



*Making connections with our environment
Living and learning together*

ARBURY PARK OUTDOOR SCHOOL

Annual Report 2019



Government of South Australia
Department for Education

Annual Report verification

The Annual Report provides the community and the Chief Executive, Department for Education 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 is an important historical record for the school.

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



David Doherty
Principal



Dr. Bob Sharrad
Chairperson – School Council

24 February 2020

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 a 32-hectare property near Bridgewater in the Adelaide Hills. It is a state-wide service of the Department for Education 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.

Arbury Park Outdoor School is a community where students, parents and teachers from all parts of South Australia come to live and learn together. In our bush setting, we make connections with the natural environment and with each other through experiential outdoor learning. Living and learning at Arbury Park inspires ongoing growth for students and teachers alike.

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 visiting staff. The Arbury Park Outdoor School program coordinator acts as the contact person for this negotiation. Depending on the needs of the visiting group and the age of students involved, camp programs last from 2 to 5 days Arbury Park staff provide advice and resources for visiting teachers to use with their students before and after their camp experience.

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

- **Care** means giving love and attention to people and things that matter. When we care about something or someone we try to give our best
- **Curiosity** is an eagerness to discover new things, to wonder and to learn. When we are curious we explore the mysteries of our world.
- **Community** is about the connections in our lives; connections between each other, with places and with things. Our community is the web of our relationships. It gives us a sense of belonging.

School Council

There are currently 9 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:

- Mt Lofty Partnership Principal Consultant – Leesa Shepherd
- *Community member (local government experience) - Jan Loveday, not filled after AGM*
- Community member – Phil Davill
- Community member - Stan Evans (Treasurer)
- Community member - Dr Bob Sharrad (Chairperson)
- Community member - Clive Harrison
- Local school member - Garry North
- 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. It has shared responsibility for the management of the school with the principal and makes decisions about strategic planning, finance and other resource allocation. 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 2019 school financial year.

2019 Highlights

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

- Group development lessons **Shelter building and Campfire cooking** grew from trial activities to being embedded in the curriculum. Sometimes occurring consecutively as a whole morning activity, they offer students with multiple entry learning challenges, and many first time experiences.
- Suyin McDonald took up the challenge to be a **'student for a day'**, joining in all program activities with a year 4 group from Vale Park Primary School. This gave valuable insights into the rhythm of a day on camp as seen through a student's eyes.
- An additional set of 10 high quality **Zeiss binocular microscopes** was added to the microscope room. These microscopes have built-in cameras that can connect to a teacher's mobile tablet or a large wall mounted monitor.
- 2019 sees the end of our three year commitment, alongside many other schools in the Mt Lofty and Heysen partnerships, to the **Visible Learning collaborative improvement program**. A Visible Learning Action Plan has tracked goals, actions, evidence and reflections. There is a strong crossover between our Visible Learning Impact cycle and other school goals. In summary some of our Visible Learning focus areas over the 3 years have included:
 - Defining a set of **6 learner dispositions** that underlie our pedagogy (seeking challenge, using imagination, being resilient, being reflective, making connections, learning collaboratively).
 - Using **student and teacher focus groups** to collect evidence of learning and what they value about Arbury Park camp programs.
 - Refining **learning intentions and success criteria** for our lessons, and for the whole camp experience.
 - Conducting **individual teacher action research cycles**, aiming at improving one small aspect of our teaching, for example, clarity of instruction, amount of teacher talk, ensuring the learning task addresses the learning intention of the lesson.
- Goal #2 of the school improvement plan identified a focus on the **role of visiting teachers**, and how we can encourage a partnership of involvement and participation. There is more detail about this goal later in this annual report.

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

- Approximately 350m² of new bitumen was been laid in the **car park and driveway** opposite the tennis court over the January school holidays. The old speed hump was moved downhill opposite the gas tank. Line marking (arrows, car parking spaces, edging) was completed later in the year.
- **Dining room fluoro lights were replaced with LEDs** over the January holidays. The new lights have a similar light output with a fraction of the energy needed. The LED lights are adjustable for colour and output. As part of this electrical project in the dining room a new roof mounted data projector was installed.
- **The campfire area underwent significant landscaping** and erosion control measures. The main feature is a set of 11 concrete sleeper steps replacing their failing 24-year-old predecessors. Hats off to Wally and willing helpers Greg, Bill, and Joe. This was a job we've talked about for long time.
- More **erosion control works** were implemented on the vehicle track west of the caretaker's residence. Lengths of steel 'C' section channel laid across the track divert high energy storm water. Several tonnes of compacted road base have been used to fill in erosion channels, dis and bumps. This design has proved to be successful and we will use it on other eroding tracks on the property.
- The long awaited completion of the **dorm verandah project** happened in October. This project involved replacing tow old dilapidated verandahs (dorms 1 and 5), building one new verandah (dorm 3), and replacing old timber decking with floating concrete pad decks. The new design opens up the verandah space to be much more accessible and flexible, and in all weather.
- After an unusually dry autumn, it was a good opportunity to **dredge pond 3**, removing 15 years' worth of silt and sedimentation. A subsequent new timber deck, rock edging and revegetation have rejuvenated this important teaching space.

Other highlights *(see appendices for photos)*

- The **school web site was redeveloped** to enhance its compatibility with mobile devices, and update its back of house coding stability.
- Long serving staff member Claude, the school's resident 'therapy cockatoo', enjoyed a road trip to the Cleland Wildlife Park vet for a checkup. Despite staff concerns about his willingness to travel, Claude was heard from the back seat to say "I'm a good boy".

Site Improvement Plan

Goals #1	Success criteria	Actions	Achievements and implications for the future
<p>Goal Improve students' perception of the learning intentions in every lesson.</p> <p>Target 70% of students can articulate what they are learning and why it is important, in any lesson</p> <p>Challenge of practice Develop agreed understandings and consistent language about what students are learning and why it is important, as drivers of learning task design.</p>	1. All lesson documentation (teacher notes) include agreed learning intentions. <i>100% achieved</i>	1. Review current understandings held by APOS teachers about what we believe is important	In staff meetings, teachers reviewed lesson documentation (see action 2), specifically asking the question " <i>What do I want the students to know, understand and be able to do?</i> " and " <i>Why do I think this learning is important?</i> " This task eventually led us back to a reinforcement of the school values of Curiosity, Care and Community being the underlying purpose to our curriculum. This work will continue lesson by lesson in 2020.
	2. Lesson documentation for common lessons include success criteria (low floor to high ceiling). <i>80% of all lessons have documented 3 levels of success criteria.</i>	2. Redevelop current lesson plans to include learning intentions and success criteria for all lessons (already started in 2018). Check for developmental appropriateness.	This action formed a major part of the development work of staff meetings and Professional Learning Teams in 2020. Progress included: <ul style="list-style-type: none"> • Clarity around whether a particular lesson has a focus on a content or dispositional learning intention. Some lessons emphasise both, but we need to clear and consistent. • Using ACARA (Australian Curriculum) general capabilities learning sequences to cross reference our language and scope. • Applying learning from <i>Visible Learning</i> PD, a framework known as <i>SOLO taxonomy</i> to develop 3 levels of success criteria for each lesson.
	3. Student focus groups responses about what they are learning (after individual lessons and after camp) show a shift compared with 2017 responses. <i>Difficult to evaluate due to small sample size.</i>	3. Develop tools to determine student perception of what they are learning and why (eg expanded focus groups from 2017, end of lesson surveys)	Four tools were used to investigate student perception of camp and lesson learning intentions. <ul style="list-style-type: none"> • Focus groups of 3 or 4 students at the end of their camp and also at the end of individual lessons. • Post camp reflection activity immediately prior to departure "<i>What have you learned on camp that you think is important?</i>" • Post lesson paper questionnaire (A5 piece of paper). See pages 12-14 of this report. Written responses from students a week or two after their camp "<i>What is one thing you have learned about yourself while you were on camp?</i>"
	4. PLT minutes reflect a strengthening of shared understandings of how task design and pedagogy supports learning intentions. <i>PLT minutes (4 combined staff meetings in 2020) focused strongly in teacher clarity around learning intentions.</i>	4. Use our Professional Learning Team (PLT) approach to peer review the degree to which task design and teacher pedagogy address learning intentions.	The Professional Learning team uses an emergent planning approach, whereby actions and agreements emerge from meeting to meeting. In 2020 the PLT developed an observational tool for video analysis of teaching. This tool helped us to evaluate how students might perceive the learning intention of a particular lesson. PLT minutes reflect the rich professional conversations that took place during this peer video review.
		5. Analyse evidence collected about student perception of learning intentions (links strongly with last cycle Visible Learning Program)	<ul style="list-style-type: none"> • A total of 695 post lesson student questionnaires were collected to inform teachers individually and collectively about how students perceive the main learning in a given lesson (see graphed results later in this annual report). • A post camp survey of 126 students asked "<i>What is one thing you have learned about yourself while you were on camp?</i>" Student self-reports indicate that their Arbury Park experiences helped grow the three key dimensions of self-efficacy: emotional self-efficacy (courage, resilience, persistence and independence), social self-efficacy (friendship, teamwork and trust) and physical self-efficacy.

Goals #2	Success criteria	Actions	Achievements and implications for the future
<p>Goal Improve visiting teacher participation and ownership in designing and implementing their camp program to maximise student learning opportunities.</p> <p>Target 100% of teachers can articulate their next steps in the end of camp survey or interview. <i>98.3% of teachers surveyed could do this</i></p> <p>Challenge of practice Improve the quality of support, communication and relationship development with visiting teachers in all stages of their camp experience.</p>	<p>1. Evidence collection tools (eg walk through observations and interviews) are being used to provide snapshots of visiting teacher involvement and engagement. <i>4 different tools were used to gather teacher involvement information</i></p> <p>2. Agreed protocols for involving visiting teachers are documented and in use. <i>Tips and tricks document compiled.</i></p> <p>3. Teacher focus group and survey responses immediately after their camp, describe next steps in student learning. <i>98% of teachers interviewed could do this.</i></p> <p>4. PLT minutes reflect a strengthening of the educative partnership between APOS and visiting teachers. <i>No action</i></p>	1. Develop tools to determine visiting teachers level of engagement during their camp (eg lesson walkthrough observation, interviews, end of camp focus groups)	<p>4 different tools were used to gather teacher involvement information</p> <ul style="list-style-type: none"> • <i>Visiting teacher participation rubric</i> created and used to assess the visiting teacher participation post lesson on camp program. • A <i>walkthrough observation recording sheet</i> (using rubric) focusing on visiting teacher participation. Carried out walkthroughs observation trials. • A post camp <i>Teacher focus group</i> interview including aspects of next steps and involvement and completed by visiting teachers. • A post camp <i>Visiting teacher participation questionnaire</i> including their perception of participation in the camp program and possible next steps. <p>Teacher focus groups and visiting teacher participation questionnaires indicated a high level of engagement and of feeling included, with high praise for APOS staff enabling this participation.</p>
		2. Review current communication points on a timeline (pre camp, during camp, post camp).	<ul style="list-style-type: none"> • Teachers created a graphical timeline to lay out key communication touchpoints (5 pre-camp, 9 during the camp, and 1 after camp). It reminded us of the potential for over communicating and helped us to be mindful of consistency in our messaging to visiting teachers. • Teachers created a checklist for pre-camp communication and a standardised post camp email to acknowledge and support classroom teachers.
		3. Collect data about level of responsiveness we are receiving from current communication strategies	<p>Teachers kept a running journal of communication with individual school camp leaders. It included communication coming from us and the responses from visiting teachers. This became the data source for our review. We noticed:</p> <ul style="list-style-type: none"> • consistency amongst all APOS teachers regarding the information we shared with schools with an average of 9 emails/phone calls prior to camp from APOS camp coordinator. • some schools/teachers may require more communication to cater for the needs of their school. Eg. some teachers are more anxious or are new to school camps, combined camps had more communication due to logistics of sharing the site. • interestingly, no correlation was noticed between the communication prior to camp and the average participation of visiting teachers on camp from that school.
		4. Use our PLT approach to peer review the interactions APOS teachers have with visiting teachers & parents.	Due to the positive data regarding visiting teacher participation, we decided to focus on questioning and learning intentions for our PLT video analysis.
		5. Develop and practice strategies that proactively engage visiting teachers in their camp experience	<ul style="list-style-type: none"> • Teachers produced a 'tips and tricks' document to share successful engagement strategies. Examples range from simple things like explicit introductions at the start of every lesson (not assuming that every visiting adult knows your role, or their role in the lesson), to identifying key moments in the lesson when we can hand 'control' of the lesson back to the visiting teacher. • Many engagement strategies result from a mindset of trying to build a partnership with every visiting adult in every lesson.

Student attendance data

Occupancy data

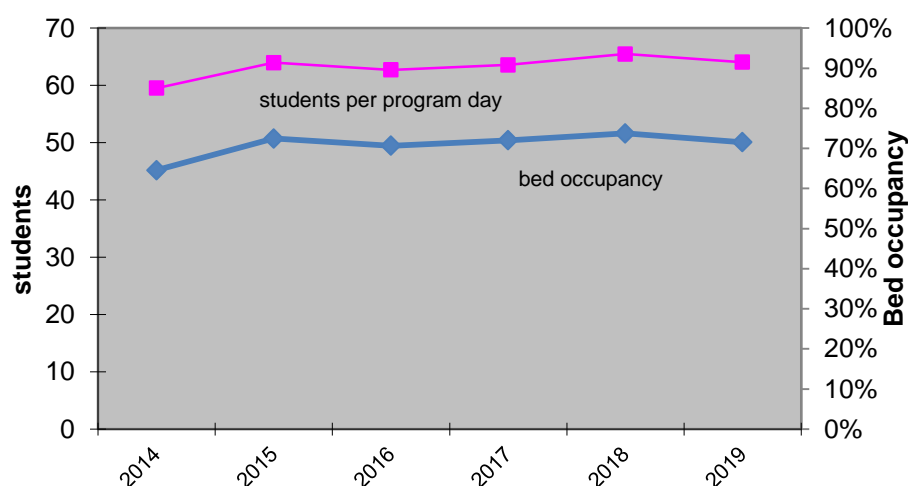
The table and chart below show trends in site occupancy over the past 5 years. The data shows bed occupancy continuing at just below 70%, a gradual upward trend in number of booking applications received, and over ¼ of students are school card holders, another gradual upward trend.

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
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%
2018	90	65	365	4,651	23%	5%	12,016	65	95%	10,692	70%
2019	93	67	378	4,816	27%	276	12,039	64	96%	10,588	69%

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.

Mean students per program day and bed occupancy per available nights 2014-2019



Attendance of schools by type 2015 – 2019

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
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%
2018	97%	3%	29%	71%	55%	45%	97%	0%	3%	5%
2019	98%	2%	28%	72%	36%	64%	89%	3%	8%	13%

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

In 2019 Arbury Park Outdoor School facilities were used overnight by 5 community groups (comprising 390 bed nights) and for day programs by one community group. In total there were 396 client days (visitors per day).

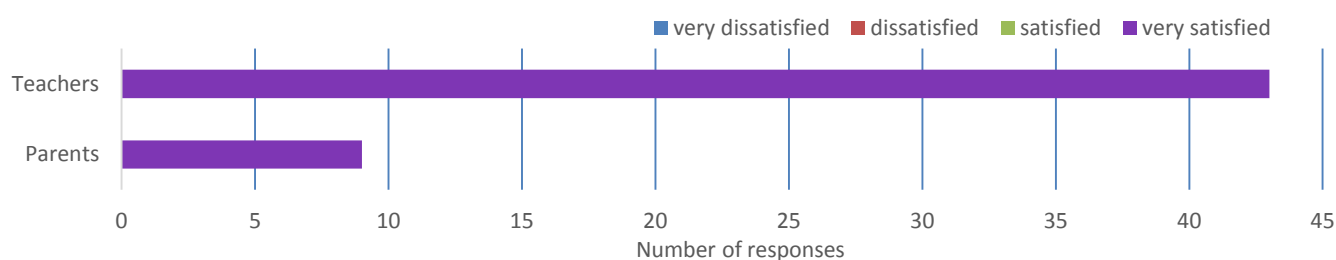
Feedback from visiting staff, parents and students

During terms 1, 2 and 3 teachers-in-charge (26), other teachers (20) and parents (9) from visiting schools completed satisfaction surveys on their last day at camp. The 2019 survey items were unchanged from the previous year and sought opinions on APOS programs, facilities and catering. Visiting teachers-in-charge completed an additional 6 items.

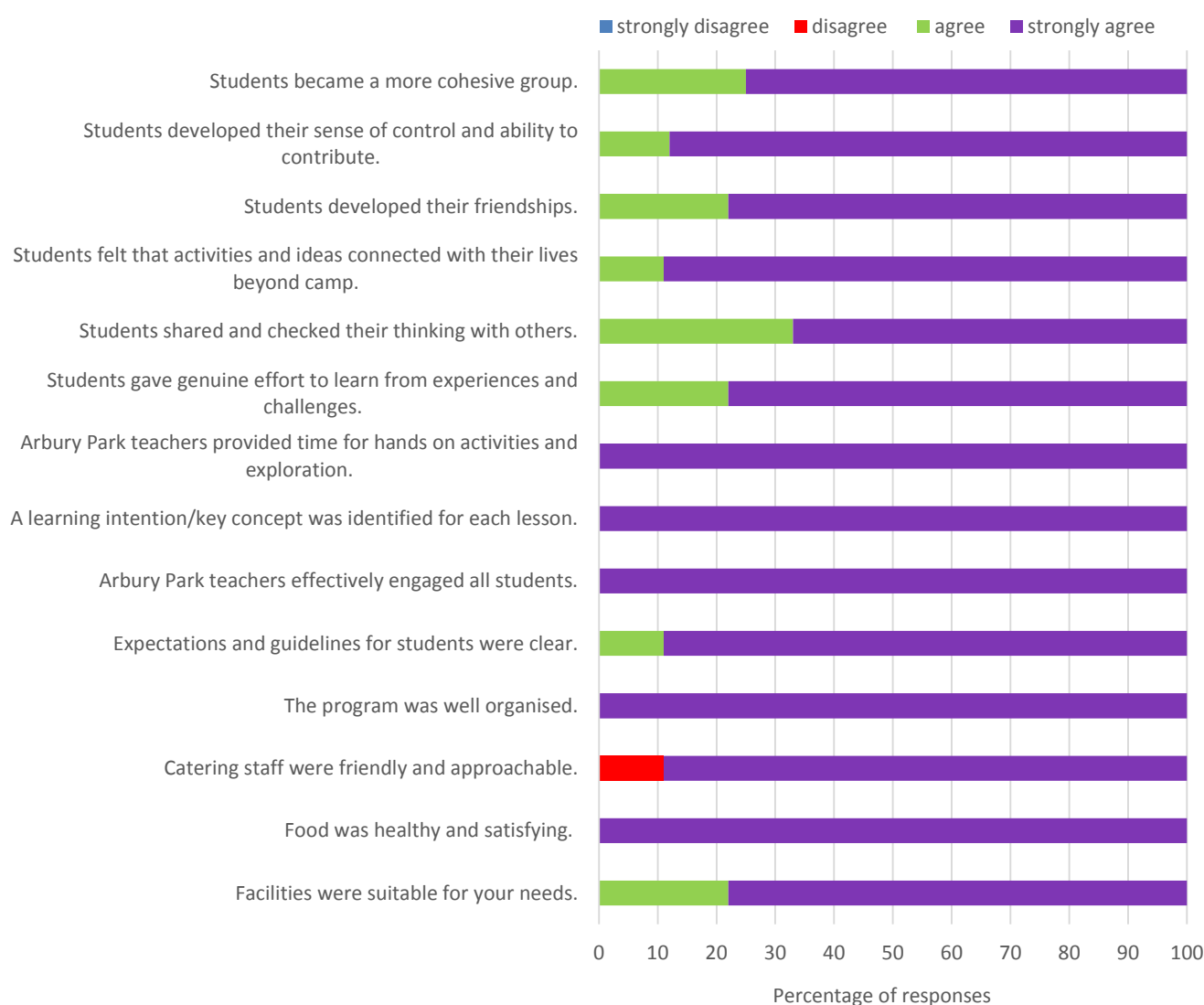
Goal two of the APOS School Improvement Plan sought to improve visiting teacher involvement in camp programmes. To discern the degree to which APOS was successful visitors were surveyed and interviewed. Questions included *"How would you describe your involvement during camp?"*, and *"What did we do to help or hinder your involvement?"*.

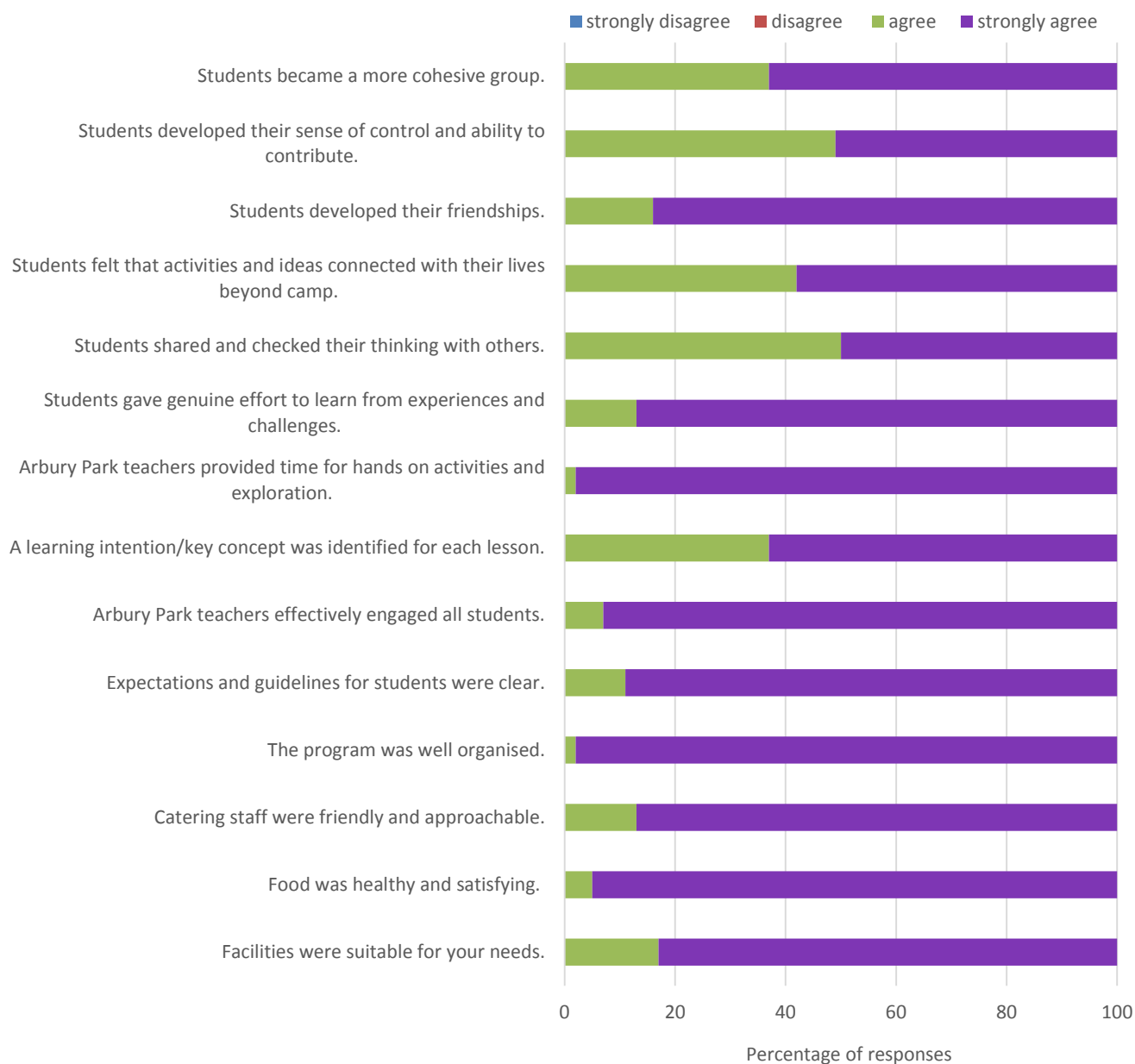
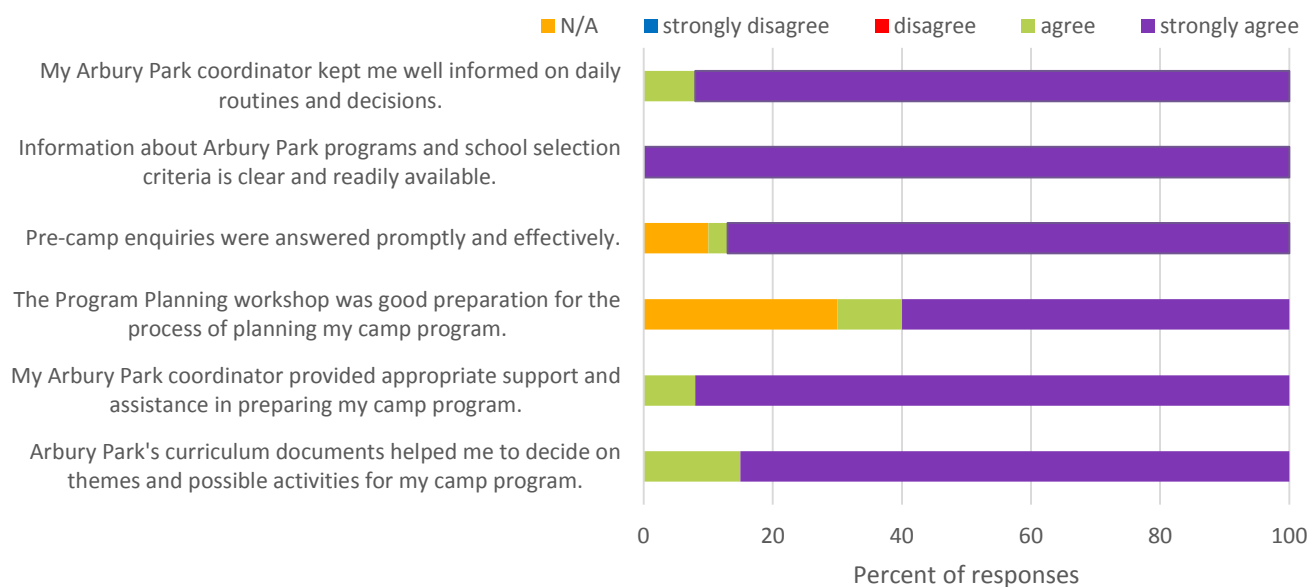
Overwhelmingly, the responses show that visitors either agreed or strongly agreed that their camp programs, facilities and catering were appropriate.

Overall, how satisfied were you with your camp experience? (teachers and parents)



Parent survey responses (n=9)



All teachers' survey responses (n=46, including 26 teachers-in-charge)**Teacher-in-charge responses (n=26)**

Selected visitor feedback

The feedback below was selected from a larger pool of responses to demonstrate the range of visiting adult experiences and insights. Sources of feedback include transcripts from end-of-camp focus groups, unsolicited post-camp communications, and written comments from client surveys.

Feedback about magic moments on camp

The majority of visitors who report magic moments reflect on growth in what Arbury Park Outdoor School recognises as **curiosity**, that is, students' eagerness to discover new things, to wonder and to learn, to explore the mysteries of our world. Typical of this feedback are:

- *Seeing the students explore and develop their curiosity with the environment around them.*
- *Seeing children's joy in discovering new things ... (their) sense of knowing they can do something to help the environment.*
- *The pure enjoyment on the children's faces when they did a 'new' thing (happened frequently). For example – listening to the Appy Arbury tape and 'helping' to set up the camp for him.*
- *Watching my class embrace the freedom to explore their environment.*
- *Seeing quite a few of our 'sheltered' students get out of their comfort zones and try new learning.*
- *The change in students. We had many who didn't want to come or were anxious but in the end they didn't want to leave.*
- *Watching kids try to be totally independent and learn from their mistakes.*
- *Seeing children sampling new foods.*

Arbury Park staff value students' sense of belonging to a human **community** and, more generally, to the great community of life. Some visiting teachers reflect on this aspect as a magic moment. For example:

- *Seeing the kids support each other was brilliant.*
- *Sense of belonging to a bigger picture.*
- *Children discovering new things, helping others and participating in the activities (was a magic moment).*
- *(Shelter buildings was) a great activity for student bonding.*

Arbury Park describes **care** as giving love and attention to things that matter. Visiting adults reflected on care when they wrote that their magic moments included:

- *(Witnessing) the students showing genuine enthusiasm for learning through outdoor activities.*
- *I absolutely loved seeing the level of engagement of all kids, parents and teachers.*
- *How much the students loved it here, were engaged, developing resilience and not wanting to go home.*
- *We saw a koala during our Aboriginal cultural studies lesson. It walked right past us.*
- *Seeing the students light their first fire.*
- *Mount George hike was a wonderful experience.*
- *Mount George hike – students were so proud of themselves.*

Feedback about APOS catering

- *All staff welcoming with a smile each day. Catering is great and work well with (visiting) staff.*
- *Catering staff were great to encourage students to try new things.*
- *Variety and amount of food for children was outstanding. They ate until they were full.*
- *Food was delicious and there was plenty, the students were raving about it.*
- *Catering is great and work well with staff.*

Feedback about APOS teaching

- *I think you are doing an awesome job – you know your subject and clearly explain this to students.*
- *The passion and energy from Arbury Park staff kept students engaged and motivated – also behavior management, getting to know student's names and connecting with them made them stay tuned.*
- *Questioning techniques were excellent.*
- *Absolutely fantastic the way they (APOS teachers) included and spoke to children and staff.*
- *Teachers' ability to relay information and concepts - excellent.*
- *... did such a great job encouraging students to use their imagination and dealing with skeptical students.*
- *Staff were assured in giving students agency, responsibility, freedom.*
- *Was great having teachers trained for the groups – thank you.*
- *Staff were very friendly and approachable and spoke to and handled the students wonderfully. They sparked their curiosity and encouraged them to explore.*
- *I love the way that you make a conscious big effort to get everyone involved. You are looking for the kids that are stepping back and you are bringing them back in, you are asking them questions. I love the way you use the names, the sticks to make sure everyone has an opportunity to have their say and some input. I thought that was great. Often it is the really boisterous kids that get all the say but you have a system here that prevents that.*
- *Staff were friendly, nurturing and responsive to students' individual needs.*
- *I have seen lots of excellent teaching practice here, absolutely excellent. Lots of hands on, lots of encouragement, lots of positives, lots of just observing children and being aware of their needs and even if there has been an issue you have always come afterwards and asked what could I have done and I think that is really wonderful and it is a really good way for all of us to improve. But just watching, there are lots of people here I have*

thought “oh I really like that idea and I really like that idea” so we have come here as staff and we have learnt lots from you as well of our students.

- What I thought was really great, and what we talk about at our school, is that you tune kids in for a lesson. You might visit prior learning during that tuning in time; then they go and they work, and they investigate; and then they will come back for the reflection time so you are unpacking all of that learning with them. Within each of the activities (at APOS), that was very obvious. It was really excellent that it wasn't just, all right, let's go out and maybe we will have a discussion while we are out there. It was very structured. Because they knew what was going to come, they knew there was going to be hands on learning activity and opportunity for them, they were able to settle themselves. And it's very much the structure they use at school and was familiar. During that reflection, that's when the students are prompted with questions, and that's obviously a time for them to connect learning and have those little ah ha moments as well.
- I brought up at various the 'Learner Assets' that we do at our school and I did that a few times with different teachers here and they all picked up on it and followed through, I think that was really helpful, when we could bounce off of each other and add to that conversation and connect with what they know already from school.

Feedback about APOS lessons

- All activities were engaging, educational and perfectly pitched at age group.

Feedback on the influence of APOS experiences

No question specifically asks about the influences of attending camp, but many visitors reflected on these aspects. For example, a parent used Question 19, “What did you learn about your child and their peers through your involvement in learning activities on camp? Were there any ‘magic moments’, surprises or significant moments? Please give examples,” to reflect that”

My daughter has Selective Mutism. She yelled, spoke & gave her ideas during small group activities & on the last day put her hand up 3 times to answer questions!

Other adults reflected:

- An invaluable learning experience for students and teachers.
- Inspirational activities and camp for all teachers and adults. Long lasting memories will come out of this ...
- I think the opportunity for students to interact with each other in a positive, team building way has enabled a number that are not ‘academically engaged’ to contribute.
- ... the students come together as a group ... challenge themselves and step up to help others.
- Students say they've made lots of new friends / new best friends.
- (Students showed) a greater willingness to participate in activities.

Comments on teacher feedback

Surveys, written responses and anecdotal feedback affirm the quality of Arbury Park facilities, catering and teaching. Whilst we are gratified that visitors rate their camp experiences highly, in 2020 we will prioritise refining teacher delivery of learning intentions and differentiating programs for younger students. These planned components of the School Improvement Plan are expected to increase the proportion of visitors who strongly agree that APOS residential experiences positively influence students' social, emotional and academic competencies.

- Making damper and making campfires gave students a chance for an activity that required maturity and responsibility.
- The Web of Life game (is) such an engaging way to learn about ecology. The children loved it. It was a fantastic beginning.
- I ran (Earth Art) and used the critical thinking questions (from the APOS folder). They were excellent and enabled me to dig deeper rather than just show and tell.
- Mission survival – Biggest impact on teamwork, communication and leadership skills. Staff guided students through without doing it for them. Shelter building – This followed mission survival and that allowed students to put new skills into practice, great activity for student bonding.
- (Great to see) the persistence that students had to draw on throughout many of the activities, while engaging with their peers in teamwork situations.
- (Plant propagation) was fantastic. The students were engaged and there was lots of learning happening. We hope to continue the learning at school.

Feedback about APOS programs

- Everything was clear and it took a lot of stress away from teachers and organising a camp.
- I really appreciate how well run the camp is – everything went so smoothly and was run with expertise.
- (Camp had an) endless amount of activities and opportunities for the students to explore and understand nature and our environment in a better/different light.

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 a little more playtime between activities, especially for those children with ASD.
This is a programming balancing act that APOS teachers are aware of. The actions implemented in 2019 are that teachers will do their utmost to have all students seated for meals at the programmed time and catering staff will begin serving as soon as possible.
- Fire safety - make sure kids know not to do this by themselves at home.
Teaching staff remind students who participate in campfire cooking activities that they should talk to responsible adults before undertaking similar activities after their camp.
- Diagrams of seed to seedling to plant/tree and some interactive play equipment demonstrating these concepts perhaps.
Large photographs of the stages of Landcare and Plant propagation lessons have been installed on the walls in the plant nursery. Teaching staff consider that, where possible, there is greater benefit in students exploring 'real' resources but differentiation for younger students is a priority for 2020.

Student survey

In 2019 over 600 students completed brief questionnaires during the last 5 minutes of selected lessons. The questionnaires remained the same as 2018 with the first four items seeking student responses using a 4-point Likert scale, the fifth item was multiple choice and the sixth item invited open written responses.

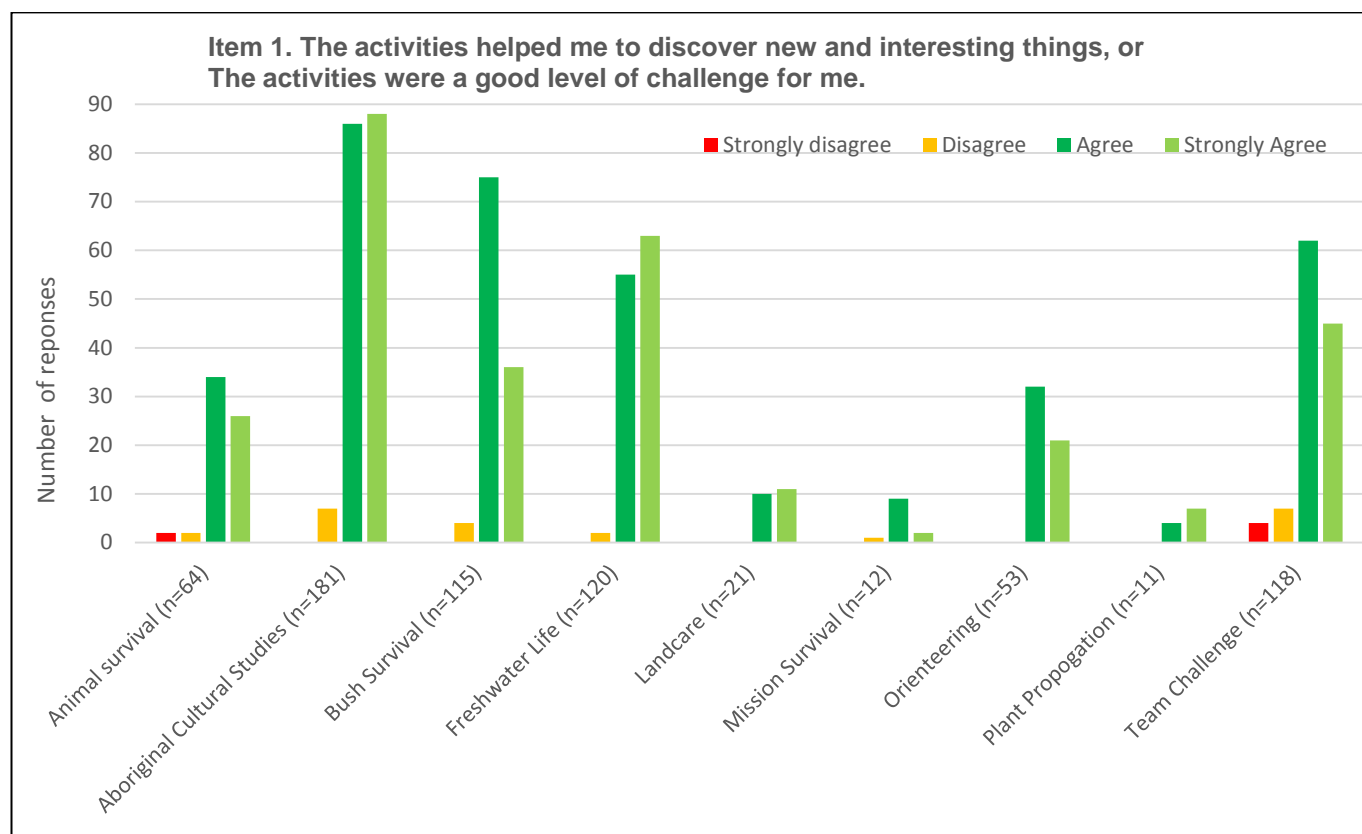
Example of survey (*Freshwater life lesson*)

1. The activities helped me to discover new and interesting things.
2. The teacher included me in this lesson.
3. In this lesson I had the opportunity to learn from other students in my class.
4. How much did the teacher talk in this lesson?
5. Which one of the following do you think was the main learning point from this lesson?
 - The types of creatures living in the pond show how healthy water is.
 - The creatures living in the pond have different features that they use to get their food
 - The pond has many different creatures living in it.
 - Freshwater is precious and we should be careful not to pollute it.
6. What advice can you give me to improve my teaching? (open response).

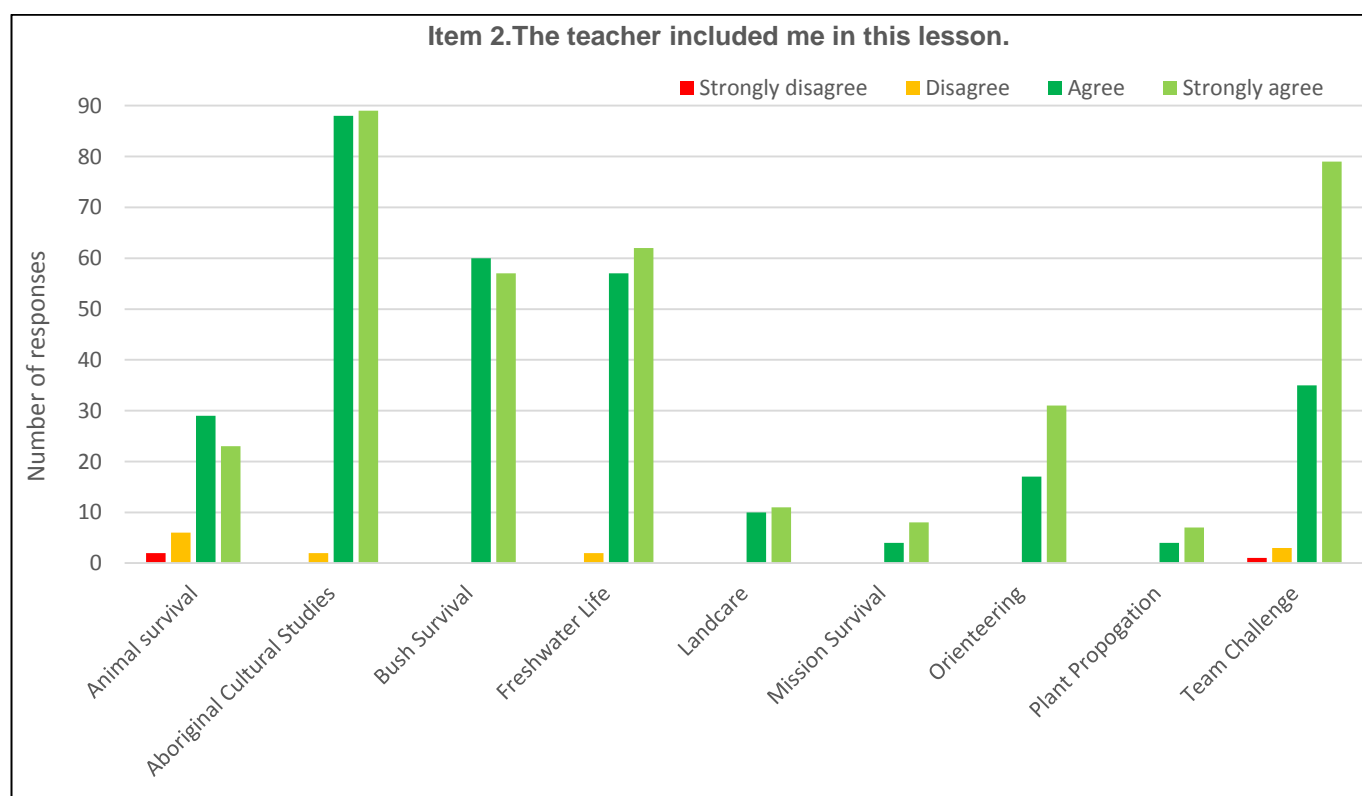
The purpose of this survey was to:

- provide individual teachers with feedback about their lessons
- assist our professional learning teams to review teacher practice (eg how much teachers talk, how much teachers include all students)
- assess the success of our lesson learning intentions.

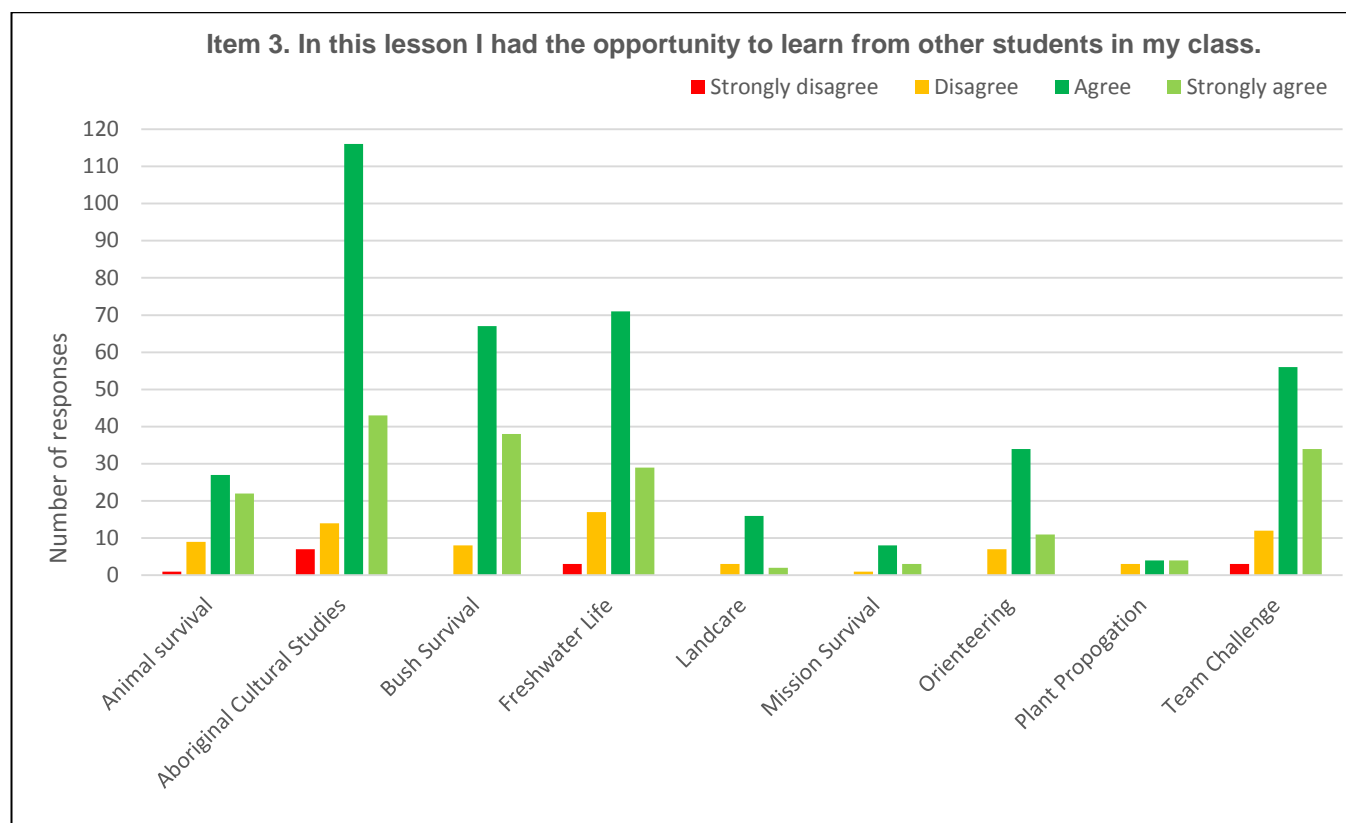
Survey results

**Comment about item 1**

2018 student reports of agreement or strong agreement (95%) and 2019 reports (96%) indicate that students believed their lessons were developmentally and cognitively relevant. This strong consistency over time indicates that school's longer term focus on designing relevant learning and allowing time for students to explore rich questions has and continues to deliver engaging lessons.

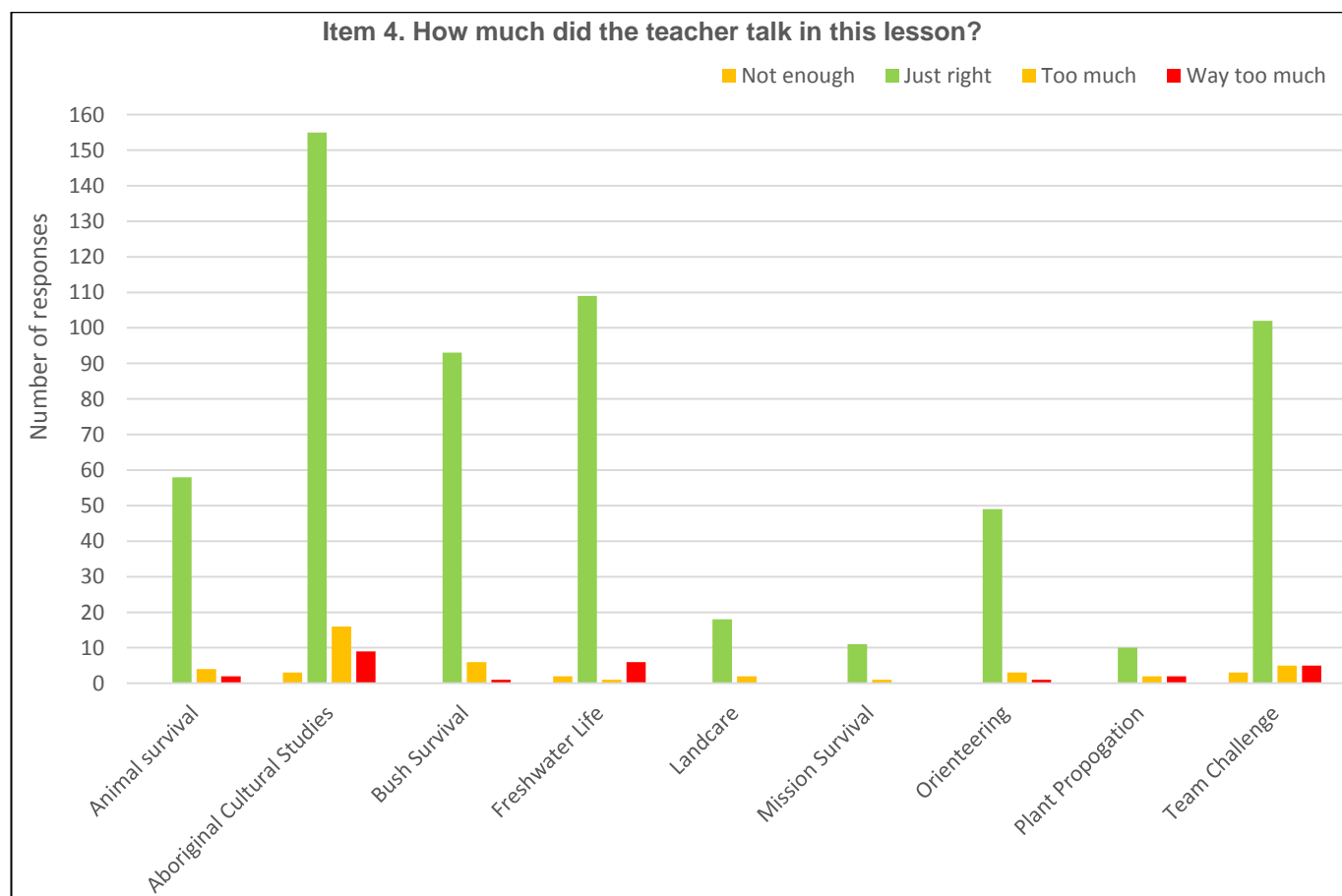
**Comment about item 2**

2018 results (96%) and 2019 results (97%) show that students overwhelmingly agree or strongly agree that APOS has created a culture where students feel included.



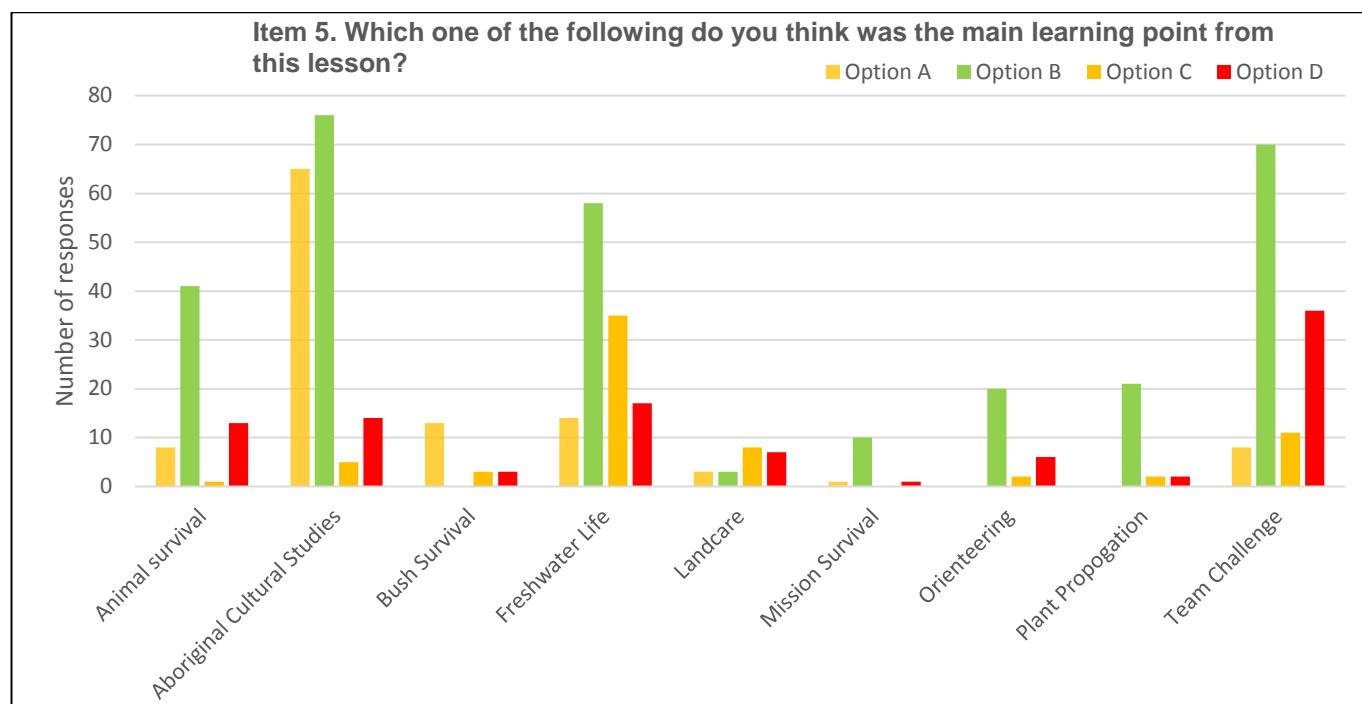
Comment about item 3

In 2018 eighty seven percent of students reported agreement or strong agreement that they had opportunities to learn from other students in their class and 2019 data replicate this figure.



Comment about item 4

In 2019 the average agreement that APOS teacher talk was 'just right' was 89 percent. This is four percent up on 2018 and is in the same band as the five-year average (80 percent).



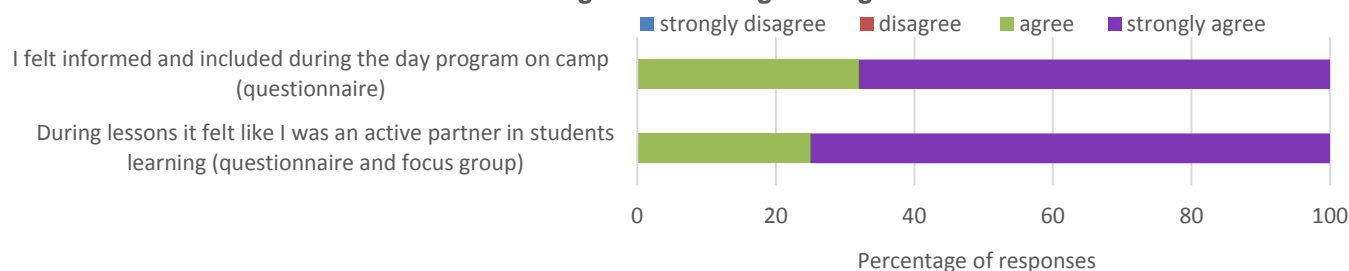
Comments about item 5

In item 5 of the survey students identify one of four possible options as the main point of the lesson. Option B (Light green above) is the intended learning point for each lesson. An average of 52% of students chose this response. Other options, whilst not the agreed main learning intention of that lesson, are considered lower levels of success.

Visiting teacher involvement survey and focus groups

During 2019, 38 visiting teachers completed involvement surveys and 20 visiting teachers contributed to focus group interviews. The following summaries and offers a selection of visitor responses about their involvement.

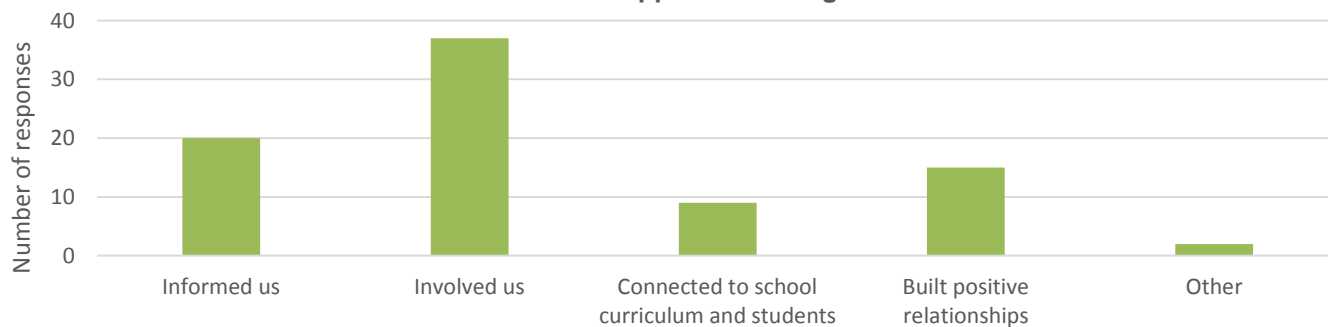
Item 6. Informing and involving visiting teachers



Comment about Item 6

All surveyed and interviewed teachers agreed or strongly agreed that they were informed about and involved in lessons while on camp.

Item 7. How APOS supported visiting teacher involvement



Comment about Item 7

All surveyed and interviewed visiting teachers affirmed that APOS staff supported their involvement on camp

Examples of how APOS staff helped visiting teacher involvement

Informed us

- Ensured we were fully aware on what was happening during each activity and during the day.
- They were very explicit because we know it runs to a set time table so we knew what was happening next and so did the children. Having a program with the times on it was really valuable.
- When the activities started, everybody was given fairly clear instructions about how they could be involved and the expectations of what we needed to do. Today (freshwater life) it was to encourage and to get in there with the kids and yesterday (bush survival) it was more to sit back and let the kids wallow a little bit before offering any assistance so that was fine, that gave us clear directions to what we should be doing and how much input we should be giving.

Involved us

- Checked in with us about kids and joining us in activities.
- Gave quick and easy tasks to help out. Made time to explain what often happens in the lessons and ways to help the kids.
- I think it was really good that they invited us in and made us feel part of the teaching team and not just managing behaviour. There was a lot of conversation around grouping, asking 'What are your thoughts on it? We are going to do this, what are your thoughts?' There was that level of professionalism there.
- The APOS teachers take the lead because they know what they're doing, but they are very inclusive having you there and getting you involved as well. Assigning you some responsibilities, so they are involving you, you're not just standing on the sidelines thinking "do I say something, or I don't want to be stepping on toes or interfering". I didn't get that sense of feeling I had to stand still or do too much the other way. You guys were very on top of being able to address any of the little behavioural things, but we were there as well to be able to step in if necessary.
- We've had the ability to become involved. To a certain extent we could pick our level of involvement and that varies depending on the abilities and the expertise of the people that are there supervising but for our staff, all of your staff have been inclusive and have encouraged us to be involved.

Connecting to the students and their school context

- Coming to the pre-camp workshop was really great because that helped out. I was able to see lots of things that were options for our students

and work out what would suit our children best.

From this I had lots of wonderful advice from people that worked here. It was a two-way street. It wasn't just people saying this is your program or me just saying this is what we want to do. It was a real team effort to get organised and to get the best program for our kids.

- We involved students before camp and talked about expectations and how they were feeling in a meeting. They had a voice which was really good.
- What I thought was really great and what we talk about at our school, is that you tune kids in for a lesson, where you might visit prior learning during that tuning in time; then students go and they work, and they investigate; and then they will come back for reflection time so you are unpacking all of that learning with them. ... that's when the students are prompted with questions, and that's a time for them to connect learning and have those little ah ha moments.
- I mentioned the 'Learner Assets' that we do at our school with different APOS teachers and they all picked up on it and followed through. I think that was really helpful, when we could bounce off of each other and add to that conversation and connect with what they know already from school.

Built positive relationships

- We were never made to feel like 'support' staff! A very inclusive partnership!
- Super engaging and energetic staff.
- The staff were so inviting, friendly and supportive. This site and all it has to offer is excellent!
- Encouraged us and asked questions.
- Great to learn all children and adult names. Always consulted with adults prior to and during activities.
- There was a sense that we were just part of the team. It wasn't like us and you
- I think it was a partnership. I saw the student turning to you and turning to us. It wasn't like 'oh no' this is where I'm looking now, this is where I need to listen too. If the kids are seeing going in both directions, these are the adults who are in charge, who are teaching them this lesson, you can see in their responses (that it was a partnership).
- It was great that the staff just got to know our names and the student's names so well I think straight away so that just made it more personal for us especially, so that how I felt, I was very welcome and very included in the activities.

Other

- I was able to take photos of children involved.

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;

- The Corwin Visible Learning Program
- First aid training
- Crucial Conversations workshop
- Refresher training in fire extinguisher use

Staff completed a total of 324 hours of professional development during work hours and 242 hours outside of normal work hours. \$589 per FTE staff member was spent on professional learning in 2019.

Staff attendance

Teaching staff attendance was 95.8%. Ancillary staff attendance was also, by coincidence, 95.8%.

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

- A problem with automatic float valves led to a period of water circulating between tanks and hence the rainwater meter cannot provide a measure of actual rainwater harvested in 2019 (historically it has been approximately 799kL, but 2019 was an exceptionally dry year. This compares with 1215kL of mains water use over the same period.

Solar electricity production

- 16,960 kWhours of electricity was produced by our 9.2kW photovoltaic electricity system from January to December 2019.
- 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. In other months, we consume more than we produce.

Local biodiversity projects

- Approximately 1850 tubes of trees, shrubs, grasses and groundcover seedlings were planted by staff and students on the main school property and in the Cox Creek rehabilitation project.
- 6 schools (240 students) participated in nursery propagation activities and 11 schools (650 students) planted out the tubestock.