



*Making connections with our environment
Living and learning together*

ARBURY PARK OUTDOOR SCHOOL

Annual Report 2021



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

21 February 2022

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 two to five 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 8 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 – Phil Davill
- Community member - Stan Evans (Treasurer)
- Community member - Dr Bob Sharrad (Chairperson)
- Community member - Clive Harrison (Deputy Chairperson)
- Arbury Park Outdoor School staff rep – Lou Petherick
- 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. The 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 2021 school financial year.

2021 Highlights

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

- The Arbury Park **Curriculum Playbook** was further developed, adding a second page describing important ways of evaluating what students are learning.
- A **summary table of learning intentions and success criteria** for all Arbury Park lessons was further developed.
- After receiving ideas and inspiration from James Smith of *FauNature*, we trialed different dimension boxes in our **APOS nesting boxes lesson**. Students from Woodville Gardens PS used them to set up an enterprise table back at school.
- **International Education Services** held a camp in July school holidays for 60 international high school students. Due to the COVID pandemic, these students had not returned home for 18 months.
- Experiments with **camera traps** to demonstrate to students a tool that can provide evidence of animals that live in our bush, has revealed the presence of **yellow-footed antechinuses** in our stringybark forest.
- Considerable effort was made to collect student and visiting teacher views about **developmental appropriateness of lessons designed for Year 5&6** students. Questionnaires, focus groups and end of camp reflections were among the main tools (see page 16 for more detail)

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

- Forest logs were carefully placed around the beautiful **pond 1, providing more sitting places** for the magic spot solitude activity.
- Several tonnes of road rubble were used to resurface the badly eroded **Deanery Hill fire access track**.
- Colourful and engaging **new display boards** were installed over existing display boards in the dining room. Western end is for information relating to the camp program. Kitchen server end has information about menu and healthy food choices.
- A wayward bus driver entering through the wrong gate collected the **stone entry wall**.
- **'Dry compost' bins** were introduced alongside all seven paper towel stations, eliminating over 50% of waste by volume to landfill.
- **Two failing car-tyre retaining walls were removed from the playground** (trip hazards) and replaced with locally sourced tree trunk retaining walls. The last swing frame was also removed creating a more open and multi-use terraced space.
- The **sediment pile from dredging pond 2** in 2020 was levelled, creating a realigned creek line, and improved riparian habitat.

Other highlights *(see appendices for photos)*

- *Advanced Life School Photographers* shot a series of 360° panoramic photos and video to construct a **web-based virtual site tour** including some drone video.
- A student survey was implemented to gain **feedback about menu options for students with special diets**. Conducted on iPads and the end of camp.

Site Improvement Plan

Goal #1	Success criteria	Actions	Achievements and implications for the future
<p>Improve students' perception of the learning intentions for their camp and individual lessons.</p> <p>Target 70% of students can articulate what they are learning and why it is important, in any lesson, and for their whole camp.</p> <p>Challenge of practice Develop agreed understandings and consistent language about what students learn, why it is important, and how it is delivered (consistent with what visiting teachers believe is important for their students).</p>	<p>1. All lesson documentation shows a consistent approach to learning intentions and success criteria (consistent language, taxonomy, scope). <i>100% of all lessons have documented 3 levels of success criteria.</i></p>	<p>Progressively review the agreed learning intentions and success criteria for current lesson plans (first round completed in 2020). Check for rigour and developmental appropriateness.</p>	<ul style="list-style-type: none"> A taxonomy of verbs relating to three levels of success (developed in 2020) was used to review two lessons: <i>Freshwater life</i> and <i>Nature's Recyclers</i>. This taxonomy helps teachers accurately describe what they look for in student understanding and behaviour. Group development lessons (<i>Team Challenge</i> and <i>Mission Survival</i>) were closely investigated for developmental appropriateness. Feedback from students and visiting teachers was also sought (see comments in Goal #2). In 2022, learning intentions and success for other activities (not full lessons as such) will be produced: <i>Ecological footprint</i>, <i>Forest walk</i>
	<p>2. Student descriptions about what they are learning (after individual lessons and after camp) are consistent with their teachers' intentions. <i>94% of student comments in end of lesson focus groups show strong correlation with the learning intentions (see page 16). 57% of students correctly identified the intended learning in end of lesson surveys (see page 11).</i></p>	<p>All teachers continue to use existing assessment tools (eg student focus groups, end of lesson student surveys, post camp visiting teacher surveys, recording end of camp reflection activities, electronic 'anytime' surveys on iPads, assessing student learning using success criteria).</p>	<ul style="list-style-type: none"> There were 15 student and 12 teacher focus groups conducted in 2020. Some focused on a particular lesson (e.g. <i>Mission Survival</i>), some focused on learning over the whole camp. Focus group interviews remain a powerful way to inquire into what students and teachers believe is important learning. 753 end-of-lesson student mini-questionnaires were given. Item 5 in the questionnaire asks respondents to identify what they thought the main point of the lesson was (see page 11 for detail). 331 end of camp reflection comments were recorded and collated (see page 17 for detail). Electronic iPad student surveys relating to learning intentions remain a goal for 2022.
	<p>3. PLT minutes reflect a strengthening of shared understandings of how task design and pedagogy support learning intentions. <i>Three rounds of PLT in 2021 (peer review using video), reviewing two selected lessons. All included a focus on clarity of learning intention.</i></p>	<p>Analyse and reflect on evidence collected about student perception of learning intentions, e.g. compare pre-camp teacher intention statements and students' end of camp self-reported learning.</p>	<ul style="list-style-type: none"> See page 11 of this report for evidence collected about students' perceptions of learning intentions for individual lessons. During term one and two, visiting teachers' were asked their camp learning intentions during their day one <i>Forest Walk</i> activity. These were recorded and later compared to what students described as their main learning at the end of camp. We found this methodology difficult to standardize and quantify. We didn't feel this was valuable use of time compared to other data collection methods.
		<p>Use Professional Learning Team (PLT) approach to inquire into the relationship between learning intentions, task design and teacher pedagogy (an emergent planning process).</p>	<ul style="list-style-type: none"> Three PLT cycles in 2020 explored relationships between teacher practices and learning intentions. Their focus was on clarity of learning intention during <i>Day one dining room routines</i> explanation and the <i>Shelter Building</i> lesson.

Goals #2	Success criteria	Actions	Achievements and implications for the future
<p>Improve student engagement and participation, with a focus on year 5/6.</p> <p>Target 90% of students show high levels of engagement.</p> <p>Challenge of practice Design differentiated learning tasks and camp programs (specifically, appropriate stretch and challenge for year 5/6 students, given Year 7s will move to high school in 2022).</p>	<p>1. High levels of student engagement and learning are reported in feedback from visiting teachers (e.g. in interviews and surveys).</p>	<p>All teachers revisit effective strategies, identified in 2019 SIP, for improving visiting teacher involvement as co-teachers of their students' camp program.</p>	<ul style="list-style-type: none"> • The 2019 Tips and Tricks document (practical strategies for involving visiting teachers) was reviewed during teacher staff meetings. • This action will be carried into the new staff induction program in 2022.
	<p><i>90% of teacher focus group comments indicate a high level of engagement and task appropriateness in group development tasks (see page 14).</i></p>	<p>Review the appropriateness of current learning tasks that span several year levels (e.g. <i>Freshwater Life</i> across R-7, <i>Nature's Recyclers</i> across 3-7, <i>Animal Survival</i> across 3-7). Cross reference scope and sequence in the Australian Curriculum and in DfE <i>Units of Work</i> developed in 2020.</p>	<ul style="list-style-type: none"> • At the year 5-7 level, <i>Freshwater life</i> and <i>Nature's recyclers</i> learning intentions were reviewed, cross referencing the Australian Curriculum. The content descriptors in the AC are not often continuous across year levels. This is somewhat problematic for APOS. Agreement was reached that for our context, for composite year levels, and for the duration of a single lesson, the APOS learning intention can be below the AC. • A good example is the <i>Freshwater life</i> lesson for year 6/7 focusing on identification of FW invertebrates, developed and trialed in 2020. Whilst AC content appropriate, it relies on pre-existing skills and experience that we rarely see in students in these year levels. The existing <i>Freshwater Life</i> lesson focusing on feeding relationships is a better match for most of these students. • We did not explore the DfE Units of Work in any depth in 2021.
	<p>2. High levels of student engagement and learning are reported in lesson observation by APOS teachers (e.g. observation rubric scores, PLT video observation).</p>	<p>All teachers collect evidence of engagement and participation from students and visiting teachers (e.g. observation rubrics, student focus groups, student and visiting teacher perception surveys).</p>	<ul style="list-style-type: none"> • A snapshot of student engagement was collected using an Engagement Rubric first developed at APOS in 2016, and modified for the purpose of this snapshot. • Teachers scored a total of 102 lessons with an average student engagement score on a 5-point scale. They used professional judgment to rate the lesson. • Overall there was high engagement scored in 86% of lessons. However, there was high variability in engagement between schools during some lessons. • The source of variability in engagement was an important topic of professional conversation. Is it task design?, pedagogy?, time of day?, emotional maturity?
	<p><i>86% of Year 5-7 lessons observed showed a high level of student engagement, as measured by the APOS teacher engagement rubric (average of 2.4 out of a potential max engagement of 3).</i></p>	<p>All teachers design or re-design learning tasks to provide students with appropriate challenge and stretch (e.g. group development lessons).</p>	<ul style="list-style-type: none"> • For some lessons (eg <i>Mission Survival</i>, <i>Freshwater Life</i>) a lengthy review of task design and observation of engagement, revealed that very little change was needed. • Redesigning the tasks and lesson sequence of the Animal survival lesson remains a task for 2022.
	<p>3. Student focus group responses indicate high levels of engagement.</p> <p><i>94% of student comments in end-of-lesson focus groups are indicative of high engagement – a positive perception of task and pedagogy (see page 16).</i></p>	<p>Use a Professional Learning Team (PLT) approach to inquire into the relationship between student engagement, task design and teacher pedagogy.</p>	<ul style="list-style-type: none"> • The 3 rounds of PLT did not focus specifically on student engagement. The focus became more about clarity of teacher instruction and dialogue.

Student attendance data

Occupancy data

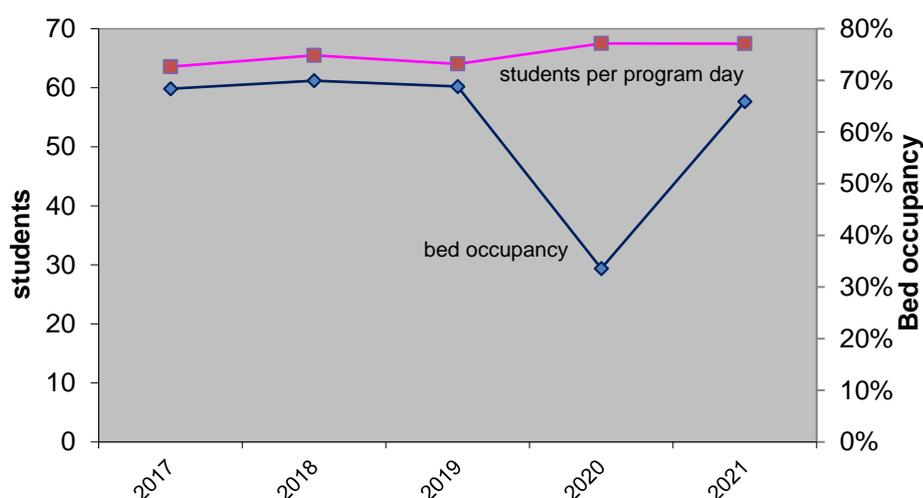
The table and chart below show trends in site occupancy over the past 5 years. COVID19 restrictions had a significant impact on our overnight program capabilities in 2020 and again to a lesser extent in 2021. In 2021 we were closed to students completely for 11 days, and for a further 2 days we were restricted to day programs only. Despite this, the bed-occupancy-per-available-night (66%) in 2021 reflects a high occupancy-per-booked-night (76%).

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
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%	6%	12,039	64	96%	10,588	69%
2020	81	41	211	4,158	14%	4%	8,843	68	47%	5,134	34%
2021	86	67	440	4,765	27%	5%	11,437	67	87%	9,816	66%

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 2017-2021



Attendance of schools by type 2017 – 2021

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 (48% of bookings in 2021), Arbury Park is the only campsite that is affordable for their community.

	Sector		Zone		Index of disadvantage		School type			
	Gov.	Non-gov.	Country	Metro	1-4	5-7	R-7	8-12	Other	Small
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%
2020	98%	2%	15%	85%	34%	66%	88%	5%	7%	7%
2021	97%	3%	22%	78%	48%	56%	91%	3%	6%	6%

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

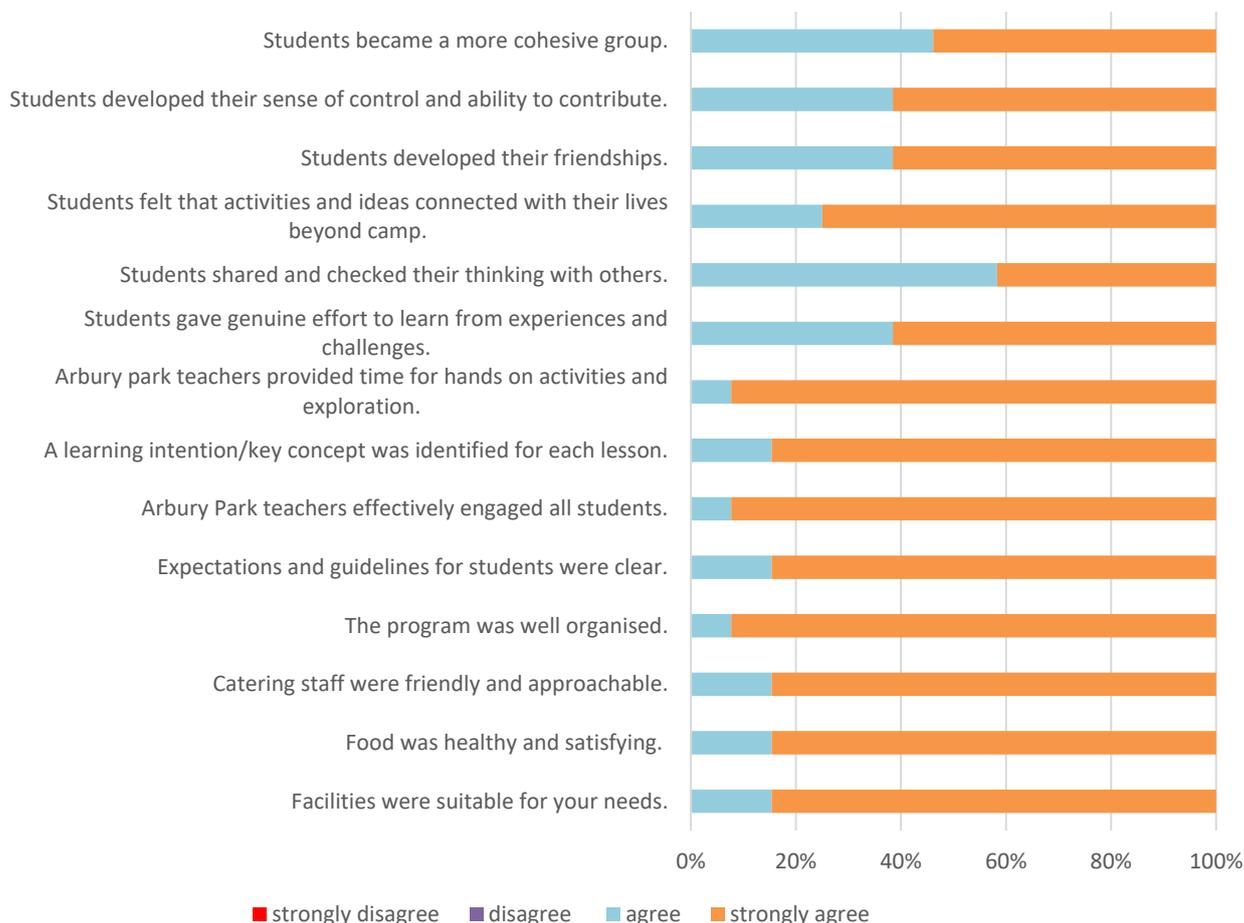
In 2021 Arbury Park facilities were used overnight by six community groups (comprising 12 nights and 370 bed nights) and for day programs by one community group. In total there were 416 client days (visitors per day).

Feedback from visiting staff and parents

During terms 1, 2 and 3 adults from visiting schools completed surveys on their last day at camp. Respondents were invited to provide written feedback and to rate their perceptions of key aspects of Arbury Park on four-point scales. The responses show that 100% of visiting teachers and parents were satisfied or very satisfied with the camp experience.

Parent survey responses

Parent/Carer Survey 2021 (n=13)



Written feedback from parents

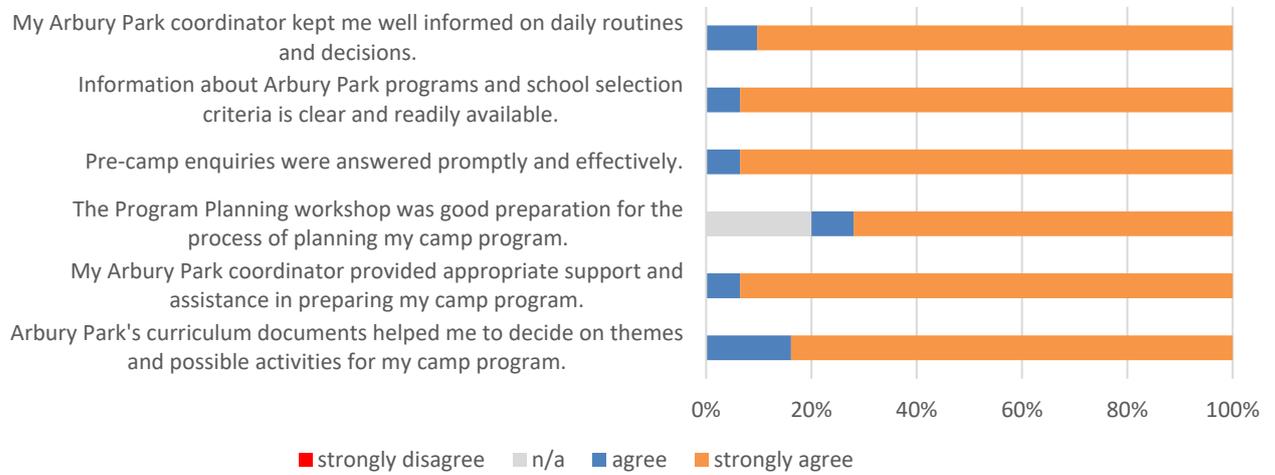
The same 13 parents provided written feedback about their camp experiences. The selection below shows what parents learned on their camp:

- Children interacted with nature, exploring, testing their limits and problem solving. Curiosity amazing!
- I learnt that (*my child*) is much more able to be independent than I assumed. My son is a proud Aboriginal boy who enjoyed and benefited from the Trent Hill and Aboriginal Studies activities. Thanks!
- We had good team building activities on camp. They helped us understand how well the kids can communicate and perform in a team. Magic moments when they were able to sit around the campfire and hear the Aboriginal story from the camp staff who enlightened us with really good stories.
- The staff here's interaction with the students was outstanding, calm, inclusive, focusing on positives, clear explanations and opportunities for children to learn, grow and reach beyond their comfort zones.
- I have been on three other school camps and this is by far the best one. Thank you for such a great experience
- It was beautiful to see the connection from home and school. Watching friendships blossom.
- It seems my child can get distracted which then makes him take longer to pick up what the group is doing.
- Although some kids were not motivated at the start of activities they eventually joined in and enjoyed the activities. This was due to the awesome camp leaders that catered to the needs of all children and involving them.
- You have a jewel in the crown here. I hope many, many more South Australians get to experience what you have to offer.

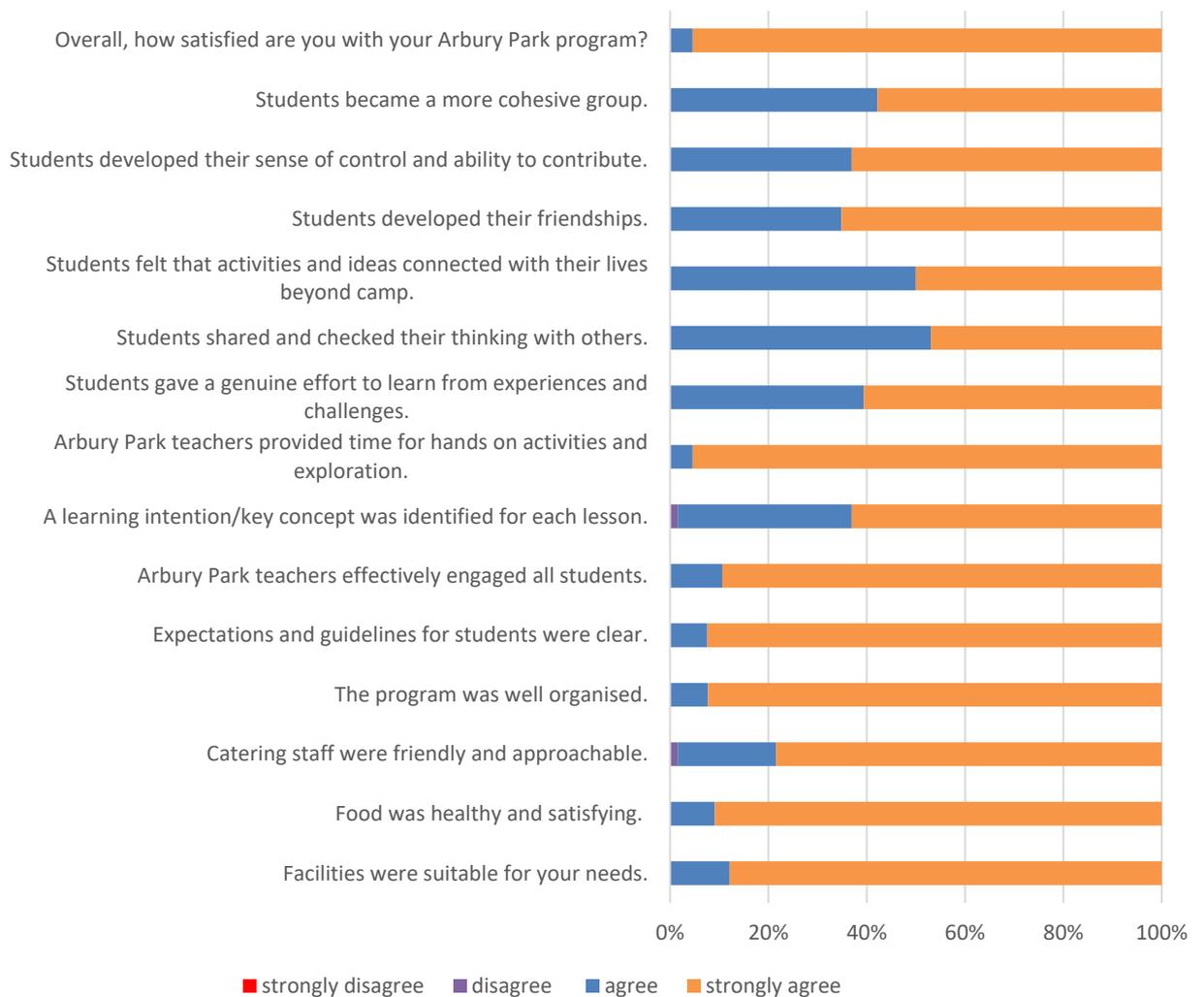
Teacher survey responses

Visiting teachers-in-charge (n=31) and other visiting staff (n=33) also completed surveys on their last day at camp.

Teacher-in-charge responses 2021 (n=31)



Visiting teacher survey 2021 (n=66)



Written feedback from visiting teachers

The feedback in this section was chosen from a larger pool of responses to show a range of visiting adult experiences and insights. Sources of feedback include unsolicited post-camp communications, comments written on end of lesson surveys, and written comments from client surveys.

Magic moments on camp

- The camp was amazing! All facilities were great, the staff were amazing, there was a huge range of activities for students to complete and the food was amazing.
- Wow, wow, wow. Loved it! Food was amazing and the experiences were so beneficial.
- Most of the students have also never tried this type of food, have never used cutlery so it was fantastic to see them try new things.
- Hands on learning and opportunities for students to experience and learn new skills. Having the opportunity to try things they haven't done before at home with their families / caregivers.
- Giving students the opportunity to experience the outdoors. Many of our students have not been to the Adelaide Hills.
- Relevant to our learning at school (bush school, water as a precious resource, Aboriginal Culture).
- Trent Hill was such a good experience and we learnt so much. Lots of lessons learnt. He compliments the camp beautifully.
- Having Trent on the first night, then Aboriginal Cultures as activities really helped to strengthen understanding and importance.
- Persistence in campfire building and fire making.
- Loved how child centered the activities were for JP. Unstructured camp/mud kitchen/fishing time by the pond was awesome.
- The quiet spot on the forest walk was definitely my highlight!
- Mission survival was very engaging (makes or breaks kids).
- Definitely "mission survival" and the overall engagement of students participating in all activities.
- Bush survival – we loved the productive struggle.
- Mount George Hike – kids pushed themselves above their initial expectations.
- Students were engaged in real world learning while appropriate level of challenge provided.
- It was great seeing the students build their resilience and develop their relationships.
- The new experiences that students have been able to experience and seeing the look of joy on their faces.
- I was wowed by so much myself as a teacher. Seeing students so invested and engaged in what they were doing / learning.
- So many students showing empathy and encouraging others.
- Watching students work together to achieve success in various activities. Making connections with their learning at school (eg Geography and Biology).
- Seeing students interacting with nature and developing their self-esteem and personal responsibility.
- Watching the children connect and engage with others in different and meaningful ways.
- Seeing a student "shine" in the practical, problem solving activities where she often struggles in some classroom work.
- Kids went from 'me' to 'us' quickly.
- I was absolutely impressed how well all the students from two sites interacted and engaged with each other. Students from our site loved getting to know other students and many sat at mixed tables in the dining room.
- The diabetes folder is magical and takes the guesswork out of working it out. The accommodation for dietary needs was outstanding.

Comments about the students

- Students developing resilience, building stronger bonds and achieving and understanding of the learning objectives.
- The new experiences that students have been able to experience and seeing the look of joy on their faces.
- I was wowed by so much myself as a teacher. Seeing students so invested and engaged in what they were doing / learning.
- Watching the children connect and engage with others in different and meaningful ways.
- Seeing the students who would usually hold back at school coming out of their shell.
- Team building with groups / friends they may not always hang out with.
- All the activities gave students an opportunity to do things they normally wouldn't do. Students who usually don't participate were giving things a go.
- Seeing students grow in their leadership, working together and helping each other.
- Watching a quiet student excel at an activity with other students seeing his strengths and then seeing how proud he felt.

Written feedback from visiting teachers (cont.)

Comments about APOS staff

- Amazing camp, so well organized, staff were very accommodating and went above and beyond for the students and it felt like they were truly invested in their learning.
- The staff have been amazing – watching them interact with students (that they have only just met), encouraging them, challenging them but not leaving them to fail.
- The staff were incredible at keeping the kids engaged and included and giving them memorable experiences. We loved your focus on the environment and the learning behind every single thing you do. Everyone should be proud of the program that has been built here and the difference you are making to kids' lives.
- Passionate, engaged APOS teacher who related well with everyone especially kids with special needs. Staff were welcoming, knowledgeable and friendly.
- We would like to thank you as some of our students are extremely challenging and we appreciated you working with us to support our students.
- All staff were very friendly and helpful at all times. You can tell it's a "well oiled" machine.
- Great learning intentions, questioning, thinking strategies, students were engaged and the learning was clear.
- I can't thank (*APOS teacher*) enough for their support with our particular issues. Nothing was too much trouble for them, consistently in touch with me pre-camp and during camp! You're a terrific team and I'd recommend a camp at Arbury Park as a fantastic experience for all.
- A big thank you to all the Arbury Park staff for their support and dedication. Your passion for what you do is truly evident and reflective of the marvelous opportunities you create for students.

Suggestions for improvement

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

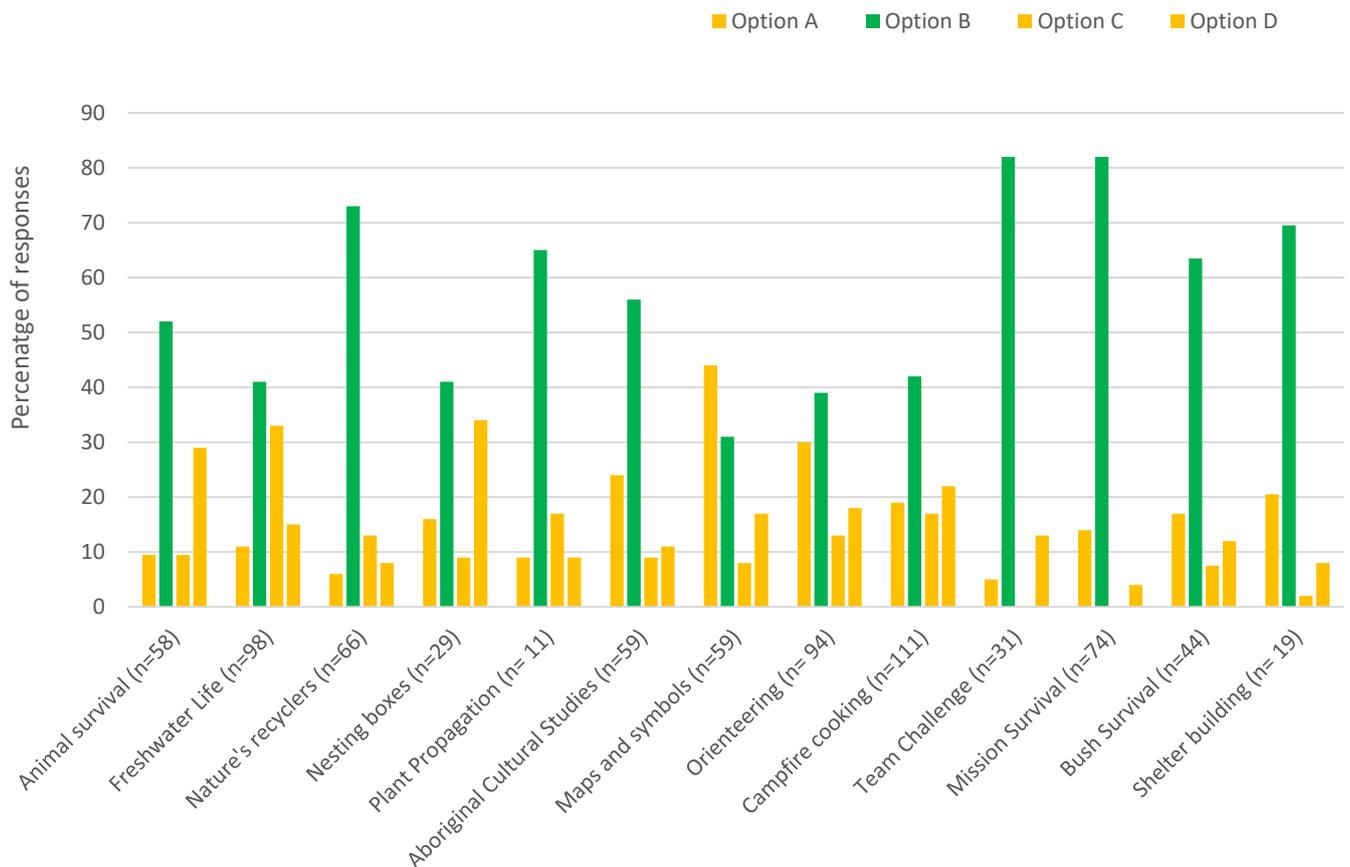
- Mindfulness/gratitude built into the program.
- Our group would have benefitted from some more unstructured time or longer play breaks between activities. Especially for the year 2/3s.
- Kids found it hard to sleep with so many lights on outside.
- A few more toilets / showers to cater for larger groups.
- Mobility / wheelchair access was tricky for one of our children. It might be nice to have a sensory / nature table or some back at camp activities for those unable to participate in some activities.
- Some students suggested that there should be a half-hour break after lunch where they can go in their dorms for a quick lay down.

End-of-lesson feedback from students

In 2021 over 753 students completed brief questionnaires, with 6 question items, at the end of selected lessons. The questionnaires remained the same as previous years 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. 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)
- assess the success of our lesson learning intentions.

Q5. Which one of the following do you think was the main learning point from this lesson?

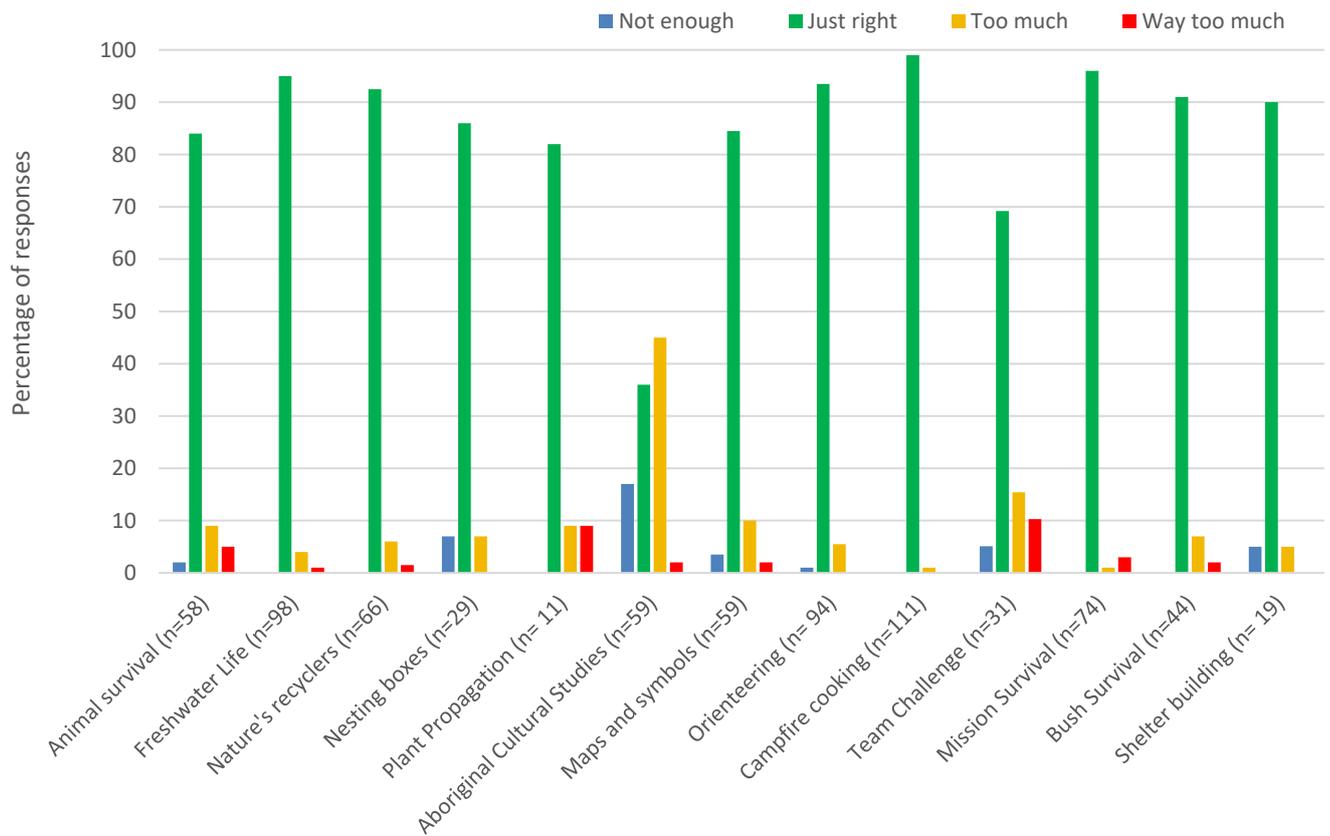


Maps and Symbols main learning points: Option A - Always turn your map to line up with the features around you. Option B - In orienteering you learn navigation skills and how to read features on a map.

This question identifies what students thought was the main point of a lesson. In the figure above, option B shown green, is the teacher’s preferred ‘correct’ leaning intention. If we are teaching consistently and intentionally, we expect to see a peak in the green column.

Of four possible options, 57% of the 753 students surveyed correctly identified the intended learning. This is an increase from the 2020 average of 46%.

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



Student responses to this question are in keeping with 2020. The responses for Aboriginal Cultural Studies lessons raises pedagogical questions for Arbury Park teachers, and is a different pattern to previous years. This will be a subject of further professional learning and peer observation in 2022.

End-of-camp feedback from students

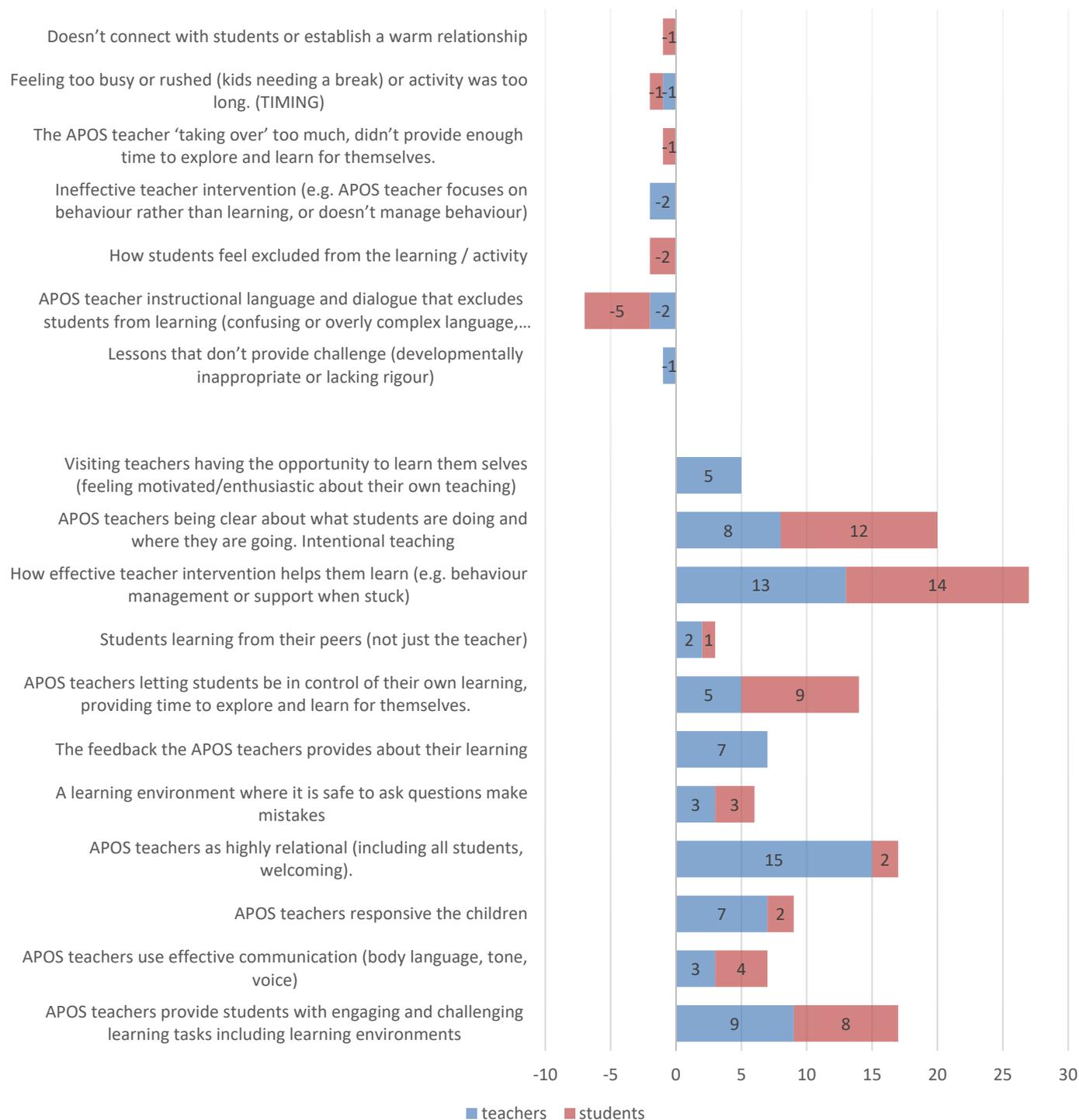
At the end of their Arbury Park camp, students were asked to reflect and share about their camp learning. “What have I learned that I think is important?” (also see figures on page 17 for a summary of response categories).

- Making friendships and forming an environmental community because together we have more energy and ideas to help our world.
- Teamwork because you have to work with people you don't like and have to work out how to work together. You'll meet new people you don't know or like then you'll get along with them.
- That we can all listen to nature and learn things. Nature's gift is always amazing.
- That life isn't just about yourself, it's about everything.
- Old trees are really important to animals needing hollows. Takes a long time to make a hollow. Important because we need to stop cutting down old trees and plant trees.
- To learn about self-control. In mission survival when people got angry when others don't listen, sometimes you need to take a deep breath.
- It's not the big things, it's about all the tiny microorganisms that make up nature.
- Learning about Aboriginal cultural studies because they're the first people and we can learn from them.
- Highlighting Aboriginal cultures and learning about history and how to respect the land.
- If you have a team and you do something, it's better with a team because you use their strength and your strengths.
- No matter how tough it gets, keep working as a team and never give up.
- Shelter building to me was about communicating. It helped me to collaborate with people that I don't normally work with and make new friends.
- Nature is a really good place to be and hang out with friends. Things like fresh air, good feelings, relaxing, exploring, animals all around us, running around, discovering things.
- Kindness helps to build a sense of community and a sense of belonging.
- Sharing a dorm is not simple. Some people feel odd, some were worried because they sleepwalk or snore. Some people were loud and silly. Some people were homesick so I comforted them. I didn't realise there would be so much going on.
- In mission, I practiced stepping back in. I wanted to leave, I removed myself, but then I stepped back in and it showed me it's worth bouncing back because then I don't miss out.
- Wildlife in the pond. If you take one thing out of the food chain, then everything falls apart. This helped me with my awareness of what happens out in nature.
- Regulation is important because our class is good at giving up and we didn't give up here.
- Peace and calm is important because in a time of quiet, stress can go away.
- Nature needs more care than it's already receiving because there's only one planet and we need to take care of it.
- Orienteering because you can learn a lot of skills and it's better with your teamwork and you get better with communicating as well and better with the maps. Cause if someone's not that smart you can maybe teach them or you can help them, like you can teach other people and that goes on to teach other people if one person knows.
- What I've learnt on this camp is when you've not been with your friends and you go meet other people and you play with them instead if they're lonely or something like that. This is important because it's not really cool to keep playing with the same friends all the time and making new friends is better and helps your friendship and it's healthy.
- All activities combined shows us how to work together and build a community which is the most important thing.
- I learnt that it is a good thing to be outside and learn about Mother Nature surrounding us. It is important because one, it's healthy and two it's also really fun and educational.

Comments about APOS teaching practice

During focus group conversations students and visiting teachers were asked to comment on the best teaching they experienced on camp, and also teaching that could be improved. From the transcripts of all of these focus groups, 148 separate comments were extracted on the criterion they described positive or negative observations of teacher pedagogy. The figure below categorises these 148 comments, 67 from students, and 81 from teachers.

- Negative data labels (left of centre line) refer to teaching practices that could be improved. For example, some students felt the teacher's instructional language was confusing or overly complex.
- Positive data labels (right of centre line) refer to teaching practices that were highly valued. For example, many students and visiting teachers felt that teacher intervention to support learning and behaviour was an effective aspect of teacher practice.



Comments about APOS teaching practice (cont.)

From the teachers

- The name recall and investment in knowing the students personally was second to none. Never seen it so prevalent. It helped to build trustworthy relationships and form a sense of community and belonging.
- I have to say I really admired how calm and patient, kind, thoughtful (particularly to students with needs) teachers were. I think the students really feel valued.
- It was nice seeing the staff here step back and let kids work out stuff for themselves, sometimes we have to do that a little bit more too. So a balance of explicit instruction but also getting kids to solve problems on their own too.
- APOS team approach to behaviour management. It's not about the don'ts. It's about what can we do that is the positive behaviour. Focusing on that rather than don't do this, don't do that, and having a list of positive things you want to see and focusing on that, let's them see something they can achieve, which I think it really important.

From the students

- They weren't saying like silly facts but like really needed facts so then we could actually like go and do it and not like sitting there for half the lesson learning stuff. And then we get to like do it and make stuff.
- They use descriptive language and they give good explanations and they don't really go hard on you.
- When they show me how to do it I paid more attention because when they talk I won't understand that much because I don't really know that much words so I like it when they show it.
- Most teachers here they don't do the stuff for you they let you do it but if you need help they help you.

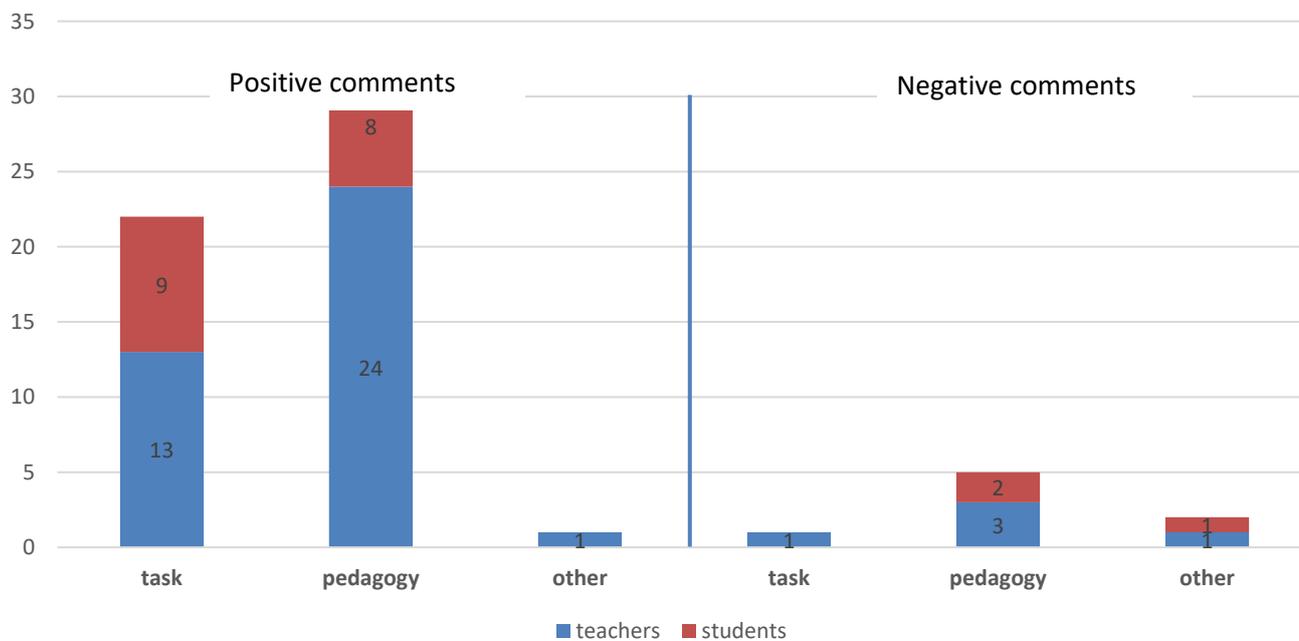
Suggested improvements from the students:

- Sometimes when the teachers are explaining what's happening at the end they ask if anyone has any questions but the they um like put their answer into like a different sentence and they wouldn't know what that real question was, they would kind of like improvise and make their own quick answer out of it. So they could take more time to listen and give them more time to say.
- A couple of teachers weren't talking that loud and I couldn't really hear them.
- When we played the game I wasn't 100% sure what was happening because where I was sitting I couldn't hear too much so when we started I wasn't 100% sure how to do everything.
- One of the teachers, they didn't really let us do much fun things. We were doing the Aboriginal Cultures, and I had seen lots of other people doing the activity and it looked really fun because they were all having fun and doing lots of things. But the person who we were doing it with, he didn't really let us have many goes at everything.

Developmentally appropriate learning design

During focus group conversations with students and visiting teachers after group development lessons, they were asked to comment about the level of challenge. Was the lesson too easy, too hard, or the right amount of challenge? The target year levels for this particular question were students in Years 5-7.

From the transcripts of all of these focus groups, 53 separate comments were extracted on the basis they described positive or negative reflection of challenge. The figure below categorises these 53 comments, 20 from students, and 33 from visiting teachers. Overall, both teachers and students thought there was the right amount of challenge to engage students in productive learning.



Teacher comments:

- There were highly differentiated multiple entry levels to match their level of challenge.
- They got a lot further than I thought they would quite quickly. The river crossing was the most challenging of the 3 tasks, it was something new for them, but when we sat down after and talked about what went on, focussing on the teamwork aspect rather than the task, that was great and they seemed to take that process on to the next task. It gave them the next step in their development.
- The teacher here knew when to step in and say “right, what have we got here?” and instead of coming up with the answer, it was making them still think but also helping them along a little bit.
- I thought you gave them the right prod at the right time, gave them the opportunity to argue it out, “if you want to work this out as a team how are you going to do that?”
- I like the way they were given enough time and left to have those conversations. But probably in the classroom maybe we try and solve things a bit too soon and they don’t have those team building conversations with each other because they have been grouped differently.

- I think the communication was really good and the way that was encouraged. With my group, I love the trial and error, if it didn’t work, try again - that was a big take away. Persistence.

Student comments:

- It was about the right level. It was hard it was fun and it was just at the right level of my knowledge.
- I think the smaller people would say it’s easy, but the taller people like me would say harder, it’s a good amount of difficulty. You need to work as a team, that’s really what it’s all about.
- She (*teacher*) could tell when we were struggling a bit, she didn’t give us the answers. She didn’t give massive clues, but she gave us hints. She said like “Ok, look up here”, or something and then we could figure out we could go up there.

End-of-camp reflection: 'What have you learnt on camp that you think is important?'

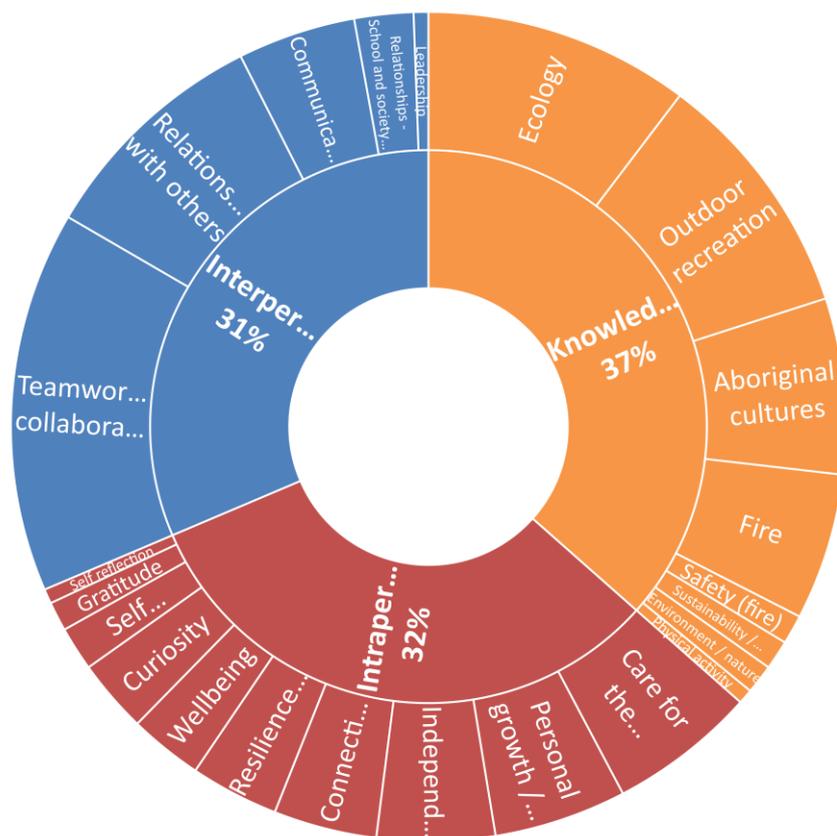
The end of every camp is celebrated with a farewell 'ceremony' during which students and teachers are asked one big question. Their responses were recorded and then categorised. The three broad categories are *Knowledge* (e.g. a particular concept learned), *Interpersonal* (e.g. relationships, friendships, collaboration), and *Intrapersonal* (e.g. self-growth, confidence, identity).

Students (175 responses)

Personal capabilities/identity	S%	T%
Care for the environment	6	1
Connecting to environment	4	4
Self-reflection	1	1
Personal growth / confidence	5	8
Resilience / persistence	3	8
Curiosity	3	4
Self-regulation	2	0
Gratitude	1	0
Wellbeing	3	1
Challenge	0	3
Independence	5	10

Interpersonal	S%	T%
Relationships with others	9	10
Relationships (school & society)	2	2
Communication	5	3
Leadership	1	5
Teamwork / collaboration	15	16
Play	0	2

Knowledge	S%	T%
Environment / nature	1	0
Ecology	10	6
Aboriginal cultures	7	5
Sustainability / footprint	1	2
Physical activity	1	0
Outdoor recreation	10	4
Connecting to prior learning	0	2
Safety (fire)	1	0
Fire	6	4



Teachers (156 responses)



There was a broad range of responses. It reminds us that individuals find different aspects of camp that will leave the strongest impression.

There were strong similarities between what teachers and students thought was important learning.

Interpersonal learning (relationships and collaboration) and intrapersonal learning (Confidence, personal growth, sense of care for the environment, resilience) featured highly, particularly from the teachers' perspective.

Workforce management

Workforce composition including Indigenous staff

Workforce composition	Teachers		Ancillary	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-time equivalents	0	5	0	8.1
Persons	0	7	0	12

Teacher qualifications

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

Qualification level	No. of qualifications
Graduate degrees or diplomas	7
Postgraduate qualifications	13

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

Expenditure and participation in professional learning

Teaching staff participated in a variety of professional learning activities throughout 2021, including;

- Provide First Aid training (all staff).
- The new Responding to Risks of Abuse Harm and Neglect, RAHN-EC training (all staff).
- Ecologist, James Smith from *FauNature* provided a tailored workshop about artificial hollows.
- In-house workshops in *Crucial Conversations*.
- Departmental on-line courses (PLink) including WHS, code of ethics, cultural awareness and mental health training.
- Diploma of Sustainable Living, University of Tasmania (Indigenous Lifeworld's, Backyard Biodiversity, Sustainable House and Landscape Design, Living with Fire).

Staff completed a total of 179 hours of professional learning during work hours and 303 hours outside of normal work hours. \$313 per FTE staff member was spent on professional learning in 2021.

Staff attendance

Teaching staff attendance was 96.7%. Ancillary staff attendance was 96.5%.

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 at 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

- 21,539kL of rainwater was harvested in 2021.

Solar electricity production

- 14347kWh of electricity was produced by our 9.2kW photovoltaic electricity system from January to December 2021.
- This compares with a 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 1100 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.
- 5 schools (360 students) participated in nursery propagation activities and 5 schools (344 students) planted out the tubestock.