Making connections with our environment
Living and learning together

ARBURY PARK
OUTDOOR SCHOOL

Annual Report
2018
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

4 March 2019
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 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.

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 2-5 days. Classroom teachers play a crucial role in preparing students for outdoor learning and helping them to make connections. Arbury Park staff provide advice and resources for teachers to use with their students before and after their camp experience.

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

- **Learning together** - providing a rich experiential outdoor and environmental education curriculum
- **Living together** – providing a welcoming, safe and engaging learning place
- **For everyone** - ensuring access, service and relevance to sites across South Australia.
2018 Highlights

Teaching and learning highlights (see appendices for photos)

- Construction of all-weather Web of Life shelter was completed in February. Landscaping including log seating terracing, placement of rocks and plants was completed in October. We now have a flexible learning space with deep shade and rain shelter that we use in emergencies and for planned activities like campfire cooking.

- This year was the second year of our three - year commitment to the Corwin Visible Learning program. Our continuing focus areas were making learning intentions explicit, and describing a set of core learner dispositions (qualities of mind and character that lead to habits of thinking and doing). All teachers across the Visible Learning coalition were required to conduct an individual action research project to provide evidence of a small pedagogical improvement.

- A major focus of curriculum development was reviewing and refining our end of camp reflection activity with students and teachers. Models were trialed for different end of camp circumstances (eg time available before bus departure, size of the group, energy levels of students, request for a deeper reflection experience). We now have several options described that not only help students reflect after a busy camp, but also helps us collect evidence of the learning that they most value.

- Prioritising what is important in teaching and learning can be problematic with competing demands and trends in education. Adding to this complexity is staff turnover and induction. To address this problem we have developed the ‘APOS Curriculum Playbook’. The playbook is a one page summary that outlines our current direction and acknowledges past priorities and achievements. So when a ‘new player’ joins out team they can read in the playbook how we operate. The playbook includes school purpose and values, learner dispositions, pedagogical approaches and structures that encourage collaborative practice.

- A review of the content of our weekly teacher staff meetings revealed much of the agenda was taken up by items that could be managed in other ways, creating more time for deeper professional learning. The meeting planner for each term now includes dedicated collaborative profession learning time every second meeting.

Facilities and grounds highlights (see appendices for photos)

- Considerable time and human resources were spent preparing for ongoing revegetation along our Cox Creek Rehabilitation project, now in its 22nd year. New planting sites need to be selected carefully so that we can be confident we can commit to ongoing weed management. This year, a lot of time was spent caring for previous planting sites, involving intensive rounds of hand weeding to protect young seedlings and reduce seed load of weeds.

- The kitchen cool room refrigerator, over 25 years old and struggling during heat wave conditions, was replaced. As part of this project a changeover switch was installed enabling us to connect a portable generator to save food in the cool room and freezers during extended periods of black out.

- Two wall-mounted split-system air conditioning units were installed in the kitchen. These were requested after periods of severe humidity in 2017, when food preparation conditions in the kitchen were extremely uncomfortable. As a pre-condition for this work, 4 asbestos containing wall panels needed to be removed. This in turn required the school to be closed for a day, until air quality monitoring was complete.

- To accommodate the new air-conditioning units, and to replace failing insulation in the 40-year-old dining room switchboard, this switchboard was replaced. The new switchboard incorporates previous add-on circuit breakers, and has space to accommodate any future electrical upgrade that may be needed.

- In the dining room 3 large sections of old, damaged floor tiles were removed and replaced with continuous vinyl. The floor tiles were over 40 years old, and due to them containing 0.5% asbestos, they were on the department’s identified long term removal list.

- Simple low pressure misting systems to provide low cost cooling in hot weather were installed on the northern and southern sides of the dining room. Similar systems were installed to the new bird aviary.

- Replacement woolen blankets (30) were sourced from Waverly Mills in Tasmania to replace torn and worn original 40-year-old Onkaparinga blankets. Many of these originals are still in good repair and use. They certainly knew how to make a quality product back then.
• During the April school holidays, grounds staff applied 27m³ of certified playground softfall around the climbing elements and swings in the playground. Guidelines are very strict about depth and compatibility of playground softfall. This required firstly excavation of the old compacted material and then spreading the specified new material to the required depth.

**Other highlights (see appendices for photos)**

- **Our staff performance and development** procedure was extended to include ALL staff, specifically some ancillary staff who previously had less formal management meetings. All staff now have an individual performance and development plan, and meet 3 times a year with their performance and development line manager.
- **Our School Values** were reviewed by teaching staff. Curiosity Care, and Community were strongly affirmed as what we stand for and what we want our visitors to experience on camp. There were small tweaks to the definitions of these values that are now described on the website and other curriculum documents.
- In term four the Education Department implemented a new standardised approach to **strategic school improvement planning**. All schools are now required to use a common template for improvement planning. For example, a maximum of only 3 improvement goals are permitted. The APOS 2019 school improvement plan complies with this model. It required crucial planning conversations a term earlier than previously.

**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 – Rob Houston / 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 - Chris Minear / 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 and is consulted on all major finance, assets, curriculum and staffing matters. Finance sub-committee meets prior to each council meeting and additional meetings may be called during the budget preparation period.

**Finances**

The appendices of this report contain a summary of income and expenditure for the 2018 school financial year.

**Site Improvement Plan**

The 2018 Site Improvement Plan is included on the next page.
# Site Improvement Plan 2018

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Improvement areas</th>
<th>Identified actions</th>
<th>Achievements and implications for the future</th>
</tr>
</thead>
</table>
| Learning together providing a rich, experiential outdoor learning program, relevant to client schools | Professional practice | Use the successful **Professional Learning Team** structure to maintain a collaborative peer reflection process based on collecting video evidence during lessons. Our inquiry questions will change and emerge as the year progresses. Our initial inquiry will examine how well we connect ‘first day’ messages to students and their ‘end of camp’ reflection activity. | • Professional Learning Teams have used video recordings of day one ‘camp expectations’ and ‘forest walk’ activities and ‘end of camp reflection’ activity. Procedures and strategies for establishing learning intentions for the whole camp, and helping students to reflect on their learning at the end of camp are agreed.  
• Examples of consistent powerful questions are “Why do you think your teachers brought you on camp?”, “What is something you have learnt on camp that you think is important?”  
• Developed a planning tool for designing an end of camp reflection lesson that allows for different length of time (bus departure), different student groupings (eg class groups or larger), and visual symbols to enhance the sense of community (small symbolic fire, using string to make a web of connections). |
| Program development | Further develop and document developmentally appropriate program options for early years students | Engage in the second year of the 3 year **Corwin Visible Learning program**, at a Partnership and site level. Continue to identify and collect feedback and other evidence from students and visiting teachers. The 2018 focus areas will be learning intentions and learner dispositions / values. | • All teaching staff attended 3 full day professional learning workshops. Reinforced common language and direction of Visible Learning.  
• Developed an APOS action plan document that brings together the Corwin requirements, evidence of actions to date and next steps.  
• Learning intentions for every standard lesson have been identified and documentation is progressing. Success criteria for 3 lessons have been generated collaboratively. The time taken has been important to clarify the levels of success (low floor, high ceiling). This task has proven to be a complex but enlightening one. Identifying a series of success criteria from low to high will be a powerful way of catering for a mixed age and mixed ability group at APOS.  
• Descriptors developed for 6 learner dispositions.  
• Tried pre and post camp student perception survey, to test for a shift in self-perception over the 3 days of camp.  
• Conducted an internal staff review of Visible Learning progress and direction, and created a display in the staffroom of evidence collected and future directions.  
• All teachers have implemented an individual VL action plan to test one small change in their practice. |
| Informal learning | Continue the development and documentation of informal learning (‘Nature Play’) at APOS. | Refine the end of camp experience to help students and visiting teachers connect their new learning with what happens after camp. | • Conducted an audit of all lesson plans and teacher notes for specific Early Years reference. Will be shared, with the intention of reviewing and redeveloping Early Years specific program options in 2019.  
• Drafts of learning design for an early years ‘Animal Survival’ and ‘Bird lives’ lessons have been developed but yet to be trialed.  
• See comments in first box above.  
• Several formats for end of camp reflection have been trialed, from short 20 minutes collective ‘think/pair /share’, to longer 1 hour lessons involving solo reflection in the forest, and lighting a fire to symbolise the ‘flame of curiosity and community.’  
• Developed a set of teacher notes for end of camp reflection that describes the different options available. |

Note: The former ‘Edible Garden’ has been downsized for management purposes. A small entry point has been created to allow students to scramble down to the ‘Secret Garden’ during informal play times.
## Living together

### Collaborative cultures

Create more opportunities for teaching staff and non-teaching staff to meet and plan together.

- At least once per term catering and grounds staff are invited to the weekly teacher staff meeting, or more often as needed. This meeting schedule to be further embedded in 2019.

Include all staff in the school’s performance and development process (eg. all non-teaching are supported to achieve their goals in a structured way)

- Formal Performance and Development continues to be a 3-meetings per year protocol for all staff previously involved.
- A ‘formal classroom observation’ protocol has been implemented for teaching staff. This observation is organised on the professional standards for teachers and compliments other peer observation processes already in common practice.
- The big change this year has been including all ancillary staff in a formal P&D procedure. The finance officer (SSO3) meets with five GSE and one PSM staff, the Principal meets with 2 SSO staff.

Embed actions identified in the school Reconciliation Action Plan.

- All staff participated in a guided Kaurna cultural walking tour along the River Torrens (Frank Wanganeen).
- Many staff attended Peramangk reconciliation talks (Ivan Copley)
- Whole staff PD sharing latest APOS RAP, prioritising actions and developing a dedicated notice board in staff room.
- Teaching staff reviewed Acknowledgement of country wording in light of Kaurna land title claim boundaries.

Refine the draft school environmental action plan (SEMP) that captures our culture of sustainability and guides future improvement

- All staff contributed to an audit of current sustainability-related policies and actions. The audit informed drafting of a revised and updated *Walking the Talk of ecological sustainability* document. The draft outlines our aspiration to be as ecologically sustainable as possible; and, envisions short to medium term sustainability priorities in the areas of Waste, Energy, Water, Biodiversity and Curriculum.

## For everyone ensuring access, service and relevance to sites across SA

### Communication

Continue to improve the **scope of the school website** to provide a broader range of resources for students and parents. (eg separate parent section, ideas for evening activities for teachers)

- We have made initial contact with a web development company *Education Website Solutions* with personnel who were involved in developing our current website. Their task in 2019 will be to review the current website code (written on a very old software platform), and rewrite it to be compatible with mobile devices. Their brief will also be to create user friendly photo galleries that we can have local control over. Draft planning of new content has begun (eg welcome from APOS staff).

Explore how APOS can contribute to the broader Education for Sustainability communities in SA

- Arbury Park hosted the Australian Association for Environmental Education public forum for early career teachers on 13 October.
- APOS staff drafted a paper for Outdoor Educators Australia outlining contemporary thinking about outdoor learning and asking for their support to expand the scope of ACARA’s Outdoor Learning statement to include the types of learning at APOS and other schools. The paper and request is under consideration by the OEA executive.
- Contributed articles to every edition of Natureplay SA’s teacher magazine *Nature play: The education way*.

### Access and participation

Continue to explore **bookings from other educational groups** (non-school) during gaps in term time calendar.

- There have been no ‘gaps’ in the term time calendar this year other than the first week of term 1.
- 50 undergraduate and Masters Education students plus administrators from Cheongju National University of Education, Korea, had a day program in February.
Occancy data
The table and chart below show trends in site occupancy over the past 5 years. The data shows the highest bed occupancy percentage since 2008, a gradual upward trend in number of booking application received, almost ¼ of students are school card holders.

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications received</th>
<th>Total schools</th>
<th>Total teachers</th>
<th>Total students</th>
<th>% school card holders</th>
<th>% of students Aboriginal &amp; TSI</th>
<th>Total student program days</th>
<th>Mean students / program day</th>
<th>Camp nights occupancy</th>
<th>Total bed nights</th>
<th>Bed occupancy / available nights</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>77</td>
<td>63</td>
<td>357</td>
<td>4,310</td>
<td>15%</td>
<td>3%</td>
<td>10,507</td>
<td>60</td>
<td>92%</td>
<td>9,107</td>
<td>59%</td>
</tr>
<tr>
<td>2015</td>
<td>89</td>
<td>79</td>
<td>400</td>
<td>4,903</td>
<td>15%</td>
<td>3%</td>
<td>11,843</td>
<td>64</td>
<td>94%</td>
<td>10,372</td>
<td>68%</td>
</tr>
<tr>
<td>2016</td>
<td>81</td>
<td>69</td>
<td>362</td>
<td>4,661</td>
<td>20%</td>
<td>3%</td>
<td>11,788</td>
<td>63</td>
<td>96%</td>
<td>10,361</td>
<td>67%</td>
</tr>
<tr>
<td>2017</td>
<td>83</td>
<td>72</td>
<td>406</td>
<td>4,813</td>
<td>21%</td>
<td>4%</td>
<td>12,237</td>
<td>64</td>
<td>95%</td>
<td>10,588</td>
<td>68%</td>
</tr>
<tr>
<td>2018</td>
<td>90</td>
<td>65</td>
<td>365</td>
<td>4,651</td>
<td>23%</td>
<td>5%</td>
<td>12,016</td>
<td>65</td>
<td>95%</td>
<td>10,692</td>
<td>70%</td>
</tr>
</tbody>
</table>

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

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

Attendance of schools by type 2013 – 2018
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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Sector</th>
<th>Zone</th>
<th>Index of disadvantage</th>
<th>School type</th>
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<tbody>
<tr>
<td></td>
<td>Gov.</td>
<td>Non-gov.</td>
<td>Country</td>
<td>Metro</td>
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<tr>
<td>2014</td>
<td>96%</td>
<td>4%</td>
<td>18%</td>
<td>62%</td>
</tr>
<tr>
<td>2015</td>
<td>96%</td>
<td>4%</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>2016</td>
<td>93%</td>
<td>7%</td>
<td>28%</td>
<td>72%</td>
</tr>
<tr>
<td>2017</td>
<td>94%</td>
<td>6%</td>
<td>21%</td>
<td>79%</td>
</tr>
<tr>
<td>2018</td>
<td>97%</td>
<td>3%</td>
<td>29%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Site occupancy data – community groups (weekends and school vacation period)
In 2018 Arbury Park Outdoor School facilities were used overnight by 2 community groups (comprising 468 bed nights) and for day programs by 3 other community groups. In total there were 522 client days (visitors per day).
Feedback from visiting staff, parents and students

During terms 2, 3 and 4, teachers-in-charge (37), other teachers (20) and parents (10) from visiting schools completed satisfaction questionnaires on their last day at camp. The questionnaires contained 14 items seeking opinions on APOS programs, facilities and catering. Visiting teachers-in-charge completed an additional 6 items. Overwhelmingly the responses show either agreement or strong agreement with positive aspects of their camp programs, facilities and catering.

The 2018 questionnaires differed from previous versions. The number of catering and facilities related items was reduced from nine to two because feedback in those areas had been consistently positive for a number of years. Additional teaching and learning related items were added to explore visitors’ experiences of our school values: curiosity, community and care. New questionnaire items are:

1. Students became a more cohesive group
2. Students developed their sense of control and ability to contribute.
3. Students developed their friendships.
4. Students felt that activities and ideas connected with their lives beyond camp.
5. Students shared and checked their thinking with others.
6. Students gave genuine effort to learn from experiences and challenges

Overall satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

Parent responses (n=10)

- Students became a more cohesive group.
- Students developed their sense of control and ability to contribute.
- Students developed their friendships.
- Students felt that activities and ideas connected with their lives beyond camp.
- Students shared and checked their thinking with others.
- Students gave genuine effort to learn from experiences and challenges.
- Arbury Park teachers provided time for hands on activities and exploration.
- A learning intention/key concept was identified for each lesson.
- Arbury Park teachers effectively engaged all students.
- Expectations and guidelines for students were clear.
- The program was well organised.
- Catering staff were friendly and approachable.
- Food was healthy and satisfying.

<table>
<thead>
<tr>
<th></th>
<th>strongly disagree</th>
<th>disagree</th>
<th>agree</th>
<th>strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students became a more cohesive group.</td>
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<tr>
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<td>Arbury Park teachers effectively engaged all students.</td>
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<td>Expectations and guidelines for students were clear.</td>
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<tr>
<td>The program was well organised.</td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Food was healthy and satisfying.</td>
<td></td>
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</tbody>
</table>
All teachers’ responses (n=57, including 37 teachers-in-charge)

Teacher-in-charge only (n=37)

Comments
Teacher and parent survey data corroborates written feedback that all teachers and parents agree or strongly agree that APOS staff planned, taught and ran well-organised programs.
Selected visiting teacher moments

What were your magic moments on camp?
The responses below were selected from a larger pool of responses to demonstrate the range of ‘magic moments’ experienced by teachers. The responses are grouped under the categories of curiosity, care and community, our school values.

Curiosity
*Curiosity is an eagerness to discover new things, to wonder and to learn. When we are curious we explore the mysteries of our world.*

- I have been very impressed with every activity that we have participated in. Feedback from kids is that they have also enjoyed their learning. It gave some students an opportunity to engage with new learning. One example is a student who seems very disengaged and physically limited at school climbed a massive hill, despite wanting to give up – also discovered she has a passion for plants and has great knowledge she could share with her peers.

- When students recognised and connected school-based learning and life-skill learning to the program here. … we’ve had a lot of new and hard to engage/socially traumatized students … this year – this [camp] has really made a difference.

- I can see the penny dropping … he’s actually looking for the points of where to go to next and finding that point where he’s meant to go to. So he’s linking it all together” (*teacher describing a student's learning in orienteering*)

Community
*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.*

- We all loved how much freedom kids were given in a safe environment – allowing children time to explore was fantastic in developing their independence!

- Shelter building is a great activity and perfect for our student to build teamwork and communication skills.

- I love coming back here every time – it’s the best organised, run and catered camp I’ve ever experienced (in 26 years of teaching!). Interaction, chances for kids to just absorb, practice mindfulness, be outdoors, hands on and engaged in such a range of experiences – it’s magical!

- Staff are also what make it great – friendly, approachable – great engagement with the kids – they give the vibe of wanting to and loving being here and that really makes a difference – kids can tell if adults are real and passionate about what they’re doing.

- Staff have all been approachable and professional and have really great teaching skills of getting children interested and involved in their learning.

Care
*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.*

- Some of our non-readers and auditory processing kids working so persistently together to get the orienteering courses right. … I have personally known this student for 4 years and never heard him speak. So for him to be smiling and talking and asking questions (in *Web of Life* and *Nature’s Recyclers*) was so fantastic to see.

- Seeing all students step out of their comfort zone and explore new skills and activities. It was fantastic to see students become more collaborative and grow communication skills. Excellent to see students start taking more responsibility and cleaning up and doing duties. The hands on activities such as *Nesting Boxes* was awesome and for the students to learn all new skills

- Pedagogy of camp staff was *inspiring*. Loved the pedagogy – talk to someone else, must have a reason etc. We will take idea back and use it.

- …an opportunity to take ideas that I can implement into my teaching and within my site.
Selected visiting parent comments

Parent feedback maintains the positive tone:

- “Many magic moments! Fantastic to see so many of the kids shine and be able to form friendships and connections through the different activities.”
- Great to see the curiosity growing and my daughter’s eagerness to share her knowledge with other students”

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.

- More time to explore and unwind on the first day.
  This is a programming balancing act that APOS teachers are well aware of. Different visiting teachers have different perspectives on this point.

- Dorms and Dining room have cobwebs and spiders – even if it was added as a last day visitor job to do to save you guys time.
  The suggestion to ask visitors to clean cobwebs has not been implemented but it’s a generous offer!

- Bins in dorms. Paper towel next to the sink in dorms (Madison Park PS).
  Landfill and recycling bins will be incorporated into the new verandahs erected outside each pair of dorms in 2019. Only landfill waste bins are currently located outside the dorms.

- Somewhere on the APOS consent form for special dietary requirements (O’Sullivan Beach PS).
  There are already 2 forms available for reporting special diets, a group form to list names and diets, and a form for individual students.

- Calm down night activities.
  Being further investigated by APOS teaching staff. Normally the request is for higher energy night activities to tire the kids out!

- Coat hanging hook in staff toilet and shower (Sheidow Park PS).
  This suggestion has been implemented.

- Hike – seeing kids enjoy being outside, slow down, use their senses and appreciate our beautiful space (Paringa Park PS). Maybe afternoon tea could be more than just fruit – often students were still hungry. Although it was awesome that all food was catered. Sitting time at tables needs to be adapted to students’ ability.
  Catering staff have considered this suggestion in reference to the age of students. Ie an older student will require larger portions.
Student survey

Students completed brief questionnaires (N=1172) in the last 5 minutes of selected lessons. The questionnaires remained the same as 2017 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 (Aboriginal cultural studies activity)

<table>
<thead>
<tr>
<th>Item</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The activities helped me to discover new and interesting things.</td>
<td>Strongly disagree, Disagree, Agree, Strongly Agree</td>
</tr>
<tr>
<td>2. The teacher included me in this lesson.</td>
<td></td>
</tr>
<tr>
<td>3. In this lesson I had the opportunity to learn from other students in my class.</td>
<td></td>
</tr>
<tr>
<td>4. How much did the teacher talk in this lesson?</td>
<td></td>
</tr>
<tr>
<td>5. Which one of the following do you think was the main learning point from this lesson?</td>
<td>- Aboriginal traditional tools and implements are made from a variety of natural materials.</td>
</tr>
<tr>
<td></td>
<td>- Aboriginal traditional life involves specialised skills and a close knowledge of the natural world.</td>
</tr>
<tr>
<td></td>
<td>- Aboriginal traditional knowledge is passed on by word of mouth.</td>
</tr>
<tr>
<td></td>
<td>- Practical skills such as fire lighting and grinding seeds are difficult to master.</td>
</tr>
<tr>
<td>6. What advice can you give me to improve my teaching? (open response)</td>
<td></td>
</tr>
</tbody>
</table>

The purpose of this survey was to:
- provide individual teachers with feedback about their lessons
- assist our professional learning teams to review teacher practice (e.g., how much teachers talk, how much teachers include all students)
- assess the success of our learning intentions within each lesson.

Item 1. The activities helped me to discover new and interesting things. or The activities were a good level of challenge for me.

For this item, 95 percent of students agreed or strongly agreed that APOS lessons sparked curiosity.
**Item 2. The teacher included me in this lesson.**

For this item 96 percent of percent of students agreed or strongly agreed.

**Item 3. In this lesson I had the opportunity to learn from other students in my class.**

For this item 62 percent of students agreed or strongly agreed.
The large majority of students (82%) believed that the amount of Arbury Park teacher talk was just right.

**Item 5. Which one of the following do you think was the main learning point from this lesson?**

Comments about item 5

Item five in the student surveys asks learners to identify which of four possible options was the main point of the lesson they had just finished. Option B in each questionnaire, unknown to the students, was the intended learning point. An average of 52% of students chose this response. Other options, whilst also ‘correct’, are not the agreed main learning intention of that lesson, and are considered lower levels of success.
Accountability

Workforce composition including indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>6</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>12</td>
</tr>
</tbody>
</table>

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;
- River Torrens Kaurna heritage workshop and Botanic Gardens Wetlands
- Growth coaching training
- Grasses walk with Wayne Brown from the Native Grass Resources Group
- The Corwin Visible Learning Program

Staff completed a total of 360 hours of professional development during work hours and 174 hours outside of normal work hours. $485 per FTE staff member was spent on professional learning in 2018.

Staff attendance
Teaching staff attendance was 98.3%. Ancillary staff attendance was 92%.

Environmental sustainability indicators

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

Rainwater harvesting
- 1,780kL of rainwater was harvested and used throughout the school in 2018.
- This compares with 859kL of mains water use over the same period.

Solar electricity production
- 13,400 kWhours of electricity was produced by our 9.2kW photovoltaic electricity system from January to December 2018.
- 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 2000 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.
- 4 schools (300 students) participated in nursery propagation activities and 13 schools (723 students) planted out the tubestock.