

Maroon Outdoor Education Centre School Annual Report – February 2007



The following information is provided as a reference to members of the Maroon O.E.C. educational community. It reflects the Schools Reporting Checklist as provided by Queensland Department of Education Training and the Arts.

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TOTAL ENROLMENTS:

As a residential Outdoor Education Centre this school does not take 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 2006 the centre provided residential programs involving 18,309 student days and 14,606 student nights. There were an additional 382 student day visits and 608 adult day visitations. 3,180 students were engaged in an activity conducted at a school site in 2006.

STATEMENT OF PURPOSE:

The central purpose of education for us is to create a safe, tolerant and disciplined learning environment within which young people can develop both as an individual and as a worthwhile member of a team. Educating for a sustainable environment, a sense of personal place, active and reflective citizenship, and personal and social responsibility are strong themes within the focus of student learning at our school.

Our Vision for the future is:

A better future – together we can

M.O.E.C. CONTEXT:

Our school, 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.

LEARNING AND CURRICULUM FRAMEWORK:

Our curriculum encompasses the learning areas of personal discovery, community, environment and outdoor activity. It reflects outcomes-based learning, it links to key learning areas and it focuses on addressing the attributes of a life long learner. It is through the implementation of Outdoor Education that we prepare students for flexible and adaptable life pathways. Critical thinking, problem solving and skills related to lifelong learning are integrated into sequenced learning experiences. Life pathways and social futures, Active citizenship, Environments and technologies, and Multi-literacies and communications are easily identifiable within our learning foci. We achieve student learning outcomes through strategies derived from adventure education, discovery learning, practical investigations, content or adventure themes and role-plays and scenario immersions. 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 our programs are designed to provide students with experiences that enhance their capacity to become active citizens in a learning society.

PROGRAMS:

Our school operations are aligned with Queensland State Education 2010. We provide quality-learning experiences for students built on a coordinated curriculum, pedagogy and evaluation framework. Our programs are designed for each individual booking group based on their curriculum and individual needs. Learning outcomes are matched with sequenced learning activities that use the broad range of experiences available at the Centre i.e. group problem solving activities, environmental activities, subject specific activities, aquatics including canoeing, kayaking, sailboarding, high and low roping 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, off-site and combinations of all three. Programs vary in duration from single day visits to up to 5 consecutive days.

STAFFING:

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 D.O.E.M. 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 curriculum 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 and office staff, catering staff and teacher aides bring our staffing complement up to a total of 32.

TEACHING STAFF QUALIFICATIONS

Staff Member	Masters	Bachelors	Graduate Diploma	Diploma / Certificate
1		Yes		yes
2	Yes	Yes	Yes	
3		Yes(Hons)	Yes	
4		Yes		Yes
5	Yes	Yes	Yes	
6			Yes	Yes
7			Yes	Yes
8		Yes	Yes	Yes
9		Yes	Yes	
10				Yes
11			Yes	Yes
12	Yes	Yes	Yes (2)	
13	Yes			Yes
14		Yes (2)		

STUDENTS:

Maroon Outdoor Education Centre's Curriculum Framework outlines Outdoor Education Programs suited 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 2004 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.

LEARNING REPORT - 2006

Collaborative Planning: MOEC staff provided program and logistical advice to schools and collaborated with school-based personnel in planning 85 MOEC – based programs. School co-ordinators workshop was conducted for all new bookings schools and new program coordinators. School visitations, voice and fax contacts, e-mail and internet contacts were provided to all bookings. (Client Survey Results 2005 indicate 95% high satisfaction rate)

Productive Pedagogies: Weekly post program evaluations and surveys conducted during 2006 provide evidence that school-based staff were satisfied that teaching and learning consistently reflected the centre's pedagogy statement. Principals' survey results also

provided strong evidence that there was high level of satisfaction with teaching practices applied within programs. (Client School Survey Responses – 2006 indicate 96% high approval rate with teaching practices)

Outcomes Focus: Post program evaluations and surveys provided evidence that school-based staff were satisfied with learning outcomes achieved through student involvement in learning experiences at MOEC. (Client School Survey Responses – 2006 indicate 95% high approval rate with student outcomes achieved)

Curriculum Initiatives:

- Senior Leaders Conference promoted to Ipswich District Secondary students and conducted with 25 participants..
- Literacy, Discovering Democracy and Partners for Success addressed in development of interpretive signs that were installed at the centre in 2005.
- Middle Phase of Learning Actions implemented through activities planned and conducted within refurbished community hall and computer lab.

I.C.T.'s: Student participation in activities using ICTs in MOEC context continues to grow. Digital cameras, power point presentations, digital video, GPS technologies regularly used across programs. *Active Technology Outdoors* program implemented through EQ ICT Funding Grant. This program engaged students in planning, decision-making and actively participating in GPS based rogaining activity within the MOEC environs.

Assessment and reporting: Weekly programs were developed to address specific predetermined learning outcomes selected or identified by the client school. Visiting staff were provided with opportunities to design, develop or utilise monitoring sheets upon which student outcomes were recorded either during the conduct of the program or immediately following it. These recording formats varied according to the desires and requirements of the visiting school.

Program Evaluations: All visiting staff, students and accompanying adults are engaged in an evaluative process either during or at the completion of a program. Written and anecdotal records are taken and consulted by MOEC staff. All written evaluation forms, anecdotal summaries and copies of MOEC designed evaluation tools are forwarded to the booking school after consultation by MOEC Program co-ordinator. A written summary and report is filed with MOEC Principal.

Collaborative Planning and Promotion of Partnerships:

- Leadership Program successfully trialled with 24 Yr 11 students and 1 visiting staff member in November/December. Reports from schools involved and evaluations completed by students at completion of course indicated extremely high level of satisfaction.
- Year 11 and 12 Program Evaluations and Client School Survey Responses 2005 showed high levels of satisfaction for programs provided specific to year 11 and 12 student needs with '*Exploring Personal Potential*' as the most highly valued program provided.

Induction program: All new and contract staff were involved in a program of induction upon appointment to MOEC; All teaching staff were involved in development and negotiation of personal professional development plan

Committee Structure Voluntary staff involvement in committees enabled management and decision-making processes to be shared across all areas.

Risk Management Processes Centre's risk management procedures were overseen by the Risk management committee. Standard Operating Procedures for all Pursuit Activities reviewed and updated to reflect latest information with respect to current Industry Practice.

Centre Orientation Staff and Students Program of orientation was coordinated for all new staff and visiting staff and students upon arrival at MOEC

Program of Teacher In-service Program of teacher in-service activities was finalised for implementation in 2006. All teaching staff completed site-based validation of outdoor competencies for the conduct of MOEC program activities.

Web site Current Web Site was monitored with enhancements made to provide easier editing of files, greater level of engagement for teachers and students and to provide parents with necessary information.

Centre Promotion and tools: Schools were provided with assistance in promoting their camps to their school community; Student attendance on MOEC programs was promoted through the provision of school visitations, enhanced information on web site, productions of promotional tools for use with and by schools and ICTs

Bookings Process: Schools failing to meet predicted bookings numbers were consulted and encouraged to be more accurate with predictions regarding student numbers in 2007;

Staffing Allocations continued maximise student involvement in programs at MOEC; Staff allocations were adapted to suit the needs of developing and existing programs;

Percentage of students participating: Participation numbers were consistent with previous year's; MOEC identified no change in the response by students to the more concerted effort to provide schools with promotional information.

Annual Professional Development Plan: Development needs and wants of staff were identified through negotiation and resulted in the framing of individual development plans;

Staff Competency Validations : All teaching / program staff had competencies validated in keeping with prerequisite standards as outlined within MOEC Standard Operating Procedures.

TAR / ASAR and Committee Structure: 8 Teaching staff and 3 Ancillary staff were involved in the management of areas of responsibility.

FOCUS PROGRAMS 2007:

Collaborative Strategic Planning: MOEC will engage in deeper level of discussions with representatives from client schools as part of its focus on teaching and learning in 2007. Greater efforts will be directed towards enhancing the transfer of learning from the MOEC context to the school / life context.

Middle Phase of Learning: MOEC will highlight its intended focus on MPOL to relevant client schools. Student Leadership Training Program for Primary Schools will be conducted. Primary School Outdoor Challenge Day focussing on Healthy Lifestyles will be conducted for local schools in September.

Pedagogies Review: MOEC will continue to engage in a review of pedagogies in collaboration with University of Queensland and network of Outdoor and environmental Education Centres.

Mentors: will be identified in Aquatics, Climbing, Facilitation, Navigation, First aid and Special Education to provide staff with access to qualified advice and to encourage the development of higher level understandings and competencies in the selected areas.

Teacher exchange: providing opportunities for school-based staff to experience practical immersion into outdoor education at Maroon OEC and for MOEC staff to gain insights into the teaching – learning process within a normal school classroom through short term exchanges. An exchange with Bogong Outdoor Education Centre in Victoria is planned for term two 2007.

Teacher In-service Activities: Introductory and more advanced short term courses aimed at teaching staff in schools in the areas of bushwalking and navigation, paddling on moving water, rock climbing and planning for school camps.

Centre promotion: MOEC will continue to provide schools with promotional material through the web site. Digital imagery will be available on *Powerpoint* for use during school visitation. In order that participation of all students can be maximised program options will continue to be made available for the full range of students.

Student Evaluations: School visitations will determine student interests and desired levels of challenge; weekly evaluations will seek student feedback regarding program options.

National Outdoor Recreation Training Package: MOEC will continue to monitor its Leader Competencies Framework in terms of its similarity with the units of competence as published in the National Outdoor Recreation Training Package.

Professional Development: Individual staff will negotiate personal professional development plans according to their own and the centre's priorities.

Mentoring: Staff identified as having reached or aspiring to reach the level of mentor will negotiate for enhanced professional development in specific areas.