

Maroon Outdoor Education Centre School Annual Report – March 2009



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Principal's Foreword

The following information is provided as a reference to members of the Maroon OEC educational community. It reflects the *Annual Reporting Policy for all Queensland Schools* as provided by Queensland Department of Education Training and the Arts.

In 2008 Maroon OEC provided programs to over 85 schools involving over 20,000 student days. Each program was designed to achieve learning outcomes identified by each school and from the Maroon OEC curriculum. The *MOEC Client School Survey 2008* indicated that 100% of client schools were highly satisfied with the quality of the teaching practices used by MOEC staff.

In 2009 Maroon OEC will further develop its' focus on student learning; implement a sustainability program and enhance the integration of ICT's in to outdoor education programs.

School Profile

Maroon Outdoor Education Centre is situated on the shores of Maroon Dam in the foothills of the Scenic Rim and located 100 km south-west of Brisbane near the township of Boonah. We have a principal, a deputy principal, 12 permanent teachers of outdoor education and 16 skilled ancillary officers.

Services offered by our school include student programs, professional development programs, resource support services, and conference facilities. These are available to students and staff from primary, secondary and special education campuses, as well as other Education Queensland personnel. Community groups may also access our facilities during non-school booking times. Our residential nature permits our clients to remain on site throughout the duration of their program.

The local community assists our operations by providing us with access to private land and an insight into rural life. Nearby national parks, state forests and reserves are also easily accessible and these areas, together with our school facilities adjacent to Maroon Dam, form our outdoor classroom.

As a residential Outdoor Education Centre this school does not have permanent enrolments. Schools book into Maroon OEC for outdoor education programs of varying lengths. We are able to provide programs for up to 144 students and 18 accompanying supervising teachers.

In 2008 the centre provided residential programs involving 17563 student days and 13393 student nights. There were an additional 623 student day visits and 502 adult day visitations. 4967 students were engaged in an activity conducted at a school site in 2008.

Maroon Outdoor Education Centre's provides outdoor education programs to a range of year levels and schooling sectors. We attract bookings from Primary, Secondary and Special schools across all districts in South East Queensland. In 2008 Maroon OEC provided programs to students from Year 4 Primary through to 3rd Year University students. Secondary school students and students from Special Education Schools and Units were provided for. Co-educational and single-sex programs catered for. All students participated in residential camping programs varying in length from one day through to six days. The majority of programs were four or five day programs and generally incorporated at least one night camping out in nearby bush sites.

Curriculum Offerings

Our curriculum identifies what should be taught and what is important for students to have opportunities to know, understand and be able to do. Maroon OEC has developed Outdoor Education Essential Learnings and these are supported by core learnings in the areas of Teamwork; Communication; Problem Solving and Group Decision Making; Responsibility and Consequences; Increasing Resilience through Challenge; Enhancing Self-Concept; Environmental Sustainability; Goal Setting and Leadership. These core learnings form the basis of program planning and teaching.

We achieve student learning outcomes through strategies derived from adventure and environmental education. We provide intellectually challenging learning experiences by ensuring teaching and learning the four dimensions of Productive Pedagogies – intellectual quality, connectedness, supportive learning environment, and recognition of difference. All programs are designed to provide students with experiences that enhance their capacity to become active citizens in a learning society.

Maroon OEC uses ICT's, including computers, to assist students in their learning through connection with GPS, GIS applications, mapping software and digital cameras. These technologies provide students with the opportunities to prepare for and reflect on their experiences.

Programs

Our programs are designed for each individual booking group based on their curriculum and individual needs. Learning outcomes are matched with a sequence learning activities that use the broad range of experiences available at the Centre i.e. group problem solving activities, environmental activities, subject specific activities, canoeing, kayaking, high and low ropes challenges, climbing, abseiling, orienteering and navigation activities, camping options and a wide range of social interaction activities. We offer a range of programs including on-site residential, camping and off-site. Programs vary in duration from single day visits to up to 5 consecutive days.

Social Climate

As a residential site, a positive social climate is essential to the safe and supportive functioning of our school and integral to the social learnings that students derive from their stay. The Maroon OEC Client School Survey 2008 identified 100% of client schools were highly satisfied with the:

- Extent to which MOEC provides a quality service to client school personnel whilst they are in attendance at MOEC;
- Extent to which the MOEC facilities are prepared and managed to address student and staff needs;
- Quality of the welcome and supportive environment provided to staff and students whilst in attendance at MOEC

This high level of satisfaction establishes a foundation upon which our positive social environment is based.

Staff Profile

Our complement of qualified and professionally trained personnel enables us to provide quality programs to all client groups. Effective school management and administration by our principal and deputy principal ensures that our school embraces Education Queensland's identified priorities. The use of registered teachers with a broad base of competencies and skills ensures compliance with the E.P.P.R. We value and place high priority on staff professional development and we train and support staff within the specific program areas that we offer to our visiting schools. Our ancillary staff members support teaching staff through a range of duties and roles consistent with a twenty-four hour, seven day a week residential site. Janitorial and cleaning staff, grounds staff, administration staff, catering staff and teacher aides brings our staffing complement up to a total of 32.

Teaching Staff Qualifications

Highest Level of Attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	
Masters	14%
Bachelor Degree	72%
Diploma	14%
Certificate	

Professional Development

Maroon OEC expended a total of \$9316.00 on Staff Professional Development activities in 2008. This figure is 26% of the allocated Outdoor Education Centre Grant (\$35,200.00) and exceeds Education Queensland's mandatory requirements.

Professional Development in 2008 included First Aid Currency Accreditation for teaching staff, CPR recertification for staff with First Aid accreditations, Outdoor Educators Association of Queensland FOOLS Forum, and attendances at Conferences.

100% of teaching staff were engaged in professional development activities in 2008.

Staff Attendance

For permanent and temporary staff and school leaders the staff attendance rate was 97%

Proportion of Staff Retained From the Previous Year

From the end of the 2007 school year 86% of staff and school leaders were retained by the school for the entire 2008 school year.

Performance - 2008

Improved Learning Outcomes: In 2008 MOEC provided programs to over 85 schools involving over 20,000 student days. Each program was designed to achieve learning outcomes identified by each school and from the Maroon OEC curriculum.

Level of school satisfaction with:	Not applicable	High	Moderate	Low
Capacity of the programme to address identified learning outcomes / essential learnings / QCAR	10%	75%	15%	
Appropriateness of the teaching practices used by MOEC staff in implementing the programme. (productive pedagogies)		95%	5%	
Quality of the teaching practices used by MOEC staff in implementing the programme.		100%		
Outcomes focus reflected in learning experiences	5%	70%	25%	
Effectiveness of the learning program in raising student awareness of their own and others' 'Values'.	5%	90%	5%	

MOEC Client School Survey 2008

Outcome: Very high level of satisfaction with MOEC focus on and delivery of learning outcomes.

Collaborative Planning: For each program MOEC provided program and logistical advice to schools and collaborated with school-based personnel in planning. All bookings received extensive contact via phone, fax, e-mail and internet to assist with planning a successful learning program.

Level of school satisfaction with:	Not Applicable	High	Moderate	Low
Collaborative processes employed by MOEC in planning the programme;	5%	80%	15%	
Partnership / relationship that has developed between MOEC and this school		95%	5%	
Capacity for this relationship to progress towards an identified longer term partnership.		95%	5%	

MOEC Client School Survey 2008

Outcome: High levels of positive collaboration with visiting schools will continue to maintain the development of high quality learning program responsive to identified school needs.

Curriculum Initiatives:

- *MOEC Core Learnings:* Development of MOEC Core Learnings and Outdoor Education Essential Learnings has provided a clearer focus for teaching and learning and addresses QCAR implementation requirements. *Teamwork* has been identified as a compulsory Core Learning within all personal development programs.
- *Senior Leaders Conference:* Promoted to schools across S.E. Qld with 24 participants from 6 schools attended. This program will continue to be offered whilst at least one school is willing to provide additional supervising staff member.
- *Middle Phase of Learning Actions* implemented through use of student-directed ICT experiences, science and art based activities and more hands-on engagement in the computer lab. Evidence of staff reliance on ICT's as a reflective tool has resulted in Support staff being engaged readily and frequently late in program in downloading photos, assisting students with *photo story* and preparing cameras for following week.
- *Specialist Programs:* MOEC developed or contributed to the following specialist programs -Bunyas to the Bay; Senior Leadership Conference; Boonah SHS Partnership Programs; Year 6/7 Fassifern Adventure Challenge; Senior Wilderness expedition.

Outcome: MOEC focus will remain on the development and implementation of curriculum initiatives that contribute to student learning.

Client School Satisfaction: Results of the 2008 Client School Survey indicate very high levels of satisfaction with planning, service and facilities.

Outcome: MOEC will continue to focus on student learning and student safety through the provision of high quality resources and facilities.

Level of this school's satisfaction with:	Not applicable	High	Moderate	Low
Extent to which services are coordinated within the planning phase to reduce administrative load at the school level.		75%	25%	
Extent to which MOEC provides a quality service to client school personnel whilst they are in attendance at MOEC;		100%		
Extent to which the MOEC facilities are prepared and managed to address student and staff needs;		100%		
Quality of the welcome and supportive environment provided to staff and students whilst in attendance at MOEC		100%		

MOEC Client School Survey 2008

Triennial School Review: The MOEC TSR was completed by end of term three, 2008. Information was collected through Client School Surveys, analysis of booking data, a review of curriculum priorities and an audit of contributors to the Centre's ecological footprint.

Outcome: The outcomes of the TSR will be used to guide the MOEC School Strategic Plan and the AOP.

Sustainability Practices: The Centre's Ecological Footprint was audited focussing on water consumption; electricity consumption; fossil/organic fuel consumption; non-organic waste and paper use.

Outcome: The analysis of this audit identified low cost/resource strategies and long term strategies that will be implemented over time.