



*Making connections with our environment
Living and learning together*

ARBURY PARK OUTDOOR SCHOOL

Annual Report 2022



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

27 February 2023

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

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.

In 2022, long serving Council member Stan Evans retired from the Council after 20 years of service. He first joined the Council as the local Adelaide Hills Council rep. His most recent role was that of Treasurer. We recognise and thank Stan for his service and community spirit throughout these years.

There are currently 6 active members of the Arbury Park Outdoor School Council, including Arbury Park staff representation. All members are nominated for a 2-year period.

- Mt Lofty Partnership Principal Consultant – Leesa Shepherd
- Community member – Phil Davill
- Community member - Dr Bob Sharrad (Chairperson)
- Community member - Clive Harrison (Treasurer and 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 (Minutes Secretary)

Finances

The appendices of this report contain a summary of income and expenditure for the 2022 school financial year.

2022 Highlights

Reminiscent of 2020, 2022 commenced with a COVID-19 interruption to normal business. Overnight camps were not possible for over a term. There were staffing challenges and several new staff to induct. These challenges and the prolonged uncertainty that accompanied them made for an unusual start to the school year.

Despite this, there were many highlights, as described below and the appendices of this report.

2022 was also the first year in South Australian Primary Schools without Year 7 students. Given that primary schools are our main client base, this changed our historical demographic. The most observable impact was in the higher end of our group development cluster of activities.

Teaching and learning highlights (see appendices for photos)

- We benefited from the experience and perspectives of Steve Hamill, campus head at Somers Camp School on the Mornington Peninsula. Steve spent 6 weeks part-time at Arbury Park in a TRT role. Such a special opportunity for APOS staff to learn from an interstate colleague.
- Building on professional learning in 2022 with James Smith of *FauNature*, we installed 9 habitat boxes in the playground area. Boxes are coded, challenging students to hypothesise which box dimensions are preferred by which animals.
- An observation rubric was developed and trialed to help our focus on improving teacher communication.
- During a Kaurna Plains School camp program, emerging Kaurna elder Uncle Antony selected a local *Eucalyptus dalrympleana* tree to demonstrate traditional coolamon making technique with a group of students. The coolamon went back to their school for the next stage of treatment.
- Emma Still led a collaborative process to create a large and colorful mural depicting the three school values. The mural commands a prominent position in the dining room.
- A graphic designer created two separate signs for the main meeting shelter, acknowledging elders: an acknowledgement of country and traditional elders, and an acknowledgement of the vision and innovation of Dr Alby Jones, a 'grandfather' figure of Arbury Park Outdoor School.

Facilities and grounds highlights (see appendices for photos)

- Four distribution sub-boards in the dorms and gym were replaced. The old ones were lacking space for expansion and were cracking. As importantly, the repositioning of the new boards will allow for the installation of three more double bunks, increasing our adult supervisor sleeping capacity.
- Planning commenced on a forest shelter project, replacing the old quagmire bird hide with a multi-use, all-weather shelter adjacent to the stringybark forest.
- The old, failing shelter at the bottom of the playground area was becoming a hazard. It was replaced with a steel-framed, open, lean-to design that lets in more light and improves line-of-sight for student supervision.
- The failing laundry gas water heater was replaced with an electric unit, part of a longer term strategy to electrify appliances.
- The area underneath dorm 3 was re-paved and stormwater diversion improved. The dorm 3 'cave' is now a more versatile and useful teaching space.
- A 1000L diesel storage tank was installed next to the grounds shed, enabling easier and safer refueling of the tractor, from a bowser inside the shed.

Other highlights (see appendices for photos)

- We hosted an afternoon field trip as part of a national architecture *Learning Environments* conference. Thirty conference delegates spent 2 hours exploring some of our learning spaces. They cooked damper, problem-solved building a rope bridge and 'played together' in the nature play area. All of the experiences helped them to think about the connections between the learning environment and the type of learning that it enables.
- We hosted the launch of Neville Bonney's new book 'From one seed a forest is Born'. Neville has been an inspiring and visionary spokesperson for native plant regeneration over a number of decades.
- Long serving staff member Claude the Sulphur-crested cockatoo enjoyed extensive enrichment resources including a hollow 'castle' in his outside enclosure, and foraging baskets to stimulate his natural behaviours.

Site Improvement Plan

Goal	Success criteria	Actions	Achievements and implications for the future
<p>Improve students' understanding of learning intentions and success criteria (in individual lessons and for their whole camp)</p>	<p>1. Students can describe what they are learning (after individual lessons and end of camp)</p>	<p>Teachers will review the agreed learning intentions and success criteria for current lesson plans. Audit for rigour, precision, and developmental appropriateness.</p>	<ul style="list-style-type: none"> Review of the learning intentions summary document took place over a series of staff meetings, using a traffic lights process (red, amber, green to indicate usefulness). 10 out of 30 lessons were refined through consensus. All teachers found this to be a challenging but instructive process.
		<p>Teachers will engage in professional learning about assessment for learning and purposeful dialogue</p>	<ul style="list-style-type: none"> One third of teachers were new to APOS in 2022. Much of the professional learning agenda was focused on procedures and practices unique to APOS. Teacher professional learning included viewing a series of Dylan William video clips focusing on leaning intentions and success criteria through lens of formative assessment strategies.
	<p>2. Student-reported learning is consistent with agreed APOS intentions.</p>	<p>Professional Learning Teams (PLT) will strengthen teachers' skills and precision in instructional language (eg teacher clarity, rich dialogue, skilful questioning, precision of feedback).</p>	<ul style="list-style-type: none"> Three cycles of Professional Learning Team reflection occurred in 2022. Given the proportion of new staff, we used different protocols to guide this reflection, e.g. the very structured questioning audit tool for first timers, and a teacher communication observation rubric for more experienced teachers.
		<p>Teachers will use existing student and visiting teacher perception tools.</p>	<ul style="list-style-type: none"> See page 9 and 10 of this report for evidence collected about students' perceptions of learning intentions for individual lessons.
	<p>3. Visiting teachers observe and provide feedback about effective dialogue strategies used by APOS teachers.</p>	<p>Teachers will analyse and reflect on evidence collected about student perception of learning intentions.</p>	<ul style="list-style-type: none"> Student responses about perception of lesson learning intentions is shown in two graphs on page 10 of this report. One graph shows responses grouped by lesson, the other by individual teacher. Despite a small sample size for some lessons in 2022, we feel there is promising potential in 2023 for sorting responses by individual teacher. This would provide more targeted information for improvement.
		<p>Teachers will collect visiting teachers' observations about the quality and effectiveness of APOS teachers' instructional dialogue (eg an end of lesson survey tool)</p>	<ul style="list-style-type: none"> We developed a new observation rubric tool, with the initial intention of asking visiting teachers to provide feedback after a lesson they had just observed. The rubric describes 8 elements of effective teacher communication (eg voice, tone, vocab.) A trial with 6 visiting teachers revealed problems with inconsistency and quality control. There is promise that this tool will help provide rigour and structure for internal lesson observations in 2023.

Student attendance data

Occupancy data

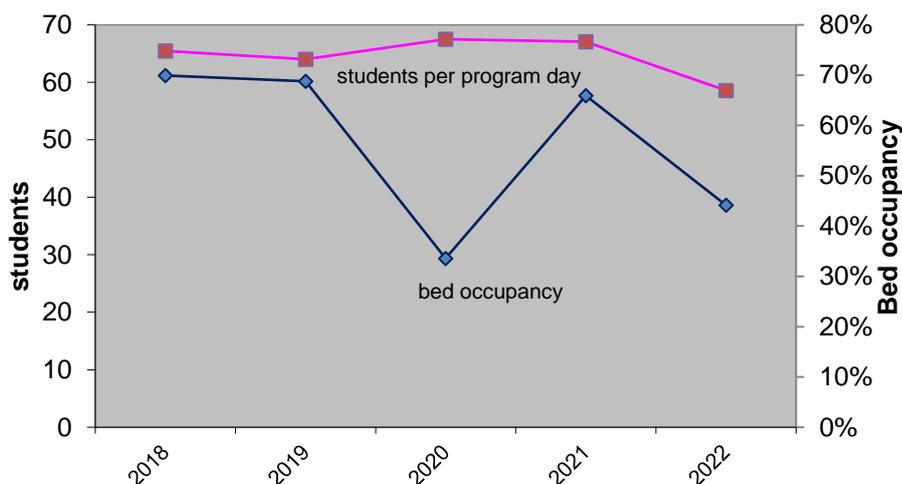
The table and chart below show trends in site occupancy over the past 5 years. COVID-19 restrictions had a significant impact on our overnight program capabilities in 2020, to a lesser extent in 2021, and significantly again in 2022. In 2022 we were closed to students completely for 19 days, and for a further 28 days we were restricted to day programs only. A further 10 days were lost completely as schools cancelled bookings at short notice due to COVID uncertainty and difficulties with transport. Bed occupancy per booked night was a reasonable 67%.

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 / booked night	Bed occupancy / available nights
2018	90	65	365	4,651	23%	5%	12,016	65	95%	10,692	74%	70%
2019	93	67	378	4,816	27%	6%	12,039	64	96%	10,588	72%	69%
2020	81	41	211	4,158	14%	4%	8,843	68	47%	5,134	72%	34%
2021	86	67	440	4,765	27%	5%	11,437	67	87%	9,816	76%	66%
2022	74	59	412	4,256	21%	6%	9,375	59	66%	6,798	67%	44%

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 2018-2022



Attendance of schools by type 2018 – 2022

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 (38% of bookings in 2022), Arbury Park is the only campsite that is affordable for their community.

	Sector		Zone		Index of disadvantage		School type (*Year 7 in high school in 2022)			
	Gov.	Non-gov.	Country	Metro	1-4	5-7	R-6*	7-12	Other	Small
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%
2022	100%	0%	13%	83%	38%	62%	75%	2%	10%	13%

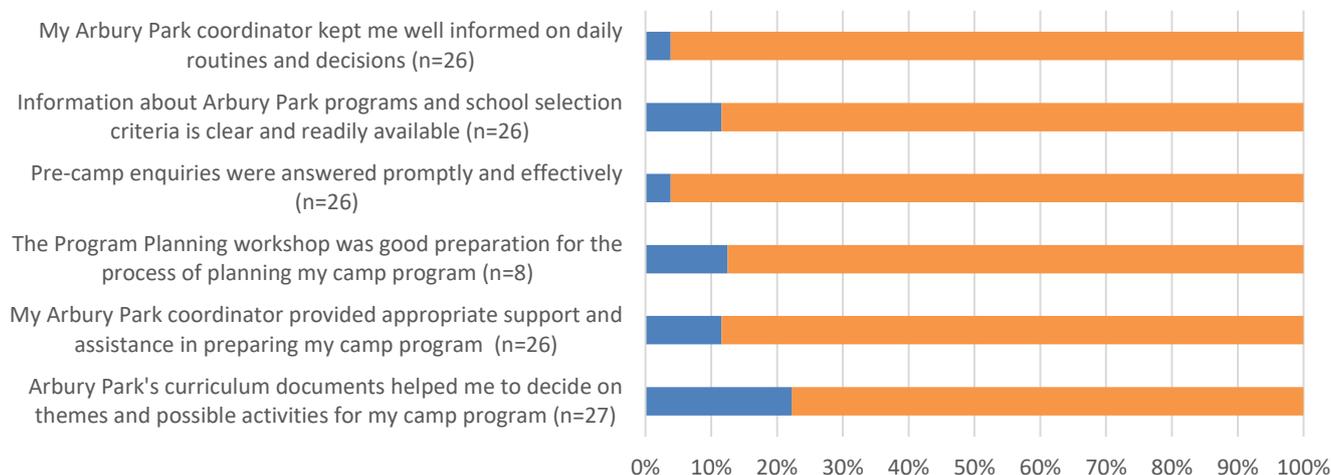
Site occupancy data – community groups (weekends and school vacation period)

In 2022 Arbury Park facilities were used overnight by 5 community groups (comprising 17 nights and 584 bed nights) and for day programs by 1 community group. In total there were 609 client days (visitors per day).

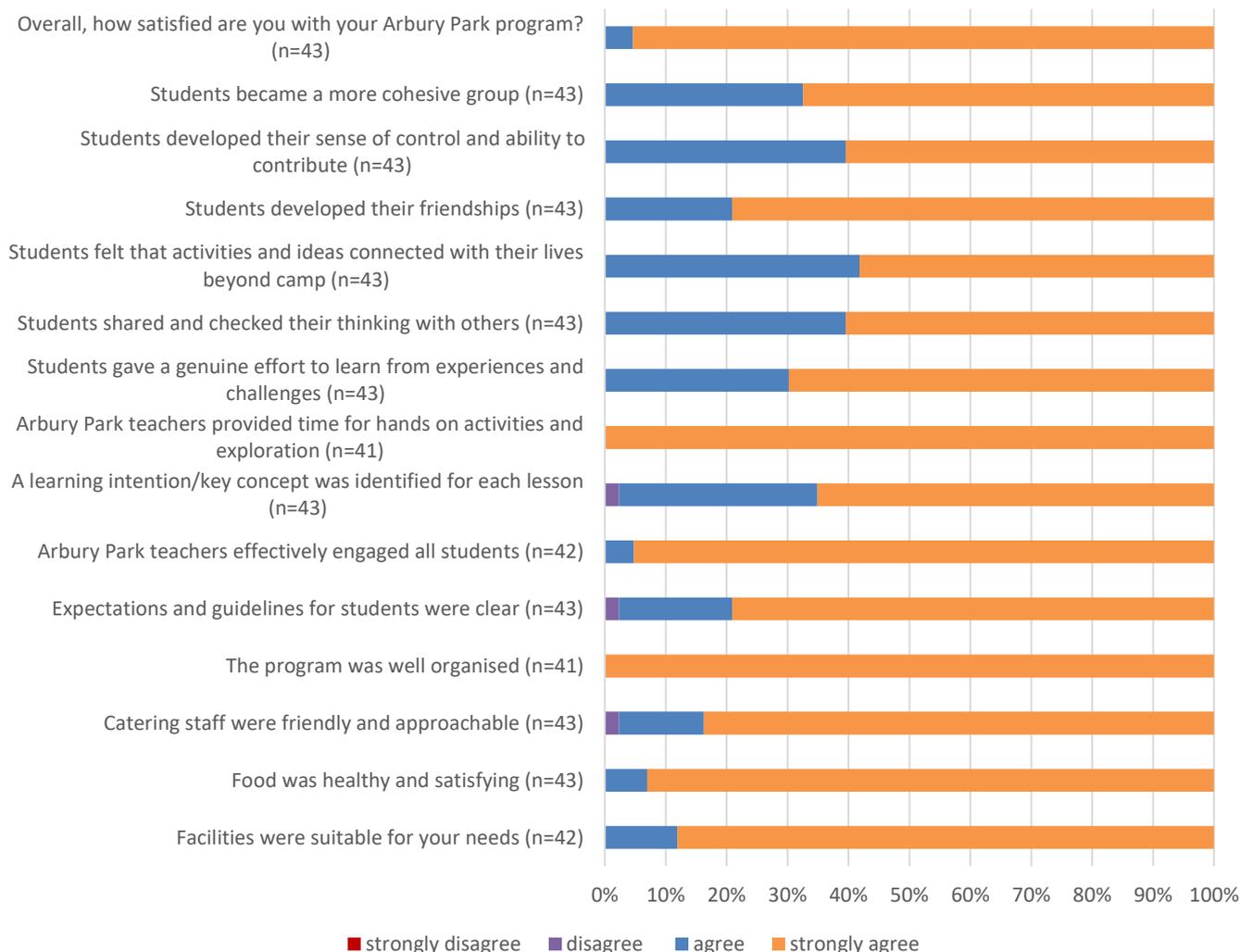
Feedback from visiting staff

During terms 1, 2 and 3 teachers from visiting schools completed surveys on their last day at camp (teachers-in-charge (n=26) and other visiting staff (n=42)). 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.

Teacher in charge responses 2022



Visiting teacher responses 2022



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, mainly from written comments in end-of-camp questionnaires.

Magic moments on camp

- As teachers, we can transfer so much of their new learning back to the classroom.
- Trent Hill was a highlight. The children thoroughly enjoyed it.
- The campfire after dinner and the night walk. Such a special experience for the kids who had not experienced a campfire before.
- Watching children's faces when discovering and learning. Seeing their excitement.
- The catering was so adaptable for dietary requirements
- Students had the opportunity to eat a fantastic range of meals and snacks that were nutritious and healthy (tasty too!)
- Handing out the medals and acknowledging the values shown by students.
- The camp program (awesome amount of activities and the perfect amount of time on each).
- The value medals have enabled all students to contribute to the camp in a positive way.
- The camp was really successful. Kids were engaged with all activities and the diversity of the activities meant that students learnt a range of skills.
- The students were particularly engaged in the Freshwater Life session by the pond and then back in the microscope room.
- Freshwater life, giving the students the opportunity to explore by using the microscopes.
- Dawn walk for sunrise.
- Watching kids light their fires and cook their damper.
- Orienteering was a massive hit amongst the more competitive students.
- Upside down tadpole under the microscope. We could see the heartbeat.
- The team building exercises were excellent in teaching the kids to navigate working as a team and listening to each other.
- Students having ah ha moments and connecting learning objectives to the real-world and life beyond Arbury Park.
- Students using their problem-solving skills to manage and create opportunities to succeed.
- The group collaboration was fantastic. It was magical to see the kids work together on tasks.
- It was great to persist through the drizzle of the first day to help students build resilience.
- Many students went out of their comfort zone and made it to the top of Mount George and seeing the students feel a sense of pride reaching the summit.
- The highlight for me was the bush survival lesson. There were many teachable moments and lifelong practical skills in this session.
- Working together in team games and group activities really assisted with building stronger

relationships with the students and understanding their thinking better.

- So much curiosity sparked and such a rich, eye-opening experience for so many kids who have never experienced anything like this. Thanks for another magic experience.
- The opportunity for students to be curious and safely ask questions.
- We love Arbury Park. A special place full of challenging learning. We felt very looked after and that nothing was too hard. Thank you so much!

Comments about the students

- Watching students who struggle to connect with staff and school tasks thrive here.
- The demonstration of resilience, particularly in the rain.
- The mingling between the two schools. The staff and students made the camp feel more comfortable for everyone.
- Seeing the senior students working together, trusting each other, contributing effectively to the whole group and taking risks. This took place during the bush survival activities.
- Students taking responsibility cleaning up after themselves and others, for cooperating and supporting one another, for participating outside of our comfort zones.
- Great to see the dynamic within friendship groups, and to see that different pairings occurred across activities.
- The group showed fantastic imagination in their games in the dormitory and on the playground. Everybody was willing to give things a go.
- They are a good bunch of kids who were kind and considerate to others. The kids were inclusive of others and listened when prompted for the most part.
- The kids who lacked confidence and didn't have a large friends group came out of their shell and were big contributors.
- Watching students develop stronger friendships with students outside of their usual friendship groups.
- Students helping each other out and being supportive and encouraging each other.
- Selective mute students spoke in front of a group!
- See students and teachers stepping out of their comfort zone.
- Students growing as a community. Looking out for and including everyone. Responsible and respectful behaviours towards each other and adults.
- Seeing particular students flourish in a situation that they initially were very anxious about.
- Students from both schools connecting and forming friendships.

Comments about APOS staff

- Exceptional questioning techniques.
- Flexibility with the weather was fantastic.
- Staff knowledge was very extensive.
- The teachers were really on the ball, firm but fair. Really well done.
- They really explained the guidelines – care, curiosity and community and did an amazing job engaging the students and expecting a high level of respect.
- Going out of their way to ensure everyone feels acknowledged and special.
- Very inclusive of our school's staff.
- Camp staff were so friendly and remembered so many students' names!
- Thank you to.... for making changes, answering questions and ensuring our camp was a fantastic learning opportunity and fun time for the kids. Even with all our setbacks (weather), we had a ball.
- Being made to feel very welcome and our students feeling valued accommodating for everyone's need.
- Staff noticed students who needed extra help and were inclusive.
- APOS staff enthusiasm rubbed off onto our students, staff and helpers.
- Food and catering staff were great.
- It was such a pleasure to spend the 3 days with such a passionate group of teachers and staff. So welcoming and helpful and made the whole experience a fantastic time.
- Staff were invested in the children
- APOS teachers incorporated our school values into our camp experience.
- All staff knew names (children and adults!) and were always respectful of everyone.
- Amazing staff and fantastic program. You really helped the kids learn to connect and work together post COVID lockdown.

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.

- Would it be possible to provide a hand towel (fabric) for the dorm basins, especially for winter as it's freezing and tricky with cold/wet hands?
For hygiene reasons we are not able to provide towels.
- Projector doesn't work. It cuts out.
Problem resolved. Cabling had been moved.
- All teachers learning successful lesson strategies in order to give all students a similar enjoyable experience.
This is related to ongoing professional learning and reflection by APOS staff.
- Processing time between each set of instructions and visuals to support instructions.
APOS staff continue to try to be consistent in how we break up chunks of information.
- We feel a greater explicit start re. expectations towards listening and following instructions.
We interpret this to mean having better clarity of the shared responsibility for student behaviour between APOS and visiting staff.
- More appropriate facilities for the number of staff (showers).
Bathroom / First aid room renovation is a planned project for 2023.
- There should be more staff toilets and bathrooms. One was not enough for the amount of staff here.
Seems to be some miscommunication here. There are multiple toilet facilities available for visiting staff.

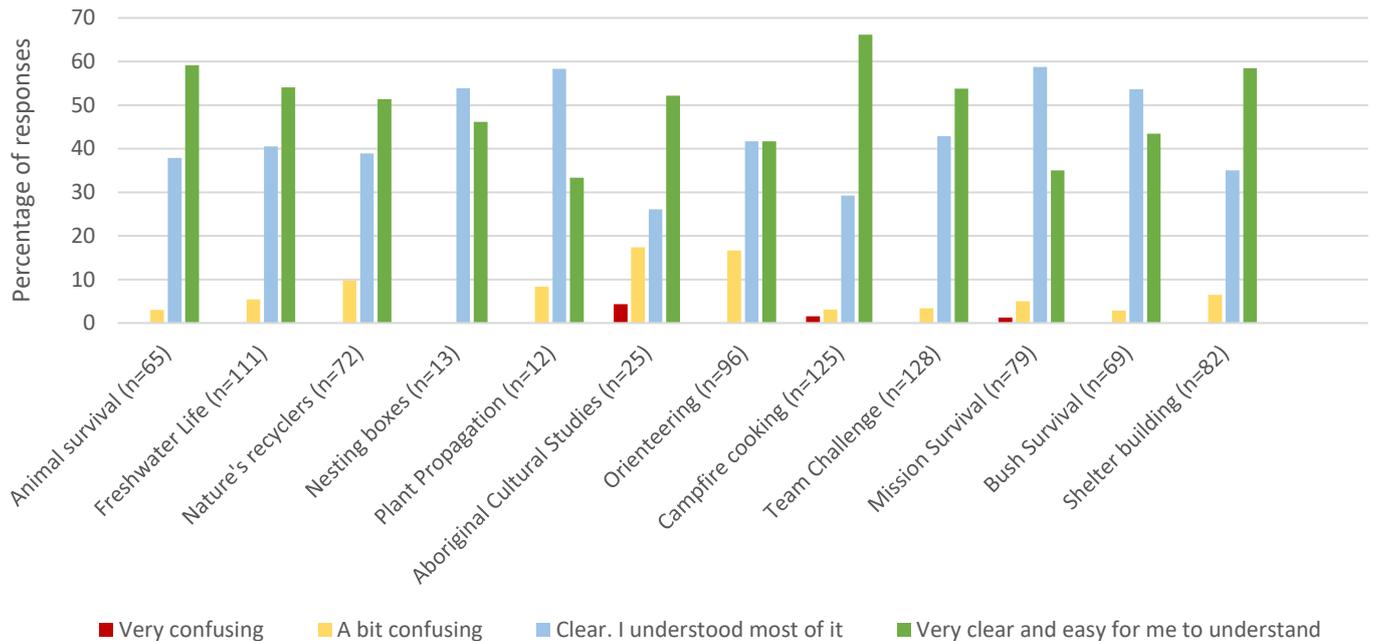
End-of-lesson feedback from students

In 2022, 875 students completed brief questionnaires, with 5 question items, at the end of selected lessons. The questionnaires remained similar to previous years. The first three items seek student responses using a 4-point Likert scale, the fourth item was multiple choice and the fifth item invited open written responses. The purpose of this survey was to:

- provide individual teachers with feedback about their lessons
- assess the success of our lesson learning intentions.

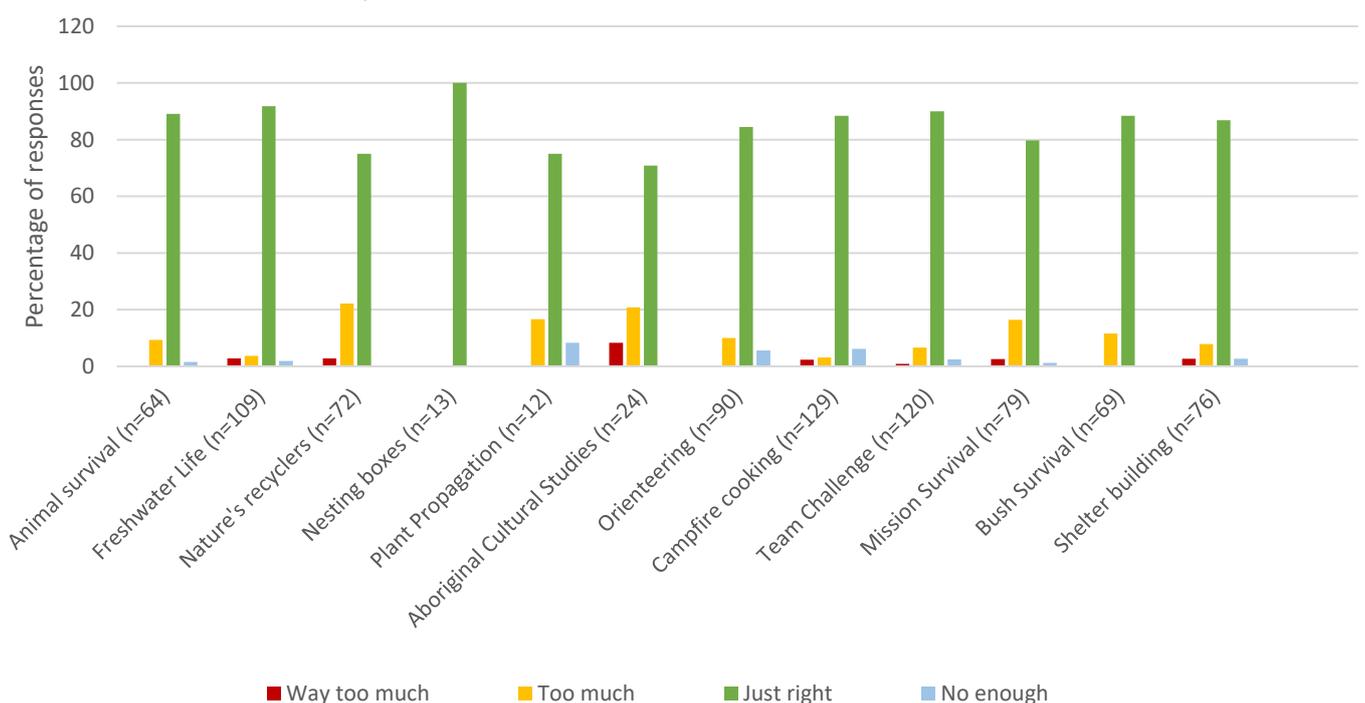
Question 2 and 3 seek student perception of their teacher's communication effectiveness (a specific focus of the 2022 Site Improvement Plan). Question 4 asks student to select what they perceived to be the main learning focus of the lesson.

Q2. Describe the teacher's communication in this lesson.



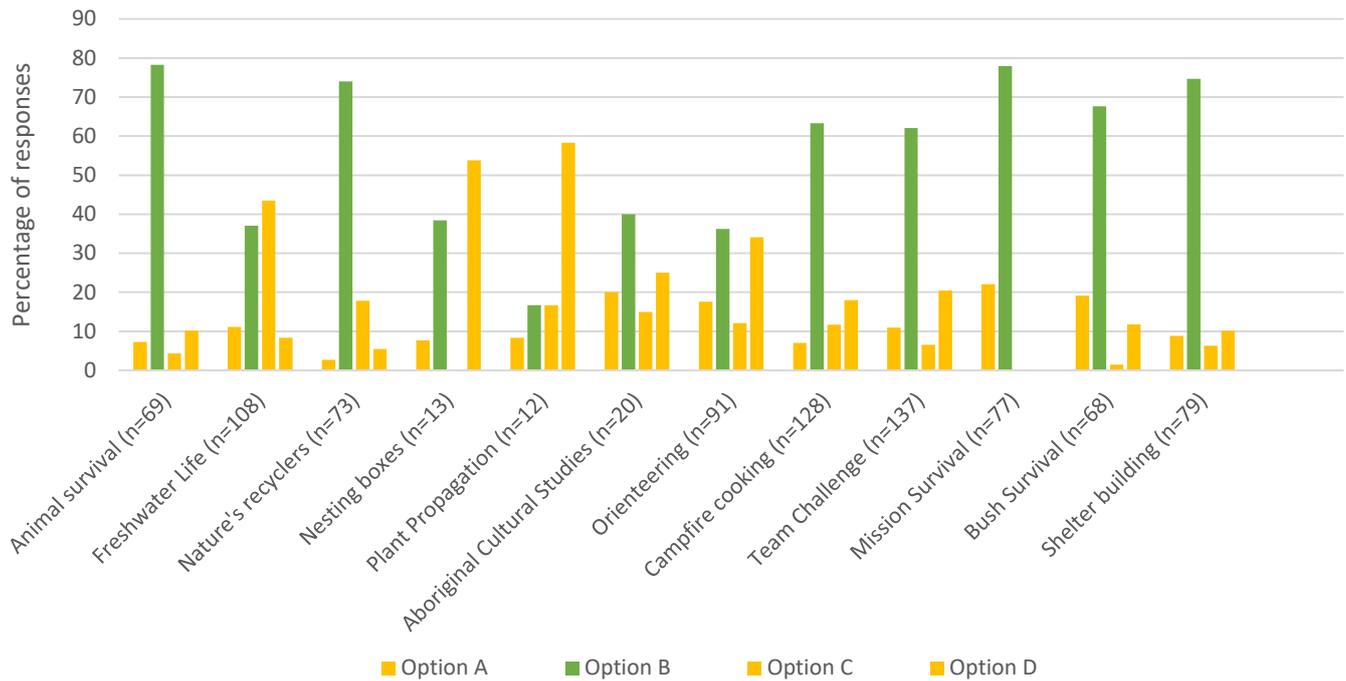
Some of the sample sizes for these lessons were very small, in some cases reflecting only one or two lessons.
 Overall 93% of students rated their teacher communication as clear or very clear.

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



Some of the sample sizes for these lessons were very small, in some cases reflecting only one or two lessons.
 Overall 86% of students rated the amount of teacher talk as just right.

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



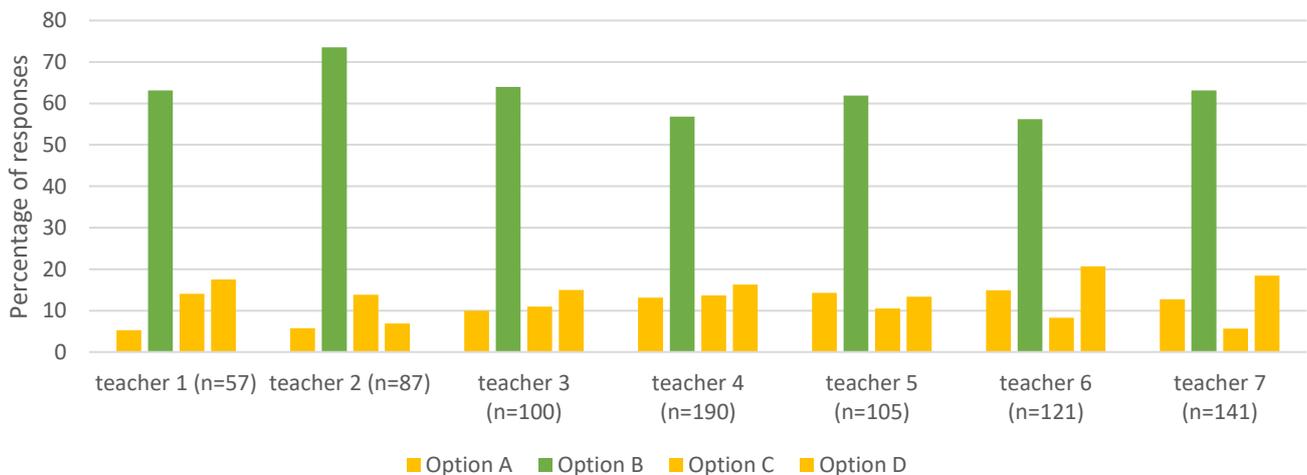
Some of the sample sizes for these lessons were very small, in some cases reflecting only one or two lessons.

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.

The data for *Nesting Boxes* and *Plant Propagation* lesson comes from only one lesson each.

Of four possible options, 60% of the 875 students surveyed correctly identified the intended learning across all lessons. This is an increase from the 2021 average of 57% and the 2020 average of 46%.

Q4. Which one of the following do you think was the main learning point from this lesson? Student responses aggregated by teacher.



In the figure above, option B shown green, is the teacher’s preferred ‘correct’ learning intention. This time the responses are sorted by individual APOS teacher, including short term contract teachers. The figure shows a high degree of consistency of teachers’ delivery of a lesson learning intention.

'Advice' from the students for their APOS teacher

- I think your teaching was incredible and I highly enjoyed it. You explained it very clear and quickly. Maybe next time teach the students how to make the damper, but I know that probably wasn't the point of the lesson.
- You explained each activity we were supposed to do thoroughly.
- You were a very good teacher because you explained the task well and did a great job in making sure we all understood how to read the map.
- You did amazing, you spoke very clearly and I felt confident going out by myself because I knew what to do. You explained each activity we were supposed to do thoroughly.
- I like it how you visually showed us how to make the fire and make the damper.
- It was a bit confusing but then I got the hang of it. You didn't talk too much either.
- My teacher's way of teaching is great and I had fun and felt included in the lesson and I like how my teacher learnt all our names
- Maybe you could let us put our hand up and share our answer about what we were thinking.
- Everyone was a part of it instead of just one person.
- In my opinion next time you could spread the chat. 3 boys got over 3 minutes and when I was about to start talking you created another convo.
- I liked that if we found the first one too easy, we could come back and get a harder one and you were very clear with instructions.
- Having more time to find creatures at the pond. More chapters in the story at the end in the microscope room
- I liked having the freedom of being in such a large area.
- I thought you gave us the information that we did not know and that was useful. You let us figure it out and reminded us to work together.
- You didn't give away all of it, you let us figure it out!
- I liked how we got to choose our groups. You didn't spend ages chatting and let us get straight into the fun.
- What you did really well is you let us be independent.
- If any improvements could be made, I wish the lesson could go all day.

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. "What have you learnt on camp that you think is important?"

In 2022, due to COVID and new staff induction, an intentional decision was taken to reduce the end of camp data collected compared with 2021. The end of camp reflection gatherings continued as a powerful wrap up before departure, but only a handful of these reflections were transcribed.

Some of their responses are listed below.

- Listening to other peoples' thoughts because their thoughts could be good.
- It's okay to make mistakes.
- I think you should respect nature.
- It's very important when working in a group not to exclude anyone.
- Teamwork is good as you can achieve more with others and not to exclude anyone as you need to put yourself in someone else's shoes.
- A group can work together with lots of different ideas and decide on the best idea.
- I like the fungi. *Why do you think this is important?* If the trees fall down, it helps them grow.
- I learnt about many birds so you can identify them when you're in nature.
- Using teamwork. You may think you have a great idea, but it's only a piece of the puzzle and if you share your ideas you can make a better picture. Some people have great ideas but don't have the confidence to speak up so we can help others share their ideas.
- To work as a team, you can split into smaller groups and regroup so you can try different ways and combine back together.

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 2022, including;

- a behind the scenes tour of Monarto Safari Park and how they managed their education program.
- a day of collaborative problem solving and group development with Ian Walton (formerly Monarto Zoo).

Staff completed a total of 260 hours of professional learning during work hours and 174 hours outside of normal work hours. An average of \$96 per FTE staff member was spent on professional learning in 2022.

Staff attendance

Teaching staff attendance was 93.8%. Ancillary staff attendance was 93.6%.

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

- 523 kL of harvested rainwater was used 2022.

Solar electricity production

- 12,017 kWhours of electricity was produced by our 9.2kW photovoltaic electricity system from January to December 2022. A glitch with our grid connection in late December reduced production by approximately 550kWhours compared with previous years.
- 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 1150 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.
- 11 schools (250 students) participated in nursery propagation activities
- 12 schools (770 staff and students) planted out the tubestock over 51 lessons.