

# Camp Fairbairn Outdoor Education Centre

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Camp Fairbairn Outdoor Education Centre** from **22 to 23 August 2019**.

The report presents an evaluation of the centre's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the centre to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Sue Gibson	Internal reviewer, SIU (review chair)
Paul Manttan	Peer reviewer
Peter Doyle	External reviewer



## 1.2 School context

<b>Location:</b>	Camp Fairbairn Road, Fairbairn Dam, Gindie
<b>Education region:</b>	Central Queensland Region
<b>Year opened:</b>	1978
<b>Year levels:</b>	Prep to Year 12
<b>Enrolment:</b>	nil
<b>Indigenous enrolment percentage:</b>	nil
<b>Students with disability enrolment percentage:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	n/a
<b>Year principal appointed:</b>	2010
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	3
<b>Significant partner schools:</b>	Longreach State School, Tallebudgera Outdoor and Environmental Education Centre
<b>Significant community partnerships:</b>	Duke of Edinburgh's International Award, Fair Dinkum Meats, Highlands Meats, Fairbairn bakery
<b>Significant school programs:</b>	Building Success Through Challenge and Teamwork Outdoor Education



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), three teachers, unit support officer and cleaner.

Community and business groups:

- Proprietor of local butchery and proprietor of local bakery.

Partner schools and other educational providers:

- Principals of Gindie and Anakie State Schools, teacher Emerald State High School, teacher The Hall State School, teacher Emerald State School teacher and two teachers and 10 students Denison State School.

Government and departmental representatives:

- ARD

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School budget overview
Headline Indicators (April 2019 release)	Curriculum planning documents
School pedagogical framework	Professional development plans
School data plan	School website
School Opinion Survey	Responsible Behaviour Plan for Students





## 2. Executive summary

### 2.1 Key findings

#### **Centre staff members quickly build rapport with visiting students and staff.**

The interactions between the centre staff, visiting staff and students are conducted in a calm and caring manner. Visiting teachers articulate that the group challenge activity that students participate in when they arrive at camp quickly connects students to their learning, sets the tone for the camp, assists them to get to know the centre teacher and links to the centre's vision of challenge and teamwork.

#### **Centre teachers use reflection during debrief sessions to assist students in building meaning from the activity they are engaged in.**

This can take the form of an end-of-session debrief, active reflection activities, or questioning at critical moments during the activity. Student responses regarding their learning during the camp experience and what they will take back to school are collected from targeted groups and fed into Wordle. Teachers review the Wordles to identify the most significant learnings for a student group. Large murals of selected Wordles are painted on the wall of the activity hall and visibly demonstrate student understanding of the program foci of challenge and teamwork.

#### **The development of the centre curriculum is considered to be a work in progress.**

The principal and teaching staff actively engage in collaborative processes and discussions to progress the work. There is a commitment to continue the focus on curriculum development and formalise the work into a curriculum plan that includes further levels of planning. The curriculum plan will reference evidence-based teaching practices. An implementation plan with clear targets and accompanying timelines is yet to be developed.

#### **Centre programs are delivered through the critical and creative thinking and personal and social general capabilities of the Australian Curriculum (AC).**

These general capabilities are woven into outdoor education activities that become the platform for students building success. The activities involve calculating risks, problem solving, goal setting, managing personal risks and resilience. The AC connections in outdoor learning of skills and knowledge, human-nature relationships, conservation and sustainability, and health and wellbeing underpin the curriculum renewal that is considered an ongoing body of work.

#### **The principal recognises the need for a consistent whole-centre approach to teaching and learning.**

Staff have collaboratively developed a whole-centre approach titled 'Building Success Through Challenge and Teamwork'. The approach identifies two key learning areas, teamwork and challenge, and includes a number of elaborations under each of the key learning areas that are used as success indicators for students during activities.



Implementation of the whole-centre approach is consistent across teaching staff. Staff identify a need to further develop and refine this approach to include detailed descriptions of the signature pedagogies used at the centre.

**Teaching staff are appreciative of the opportunity to work together, and learn from each other through formal and informal collaboration.**

This collaboration is fostered through a culture of continuous reflection on the effectiveness of teaching practices and workplace health and safety practices. Staff report that collaboration occurs during weekly camp meetings, fortnightly staff meetings, and during break times. A planned program of feedback, coaching and mentoring is yet to be documented.

**The centre is located in an open forest area of predominantly lancewood and eucalypt trees on the banks of Lake Maraboon, formed by Fairbairn Dam.**

The principal has identified a need for additional facilities including further development of the high ropes area, a cover over the camping area and a water cooler. The need to work in a consultative and collaborative manner with regional facilities staff to review the long-term plan for the development and upgrade of the centre's equipment and facilities is identified as a priority.

**The centre has an induction process for newly appointed teaching staff that is delivered using the expertise of current staff.**

Staff new to the centre speak positively of the structure of the induction package and in particular, the support of experienced colleagues. The induction process reflects a Gradual Release of Responsibility (GRR) model whereby newly appointed teachers observe experienced teachers, jointly facilitate activities with their mentor, and finally deliver sessions with their mentor providing feedback.





## 2.2 Key improvement strategies

Develop and document an implementation plan for the improvement agenda that includes clear targets, strategies to review and accompanying timelines.

Build on the curriculum renewal work that is occurring and develop a sequenced curriculum plan that provides a shared vision for curriculum practice.

Collaboratively document and implement a pedagogical framework that includes high-yield teaching strategies.

Document and implement a feedback, coaching and mentoring plan focused on building the capability of staff and the leadership capacity of experienced staff.

Develop and implement a sequential plan for the development and upgrade of equipment and facilities, utilising centre funds.