Access and participation	Explore bookings from other educational groups (non-school) during gaps in term time calendar.	<p>Several non-conventional groups participated in Arbury Park programs in 2016, some during school vacation periods and some in response to term time bookings cancellations.</p> <ul style="list-style-type: none"> The Australian Education Union ran a day conference in July for a newly formed environment group for teachers. APOS teachers ran session during the day. A delegation from Chungcheongbuk-do province in South Korea spent a morning at Arbury Park in May, organised through International Education Services. This delegation included senior Korean bureaucrats and educators with a view to increasing Korean study abroad students Following a short notice cancellation in April, Arbury Park hosted 3 local schools for day programs, including a group of 35 4-year-olds from Bridgewater Kindergarten.

Student Attendance Data

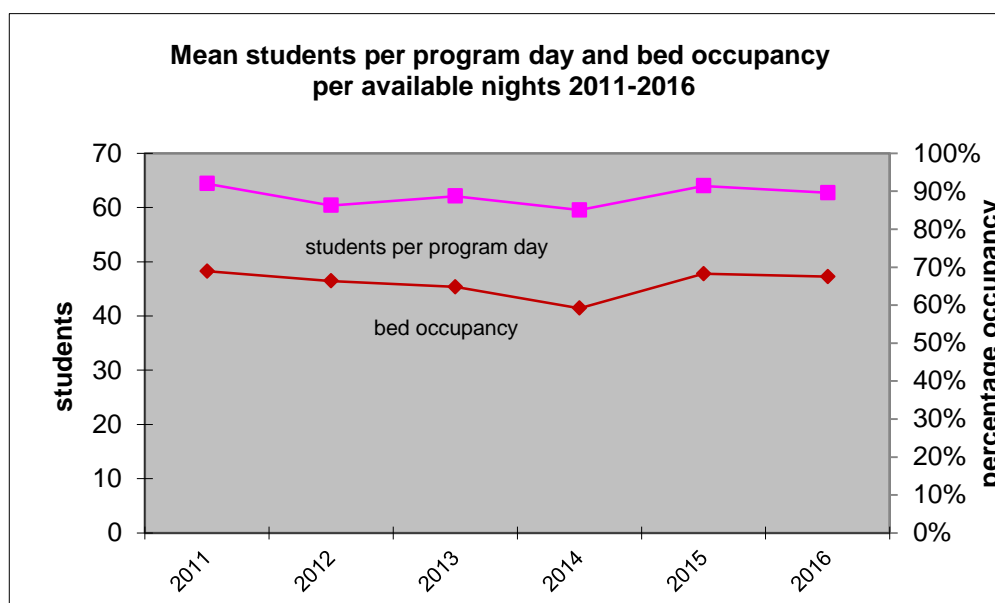
Site occupancy data - schools

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
2012	71	55	293	4,260	12%	2%	11,110	60	96%	9,882	66%
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%

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 – 2016

The table below shows a breakdown of schools attending by sector and type. 2016 saw a continuation of the trend of 20-30% country schools and 30-40% disadvantaged schools (Index of Disadvantage 1-4). 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 campsites 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
2012	95%	5%	22%	78%	33%	67%	92%	4%	4%	2%
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%

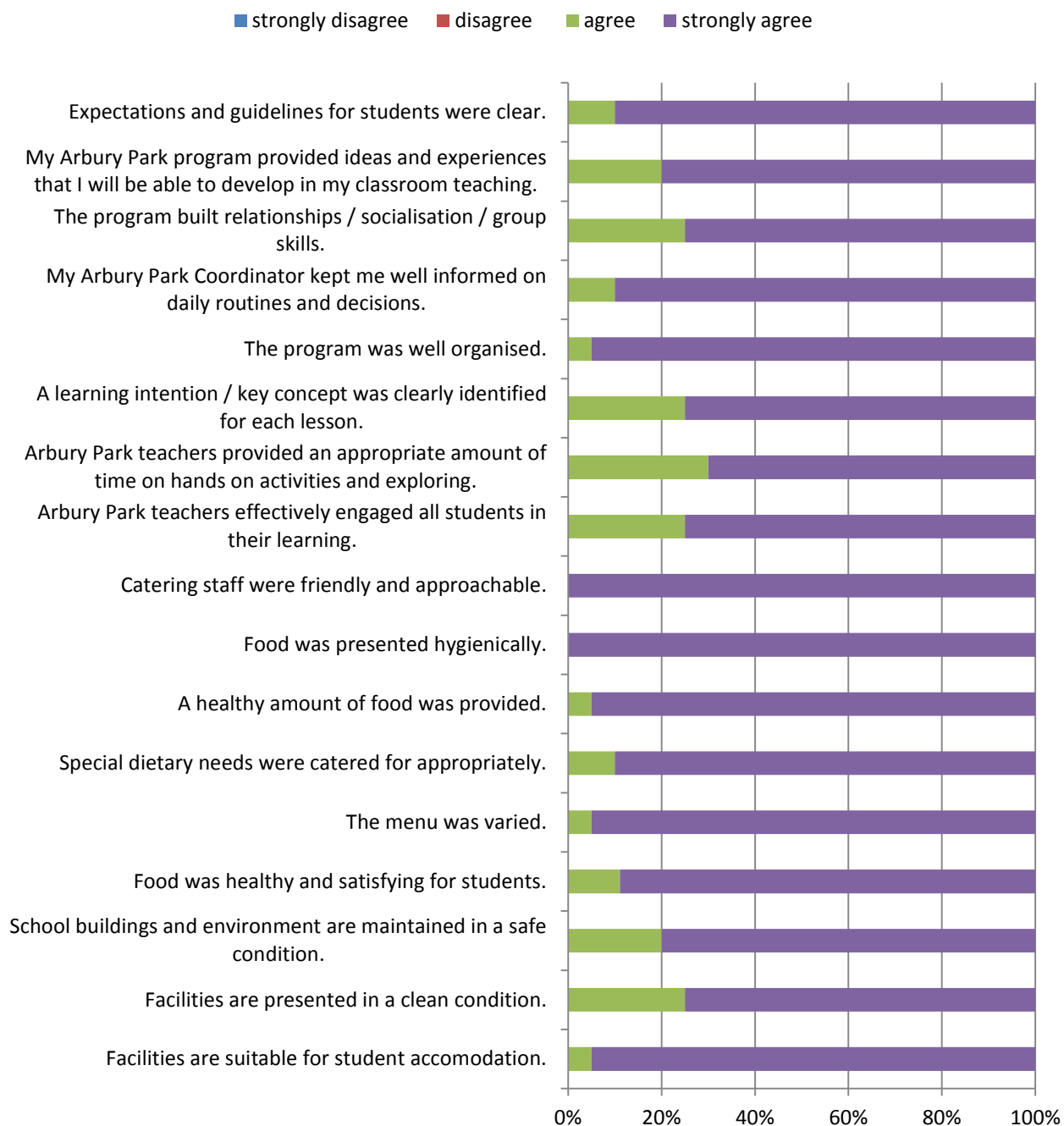
Site occupancy data – community groups (weekends and school vacation period)

In 2016 Arbury Park Outdoor School facilities were used overnight by 3 different community groups (comprising 271 bed nights) and day only by 6 community groups. In total there were 652 client days (visitors per day).

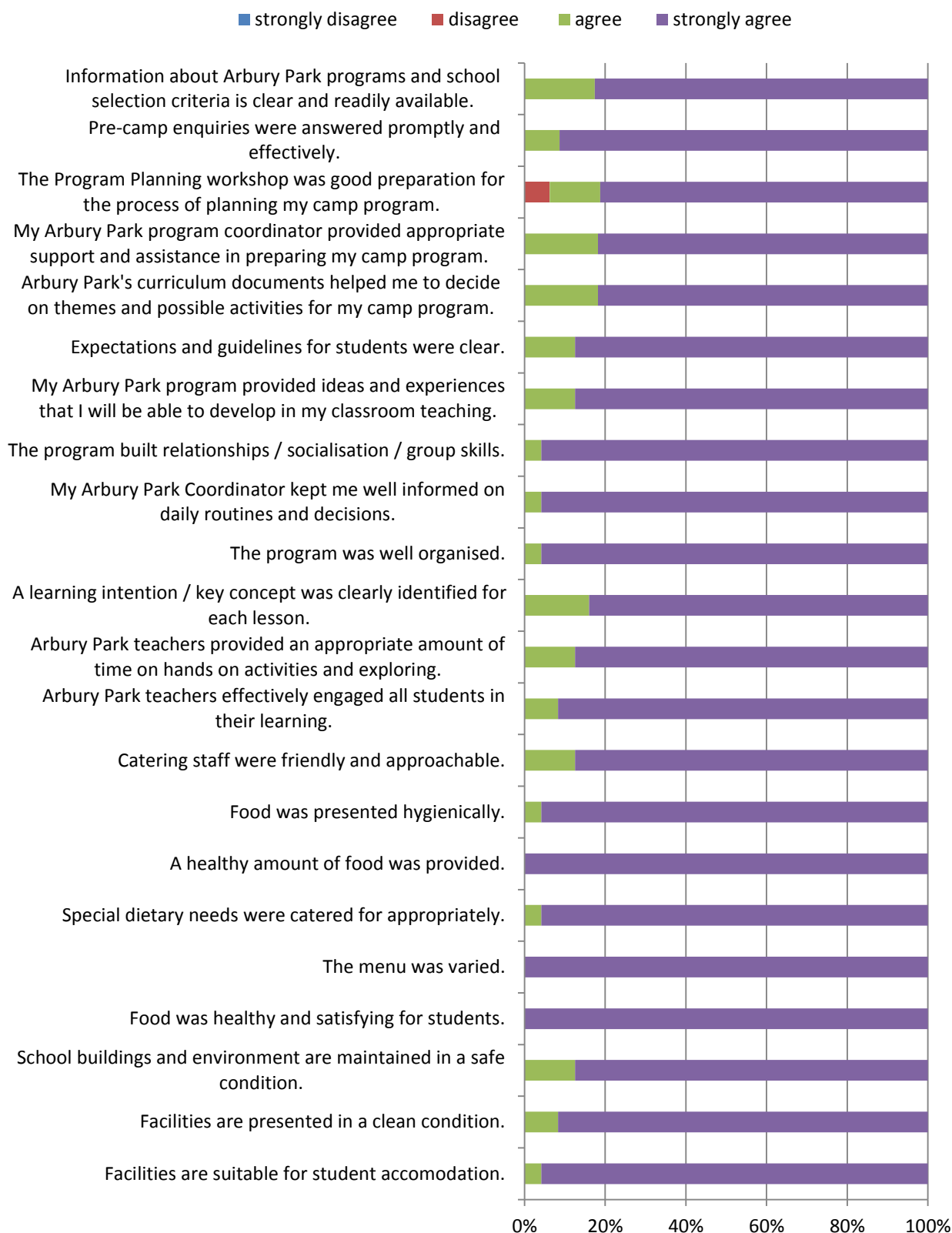
Client Opinion

During term 3 and 4, camp coordinating teachers (23), teachers (19) and parents (9) from client schools completed satisfaction questionnaires on their last morning at camp. The questionnaires contain a range of questions relating to teaching and learning, facilities and catering.

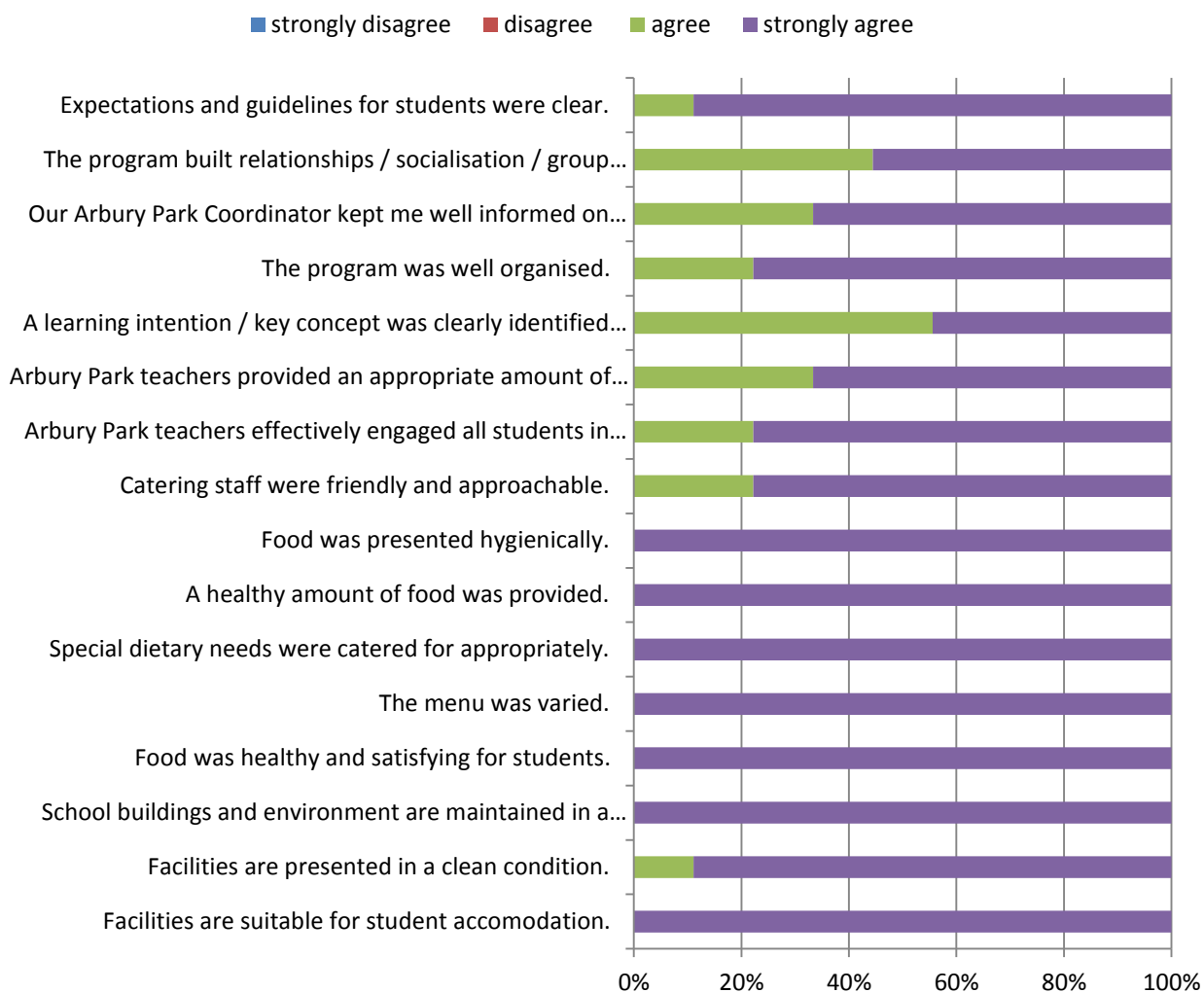
Responses from teachers who were not the main camp coordinator (n=19)



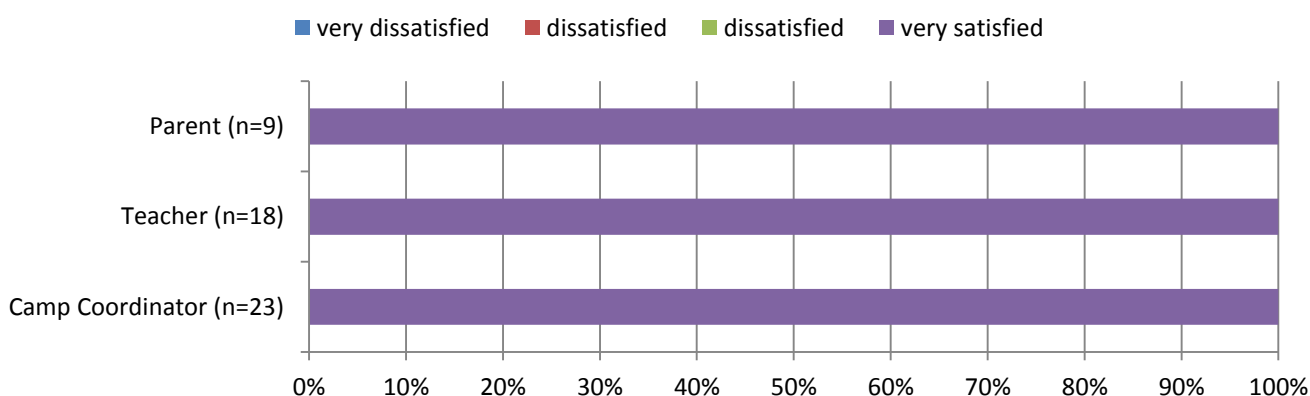
Responses from the main 'Camp Coordinator' teacher (n=23)



Responses from parents (n=9)



Overall, how satisfied are you with your Arbury Park camp program?



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.

An interesting development in 2016 was to survey parents separately, albeit with only a small sample size. This provides a different viewpoint to consider how well we are communicating to this important group of adult assistants. For example, it appears that parents are less likely to observe a deliberate learning intention in lessons than teachers. Parent perceptions of 'teacher talk' may be a useful indicator of how effective our communication is to 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 categorized for the purposes of this report.

Overall

- The time that we spent here was a magical moment ... this place is special.
- *Earth Art* was wonderful – watching students meander among the trees, shrubs – really observing closely and choosing their art collection of natural products carefully.
- Finding crystals, face painting, mud pools, teepee etc. all provided magic moments!
- Awesome walks – watching children who never go outside go for long walks and enjoy it - seeing animals in their own habitat.
- Hearing and seeing the birds when the children were in the dining room and it was quiet around the dorms.
- Students, especially those who came reluctantly on camp, expressing their excitement and achievements throughout the camp.
- It was good to see how many children enjoyed being in nature, getting dirty and having fun. (parent)

Methodology and learning

- Great that you were using the student names – helped them to be engaged more.
- Use of visual aids was excellent. Use of cut-outs also very effective. Could be supplemented with video/pot about the animals. Name tags on each child would be very helpful in personalizing learning.
- All teachers used strategies to engage and keep students on task.
- Your staff really engage the students to make lessons really effective.
- Keep on enjoying what you do – it's infectious and the kids 'catch' it!
- Loved how we kept going regardless of rain.
- I thought the *Web of Life* was a fabulous idea to get the students in the minds of predators/prey and experience natural disasters, man-made things etc. Lots of kids were saying it was their favourite event!
- Students who were reluctant to dig for creatures in the forest but by the end of the session were on hands and knees actively involved in the session.
- The *Freshwater Life* activity was a huge highlight – comments from students "this is amazing"
- The Arbury Park teachers handled children that were losing focus or interest really well in a kind and positive way, redrawing them to their task. (parent)
- Leadership and teamwork were developed in most activities – learnt my child is better behaved than most. (parent)

Personal and group development

- We loved every minute of our time at Arbury Park – we found the engagement level to be high ... we had lots of behaviour kids attend the camp and once they saw how amazing the activities were all students were engaged, motivated and tried their hardest to be involved – this is a big deal for a few of the students who attended.
- A few specific students really pushed themselves into uncomfortable situations. It was wonderful to see the 'struggle' and to enjoy and share the success. We were pleasantly surprised to note how caring of each other our students were.
- Watching students learn to 'look after' themselves (independent skills).
- Students really enjoyed the *Maps and Symbols* activity and I saw students thrive who I never thought would.
- Seeing our ASD boy become a leader during *Orienteering* and *Mission Survival*.
- Seeing relationships between students that would never happen at school.
- Watching the kids build nest boxes. They shared with no fuss and were so highly engaged.
- *Team Challenge* was enlightening to watch - AMAZING to watch group development in action. A student said "Wow, I wish my mum was here to see me doing this".
- A student who wanted to go home on arrival at Bridgewater but stuck it out and, with only a few hiccups, was more social and rated the camp as a wonderful with his favourite activity the *Web of life*.
- The kids were all happy and engaged. The smiles on their faces were great to see, especially when they were exploring and discovering.
- On our first day we had two students feel really challenged in the walk around the boundary trail – seeing them persist and make it to the end was excellent and really rewarding for them.

- Witnessing my dorm groups caring and supporting friendship throughout. (parent)
- Seeing children mix with different groups and develop friendships. (parent)
- Seeing children's spontaneous generosity (parent)

Facilities

- Facilities were very clean and organized.
- The new teacher showers were great.

Catering

- My special thanks to kitchen staff who bent over backwards to accommodate my dietary requirements. They don't need to improve one bit. Great job people. (parent)

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.

- Inside games e.g. board games, puzzles etc. would have been handy during wet weather or 'down time' (relaxation before next activity).
More board games were added to those already available.
- Ice on ramps was dangerous! We had a few falls.
The accessible ramp adjacent to the dining room becomes slippery on frosty mornings. It is difficult to prevent. We will now use 'slippery when wet' floor signs on these mornings.
- As a parent I was quite concerned that yesterday's activities went ahead in very high winds. I felt that we could have changed the program slightly, and the survival (outdoor) group, could have done their program in the afternoon, once the wind dropped. Lighting a fire and being amongst trees in a high wind was dangerous. I was concerned for the safety of the children and myself during this session.
APOS camp coordinator on this morning had checked forecasts and consulted with colleagues and leadership before continuing with the activity. APOS risk management policies were reviewed and additions made.
- Information regarding wet-weather policy would be good too. (This after flooded road entry).
The issue for us isn't really a 'wet weather' policy as we have several options to deal with this during a camp. After the flood event in September teaching staff reviewed and added to the 'extreme weather' risk management documentation.
- Would have preferred a little more free time.
I think there should be more time for students to run around as they seemed like they needed a run. Maybe a bit more downtime for self-exploring.
Arbury Park camp program coordinators already monitor the dining room during meal times and encourage visiting staff to allow students to leave after they have finished eating. These comments indicate that for some visiting staff this message is not being received.
- Only thing to improve on would be to ensure the back-up lanterns and lights were fully charged.
New LED emergency lamps have been purchased with more reliable charging capability.
- Add disposable bags to the vomit clean up kits.
Now in all dormitory clean up kits

How did you use the APOS website?

- To prep myself, help answer parent questions. To elicit student discussion.
- I used the website a lot for programming.
- We used the website constantly as a reference point, especially the PPT to promote enthusiasm.
- We used this especially to encourage those reluctant students to come on camp. Great to give students a visual idea of what to expect.
- We used this to talk to the students about the facilities and program prior to coming to engage them and help answer their questions.
- We showed the slideshow to students and informed parents about the website and slideshow if they wanted/needed more information.
- Printed off forms etc. Directed parents to view the website too. Used APOS slideshow to show students campsite.

Student Survey

Selected class groups of students completed questionnaires during term 3. Each survey was relevant to the particular 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

Minor changes were made to the wording of the 2015 student surveys including:

- Question 3 – How much did the teacher talk in this lesson?
- Changes to the multiple choice question 4 in Bush survival, Orienteering, and plant propagation

Example of survey questionnaire (*Animal Survival* lesson)

Question 4 varies for each lesson.

ANIMAL SURVIVAL:
<ol style="list-style-type: none"> 1. Instructions and explanations from the teacher were easy for me to understand. (Likert scale of 4) 2. The activities helped me discover new and interesting things. (Likert scale of 4) 3. How much did the teacher talk in this lesson? (multiple choice) 4. 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". 5. What advice can you give me to improve my teaching? (open response)

Question 5. *What advice can you give me to improve my teaching?* Selected comments from students:

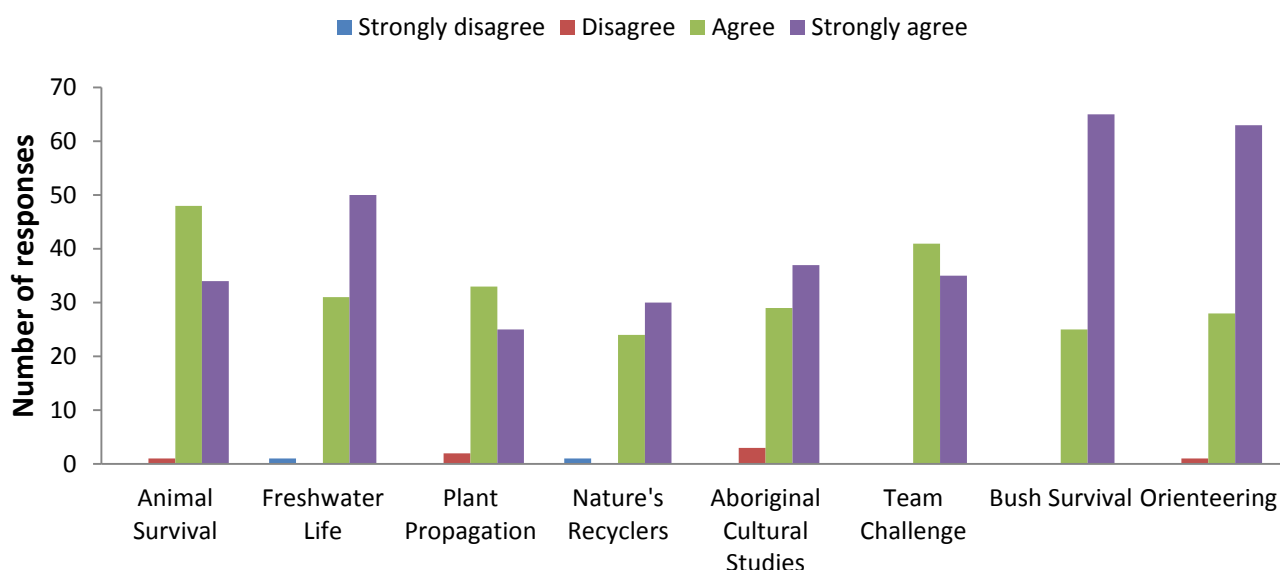
Positive comments

- Very good teaching. I could understand what the instructions are and you spoke clearly.
- Just keep being fun and informative. Also keep being helpful to everyone. You are good at helping everyone and you explain thing well.
- I learnt a lot about water and creatures living in it and how pollution can affect the water and make it unhealthy.
- It is good that you talk not in a bossy voice.
- You spoke to people nicely when they were annoying you.
- I liked how you knew what you were talking about and could say it clearly.
- You include everyone and make sure they have a fair share.
- I think u were Awesome you taught us a lot of good things about animals.
- I thought that the game (Orienteering) had lots of thinking in it and teamwork.
- You're good at teaching; you give us lots of information.

Advice for improvement

- Try to keep it simple and easy for me and other people. Make shorter sentences.
- You should make it more difficult (Orienteering 14).
- Give me something my age and harder to do.
- I think you were great maybe tell us more about the plants.
- You are an awesome teacher but maybe just some more explanations.
- Maybe we can have more time to talk about the creatures than looking in microscopes.
- Try to find more different creatures and talk more about appearance.
- Maybe you should print some sheets telling us the different plants at APOS so you don't have to tell everyone.
- If people already know a thing then it is not fun to have it explained again (first Orienteering session).
- The lesson was great. Just work on asking a range of different people.
- It was great but in *Make a Mammal* we could do all of them.
- A bit more time doing the activities.
- When someone finishes first move them on to the next step.
- Help more with activities (*Bush Survival*).
- Don't help us unless we really need it (*Bush Survival*).

Q1. Instructions and explanations from the teacher were clear and easy to understand.



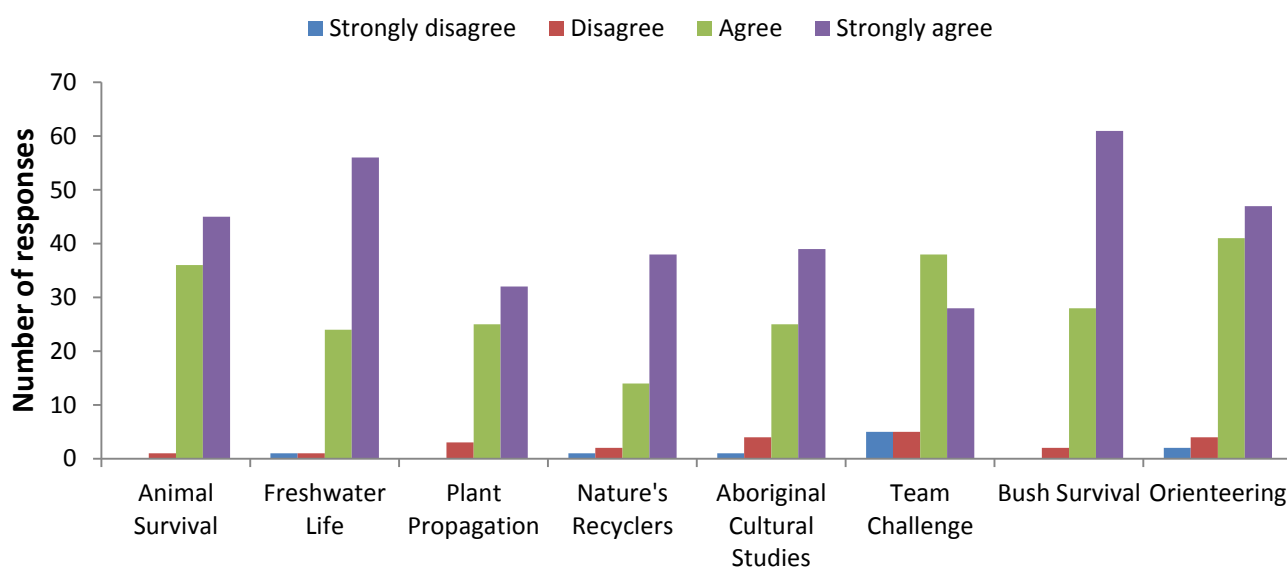
Whilst acknowledging the overwhelmingly positive nature of the student feedback on this question, (agree and strongly agree), responses on *Animal Survival*, *Plant Propagation* and *Team Challenge* activities indicate that we can do better for some students.

To this end 2016 Professional Learning Team (PLT) reviews focused on *Animal Survival*, and *Team Challenge*, both of which are regular features of camp programs. PLT reviews examined:

- the sequencing of learning tasks
- the proportion of time teachers spent in explanation, activity and transition.

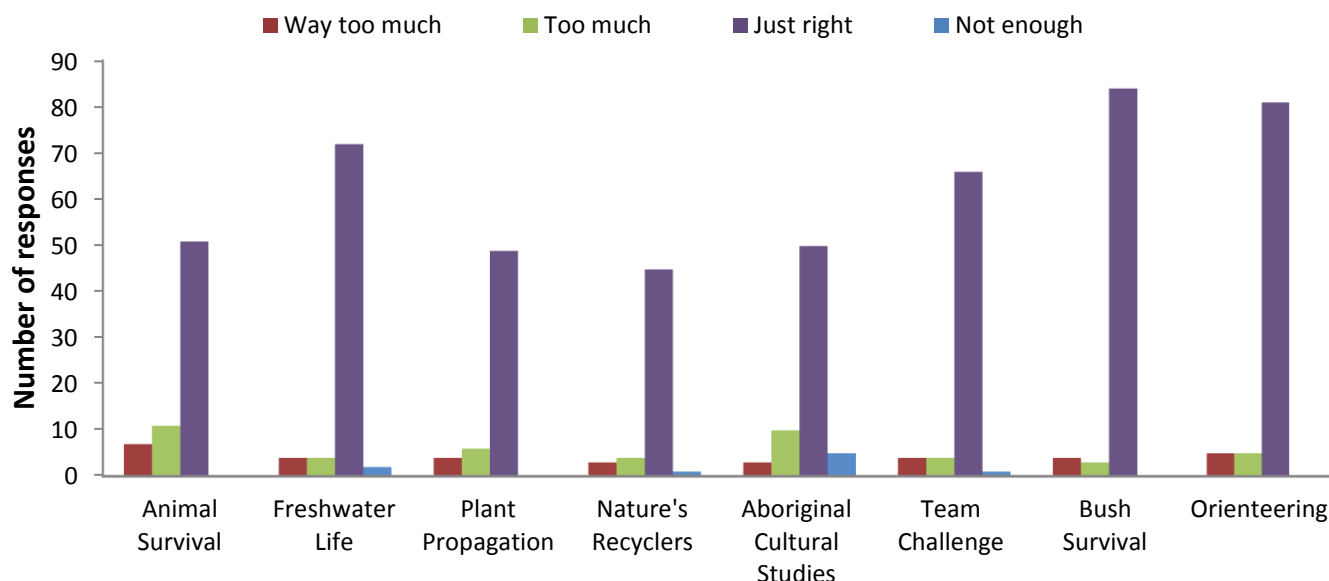
The method that teachers use to introduce and explain a task that is central to *Animal Survival* was adjusted to encourage more small group dialogue.

**Q2. The activities helped me to discover new and interesting things.
OR The activities were a good level of challenge for me.**



Anecdotal feedback and qualitative data continue to affirm that students regard *Freshwater Life* and *Bush Survival* as highlights of their camp programs. Within both of these activities students have the capacity to personalise and differentiate the tasks. Refinements to *Animal Survival*'s central learning task and *Team Challenge*'s sequence were reviewed and adapted via the PLT process.

Q3. How much did the teacher talk in this lesson?

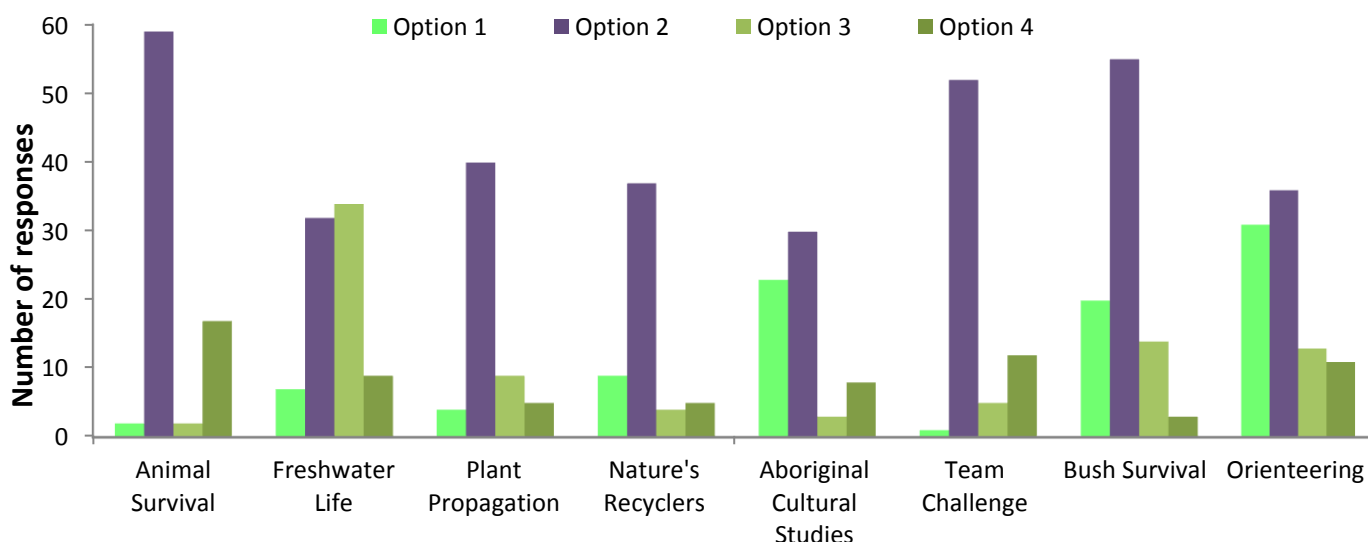


Collaborative inquiry encourages students to apply knowledge and skills confidently and appropriately, therefore we want to minimise 'teacher talk' where possible.

This aggregated data indicates that approximately 6% of students feel their teacher talks 'way too much'. Approximately 8% of students feel their teacher talks 'too much'.

Our Professional Learning Team (PLT) process reminds us that superfluous teacher talk can potentially interrupt inquiry-based learning. In particular the PLT focus on *Animal Survival* has developed open-ended questions and pedagogy that will hopefully reduce the red and the green responses in the future.

Q4. Which one of the following do you think was the main learning point from this lesson?



Arbury Park teachers created four options as possible main learning points for each lesson. One of the options (option 2) is the agreed APOS learning intention for the lesson. The other options are all possible learning points but not the MAIN one teachers have agreed on. The purpose of this question is to check that our learning tasks match our intentions. Of the 8 lessons surveyed, there is very high correlation of learning intention in 5 of them. *Freshwater Life*, *Aboriginal Cultural Studies* and *Orienteering* are the 3 lessons that will require attention prior to the 2017 student survey.

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 teacher participation in professional learning

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

- State and national conferences
- Familiarisation activities relating to Australian Curriculum implementation, and the National Professional Standards for teachers

Teaching staff completed a total of 396 hours of professional development during work hours and 285 hours outside of normal work hours. \$560 per FTE staff member was spent on professional learning in 2016.

Staff attendance

Teaching staff attendance was 96.9%. Ancillary staff attendance was 94%.

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

3,109kL of rainwater was harvested and used throughout the school in 2016. This compares with 1,847kL of mains water use over the same period.

Solar electricity production

14169 kWhours of electricity was produced by our 9.4kW photovoltaic electricity system from January to December 2016. 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 1740 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. 12 schools participated in propagation activities and 11 schools (540 students) planted out the tubestock. Approximately 1140 person hours of invasive weed removal from high biodiversity bushland was carried out (contractors and Arbury Park grounds staff).