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Principal's foreword

Introduction

This report outlines Camp Fairbairn's program and performance for 2012 and will look at the focus for 2013. It will briefly outline the areas of importance for the successful operations of the centre, the broad area in which our client schools travel from and the curriculum offerings of Camp Fairbairn Outdoor Education Centre. The report will include staff opinion survey results and satisfaction results from client schools.

CFOEC is an outdoor education centre that provides experiential learning experiences in a unique bush setting, on the banks of the Fairbairn Dam. The programs are designed and delivered by a well trained and committed team who are very passionate about the benefits that outdoor education provides to the learning process. The majority of our programs are destination based with many schools staying for a two to four night period. The expert delivery of the learning experience is beneficial to students, visiting teachers, parents and community group representatives. The range of learning experiences provided by CFOEC is not accessible in the traditional school environment.

CFOEC has defined its learning experiences around five key learning outcomes: Resilience, Communication, Teamwork, Leadership and Personal Growth through Challenge. These areas have been identified by our stakeholders as being key strengths and have become the focus for our program development so that we can assist in building confident, active and successful

At Camp Fairbairn we believe that we **“Promote resilience and individual potential through self- discovery and teamwork.”**

We are committed to building a safe and supportive learning environment that delivers quality programs. around resilience, communication, teamwork, personal growth through challenge and leadership. We value the importance of building meaningful relationships with students, visiting staff, parents and community members, as this builds confidence in the students and leads to success for individuals and groups which results in effective learning outcomes.

If you cannot access this report via the internet, this report is available through our administration by request.

Centre progress towards its goals in 2012

The main improvement areas for 2012 were the completion of the curriculum framework document, data collection and analysis, differentiated classroom learning and one school implementation.

CFOEC teachers have worked to develop a pedagogical framework based around the dimensions of Learning and Teaching and identified the pedagogical practices that are unique to successful teaching and learning at CFOEC. Our framework links to other important documents which include the Core Learning Outcomes, AIP, Strategic School Plan and how we can link to the Australian Curriculum. The links to the Australian Curriculum has highlighted how much we can offer schools around the general capabilities areas. This framework is then a useful tool for visiting schools and new staff members to CFOEC.

In 2012 we have trialled using the student response system and have found it is very useful in gathering data from the students. One major point identified across all year levels was that the students are very aware of the terminology used around our core learning outcomes but have had little opportunity to focus applying the knowledge in real life learning situations. We have also prepared observation checklists for visiting teachers to use based around the intended core learning areas.

CFOEC has had some teachers attend a professional development activity around the Australian Identities. This activity is to assist with identifying the type of learning styles that students have and using strategies that will prove successful for these students.

CFOEC migrated to the One School financial system and has been part of the Mackay Finance Hub.

Other achievements for CFOEC during 2012 was the purchasing of a third teacher, resurfacing and painting of the climbing tower, purchased 10 new large canvas tents, purchased six new roscoe canoes, commenced replacing wooden rails with hedges and successfully organised a combined agency reduction hazard burn off in the area around Fairbarin Dam. The agencies included Rural Fire and Rescue, SES and Sunwater.

Future outlook

The main improvement areas for 2013 are:

- Align CFOEC curriculum to the Australian Curriculum with more focus on P-4 Science, and HPE.
- Implementation of The Health and Well Being Framework
- Refine tools for the collection of data, assessment and reporting.
- Develop and commence a Parents and Citizens committee for CFOEC.
- Refining CFOECs Pedagogical Framework to align with departmental expectations.

CLIENT PROFILE:

The client groups who visit Camp Fairbairn range from Prep to year 12. Most of our client groups come from the Capricornia region however we do have groups that travel from centers such as Charters Towers, Birdsville and Roma. A high percentage of our camps are primary schools and are groups of year five to seven students. Our camps are predominantly residential camps and last about four nights. We do have some of the local schools attend for day visits and these groups are younger year levels and we are normally supporting the classroom teacher with a unit of work the class is currently working on. We have also had some secondary students attend for day visits and the focus of these days have been around a specific assessment task that we are able to assist with. Our client groups are usually state schools and the non- state school groups are groups who have normally been attending Camp Fairbairn annually for several years. We do support community groups and will have a number of camps during the year for our local Anglicare group. We have had the local SES group run a Water Rats weekend and have supported a Sothern Cross camp which assists children who are in care.

Total student visitation:

The total number of State School Students who visited the centre during 2012 were:

Day visits : 314

Night Visits: 4577

Individual students: 1672

The total number of non- State School students who visited the centre during 2011 were:

Day Visits : 0

Night Visits: 1402

Individual students: 381

Average Group sizes:

The average size of groups that attend Camp Fairbairn is 55 students.

`Models of Service Delivery:

Our major model of service delivery is destination schools. The schools want to get the students out to the camp and experience the unique setting that we have. Because of the types of programs we run and the equipment required, destination is our primary model of service delivery. We have some partnership schools where we attend the school, and run activities, as part of their camp program to introduce younger grades into camping. They will then attend Camp Fairbairn in the older grades. The expert delivery mode is only done when we have teachers who are interested in gaining a qualification as a canoe instructor. Camp Fairbairn is a training provider for Australian canoeing.

Curriculum offerings

With Camp Fairbairn being an Outdoor Education Centre we provide client schools with a distinct curriculum that embraces the philosophy of teaching beyond the classroom. The programs that we provide for schools are based around the five core learning outcomes that have been identified for our centre. The five core learning outcomes are: Teamwork, Resilience, Personal Growth through Challenge, Communication and Leadership.

These five core learning outcomes are used as the foundation to develop all camp programs. A teacher from Camp Fairbairn and the camp co-ordinator from the school will develop a program to achieve the desired learning outcomes. The program for each school is designed to take into account the physical and learning needs of the students. The activities at Camp Fairbairn are the vehicles that assist in achieving the core learning outcomes.

The reflection or debriefing session at the end or during some activities is a very powerful tool. This enables us to gauge where we are at with the group and determines how we may need to modify other activities so that the groups are achieving the desired learning outcome.

At Camp Fairbairn we have a large range of activities that groups can select from. The important part of the activity selection is sequencing them so that the maximum benefit can be gained. Correct sequencing of the

activities, allows the students to get the best learning from the camp experience. This learning is then more likely to be transferred back to classroom etc.

How Information and Communication Technologies are used to assist learning

At Camp Fairbairn the main way technology has been used to enhance learning is through the use of GPS activities. With the secondary students GPS navigation is used if the students are doing an expedition trip for a couple of days. The course is saved as waypoints and the students are taught how to use the technology and then work together to locate the markers. This activity is also used during a single canoeing session where the group has already had canoeing experience. From maps accessed through Google earth, the waypoints can be plotted to show students and visiting teachers. During astronomy students have access to telescopes and the sky scout. The telescopes that the students get to use are of better quality than what they would normally experience. The sky scout is a GPS device that can identify stars, planets, constellations, etc. in the night sky and play an audio track about the identified object. This activity allows all students to participate and they do not need any prior experience with astronomy.

During 2012 we have used a student response system as a fast and modern way to capture student data. This has allowed us to capture data from the students regarding the quality of the programs and the learning they have experienced.

Social climate (Supportive Learning Environment)

Camp Fairbairn is committed to providing a safe and supportive environment for students to learn. We have a strong focus on social development and values education and this is supported through the five core learning outcomes that we believe in. The five core learning outcomes being Teamwork, Communication, Resilience, Personal Growth through Challenge and Leadership. With our programs being developed around these outcomes it builds a social climate which is conducive to learning. The reflective sessions that are used during the activity times allows for feedback from students, to students and this is a very powerful tool.

Data collected from our visiting schools indicate that our can programs can assist students in the school environment in the following ways: social and emotional learning 77.3% of schools, self esteem 86.4% of schools, students at risk of disengaging 31.8% of schools, behaviour 54.7% of schools and anti bullying 13.6%.

At Camp Fairbairn we believe in building a good rapport with students quickly and we support the Behaviour Management policies adopted by the visiting schools and find that our expectations of behaviour based around Respect, Participation, Co-operation and Safety, generally result in minimal behavioural concerns.

Client Satisfaction With Our Centre:

School satisfaction with the program provided by Camp Fairbairn has indicated that 100% of schools are satisfied to very satisfied with the camp for their students. Schools have indicated that the benefits of the camp experience to the school environment are in the areas of social and emotional learning, self-esteem and behaviour. 100% of schools have indicated that the tools around effective communication have been of moderate to significant benefit to their students. 95% of schools have indicated that students have displayed an improvement in their ability to solve problems in place of avoiding them. 91% of schools indicated that the debriefing sessions had moderate to significant impact on their students' learning. A majority of schools indicated that students had displayed slight to significant improvement in their students' resilience.

Staff members at Camp Fairbairn has indicated that 100% are satisfied or very satisfied with the level of staff morale. 100% of staff members feel that they have good access to quality professional development.

Reducing the Centre's environmental footprint

During 2012 Camp Fairbairn reviewed the SEMP Plan that is focusing on waste management. CFOEC found it difficult to apply for grants to assist with a recycling program so has set aside funds to develop a program for the centre in 2013. Camp Fairbairn is committed to reducing its environmental footprint by ensuring that all camps are aware that the environment is cared for and left in the same condition as they have found it.

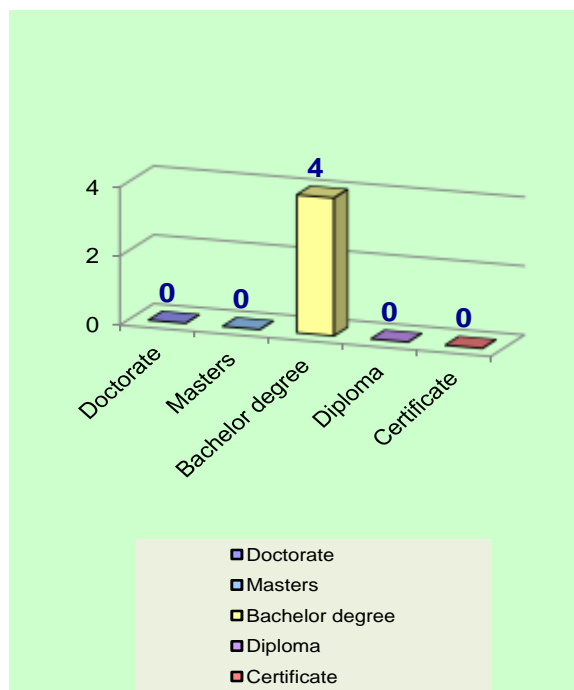
Environmental footprint indicators, 2011-2012

	Electricity KwH	Water KL
2011	290.9	3000
2012	19737	16

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	4	3	0
Full-time equivalents	4	2.8	0

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	4
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was \$6179.89. (12%)

The major professional development initiatives are as follows: Upgrading qualifications, Australian Curriculum, mentoring other outdoor education centres.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was above 95% in 2012

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2012 school year.

School income broken down by funding source

The school Income that came in the form of Grants was:

School Grant: \$50289

Site Specific Grant: \$10000

Total In Grants: \$60289

Centre Generated Income

Provisioning: \$94948.38

Daily Visitation: \$57326.40

Total \$ 152274.78