

VISITING TEACHER SURVEY RESULTS

2006-2008

1a: Did the *Amaroo program* contain activities that are intellectually challenging?

Yes	No
59	2

1b. To what degree were the *activities* sufficiently intellectually challenging?

Extensive	Considerable	Moderate	Limited
10	39.5	10.5	

2a: Was the *Amaroo program* relevant to your class program?

Yes	No
59	1

2b: To what degree did the *Amaroo program* meet your class program needs?

Extensive	Considerable	Moderate	Limited
22	30	7	

Question 3: How relevant were the activities to the student's knowledge and experiences?

Extensive	Considerable	Moderate	Limited
15.5	36	8	1.5

Question 4: How well did the program meet student learning needs?

Extensive	Considerable	Moderate	Limited
20	34	7	1

Question 5: Was the learning environment supportive for student learning?

Extensive	Considerable	Moderate	Limited
28	31	2	

Question 6: Were we able to cater for the range of differences in students?

Extensive	Considerable	Moderate	Limited
22	34	4	

7: To what degree did Amaroo staff treat your students in a fair and caring manner?

Extensive	Considerable	Moderate	Limited
37.5	13.5		

8: How difficult would it be for you to replicate at your school, a program of equal quality, that your students experienced at Amaroo?

Not Possible	Very Difficult	Limited	Easy
22	22	14.5	2.5

9: Which of the following are factors that influence your answer to Question 8.

- 29 Background or specialised knowledge**
- 48 Equipment/materials/props used for program delivery**
- 48 Suitable site at or near your school**
- 37 Preparation or organisational time**
- 20 Occupational health and safety issues**

2006

Respondents: Program/Site Visited & Year Level

1. SDCCD, Cooby Dam, Yr 2
2. Preschool camping, Kleinton, Pre/Prep
3. WTBA, Kleinton, Yr 1
4. Camping by the Creek, Leslie Dam, Yr ½
5. BTWN, Kleinton, Yr 2/3
6. Cooby Dam, Yr 6/7
7. RRR, Ravensbourne NP, Yr 4/5
8. SDCCD, Cooby Dam, Yr 2
9. Preschool camping, Kleinton, Yr 1/2
10. Energy Efficiency, Kleinton, Yr 6
11. Preschool camping, Leslie Dam, Yr 2/3
12. Energy Efficiency, Kleinton, Yr 6
13. RRR, Ravensbourne NP, Yr 4
14. Special School, Kleinton, ages 12-19
15. Special School, Cooby/Kleinton, Juniors
16. SDCCD, Cooby Dam, SEU
17. Camping, Kleinton, Special Ed - secondary age students
18. Cooby Dam, SEU - juniors
19. Cooby Dam, SEU Yr 1-7
20. Camping, Kleinton, Special Ed - PECS age 14-19
21. Cooby Dam/Kleinton, Special Ed - age 8-10
22. WTBA, Kleinton, Yr 3&4
23. WTBA, Kleinton, Yr 3
24. Energy Efficiency, Kleinton, Yr 6/7
25. WTBA, Kleinton, Yr 4
26. Special School, Kleinton, Yrs 8-9
27. WTBA, Kleinton, Yr 3
28. SDCCD, Cooby Dam, Preschool
29. Energy Efficiency, Kleinton, Yr 6
30. Sundrops & Me, Glennie Heights Preschool
31. WTBA, Kleinton, Yr 1
32. Cooby Dam, Yr 1

1a: Did the *Amaroo* program contain activities that are intellectually challenging?

If yes, please rate

11. Computer activity.
13. - identification of layers of rainforest
- identification of plants/animals
- measurement of girth of trees
- discussion of care of environment
- leaf rubbings
15. 10/10 - excellent!
28. Very good.

29. Excellent.
30. 4½ / 5. Excellent activities presented.

1b. To what degree were the *activities* sufficiently intellectually challenging?

Comments:

1. What a great day! The activities (pond scooping, observation of the wildlife/dam environment and history of the site) were all challenging and interesting for the class.
2. Kept children interested all day.
3. Food chains. Booklet of activities - a little too difficult at this stage of the year.
4. The purpose of our day was to experience the activities as part of our contextualising activities for our unit rather than to be challenged.
5. Activities were challenging but also catered to all levels.
7. Identification of plants and features of a rainforest were interesting/appropriate to age level.
8. The children learned a lot about what animals could be found, rocks, being careful of the environment and really enjoyed the hands on experience. They are still looking for animal signs on trees.
9. Considerable for age of children.
10. Suitable for most - (some) children participated at own level due to open-ended nature of lessons.
13. The students were able to consolidate their learning through hands-on and real-life experiences in an alternative learning environment to the classroom - students could construct knowledge through self-discovery exploration and through socially constructed questions/answers.
15. Explanations were geared toward those students who could understand more complexities. However, our guide was very observant and aware of those students who needed a simple and basic explanation.
16. With the children involved it was wonderful.
17. Especially putting up tent.
18. Questioning elicited new ideas from children.
20. Long vs short poles. Hand-eye coordination with hammer/peg.
22. Because I was doing a unit on Australian animals I found the activities great for my class.
23. A good variety of activities that challenged the children quite well.
24. Difficult to comment on because I wasn't able to be a part of the discussions.
28. Particularly pond scooping.
29. Appropriate material. 'Level of thought' also appropriate. Very well suited to that level (Yr 6).
30. For this age group they were very appropriate. It allowed some extension for the students who needed more work but also catered for our special needs children.
32. We had done a lot of talking in class before hand.

**2a: Was the *Amaroo program* relevant to your class program?
If yes, please rate**

7. We did a mini unit on rainforests to prepare the class for the experience.
11. Yes. We read 'One Hot Summer Night' for year 2 net. The program was perfect for our needs in developing the unit.
13. Students studying integrated unit on rainforests and how plants and animals need each other for survival.
15. 10/10.
21. Learning about Australia/water.
29. Excellent.
30. As we were well aware of this program coming up we worked up to the point of readiness.

2b: To what degree did the *Amaroo program* meet your class program needs?

Comments:

1. The program extended our limited classroom interior activities on environment as only an outdoors - Amaroo visit can!
2. Reinforced the work we'd done on insects. Gave a launch board to future work on environment.
3. Our program was built around our Amaroo visit.
4. It was relevant as we were in the process of doing the Yr 2 Net program for One Hot Summer Night.
5. Tied in beautifully with our class program on dinosaurs.
7. First hand experience is always valuable.
8. But will be able to return to information gained on this trip in Term 3.
9. Currently have Fire Education visits leading into 'Looking After the Environment'.
10. An excellent program that complimented our class work perfectly.
12. Covered all the aspects of the program.
13. Excursion consolidated learning from classroom within a real-life context, making learning more meaningful and relevant for the students. It also acted as a stimulus for further student knowledge and as a springboard for future classroom learning e.g. electronic graphing of girth, collage of layers of a rainforest, personal response and journal writing.
16. As above.
17. Life skills of cooking damper. Promoting spontaneous commenting.
18. We have completed work on Australian animals and the trip consolidated ideas covered.
20. We are looking at the circus and packing for camp, but for my Australian animals/Bush unit it would be perfect.
22. Back up for class activities.
23. It gave the children a good understanding of the interaction of animals and plants in the bush. This fitted in well with our class programme.
24. Did a great job of providing the "real life" hands-on aspects of the theory/content covered in the classroom.

28. Follow on from unit.
29. A very well presented unit on Energy Efficiency. All of these activities could be done at school if you had the equipment BUT it would not be 'time' practical. I think the way they were organised at Amaroo was outstanding and the best way to do the work - everything was set-up and organised so that the flow from one activity to the next was fantastic.
30. As Judy (Amaroo) had contacted us several times prior to the visit we were able to discuss the needs and resources required for the visit. Excellent resources and program. Extremely well delivered by the staff.
32. We did a similar program in term 2.

Question 3: How relevant were the activities to the student's knowledge and experiences?

Comments:

1. The activities extended the children's environmental knowledge and skills.
2. Lots of new things to learn but had enough prior knowledge to get the most from the experience.
5. Very relevant - it was great to do the hands on work after talking about it prior to visit.
7. Effective/interesting strategies such as joining hands around the big tree.
8. It gave the children the opportunity to relate new experiences to prior knowledge.
9. Putting up the tent (doing procedures at present). Necklace (patterning in maths). Campfire (fire safety). Bushwalk (caring for the environment).
10. Staff can always establish prior knowledge through questioning so that knowledge and experiences are known and catered for.
12. Built on prior knowledge.
13. Students had not done these activities before and they stimulated substantive conversation and follow-up in the classroom. It extended their depth of knowledge and understanding.
17. Tent - limited. Cooking/craft extensive.
18. Questions were aimed at children's level and activities were enjoyable.
20. Some of my students have just been on a camp where they had to help set up a tent.
22. Extended what the children were learning.
24. Pitched right at the interest level.
28. Extended the children's knowledge.
29. Unfortunately, due to circumstances, students weren't totally 'on the ball' and some question sessions were difficult - BUT it is a subject they need to know more about and all were interested and gained much.
30. Due to prior communication with the Amaroo staff we were able to work on the prior knowledge before the main visit.
31. We have been looking at animals (bush) and their features.
32. They enjoyed each one.

Question 4: How well did the program meet student learning needs?

Comments:

1. As above.
2. Plenty of movement, hands-on activities - not too much sitting and listening.
5. All students benefited and their needs were met.
8. See 6.
10. Amaroo staff supply their program outline to the school well in advance so that school planning can take advantage of this.
12. While also being fun.
13. Students engaged in learning experience because it was real-life, meaningful and interesting in a context away from the classroom.
17. Due to students disability support from class teacher and aide needed to meet student learning goals.
18. Great activities and held students interest.
22. Catered for each child's individual needs.
23. It covered a variety of "hands on" and thinking activities as well as group work.
24. See question 2.
29. As above.
30. We were able to extend the students knowledge both on the day and after the visit.
31. More 'hands on' would have been more fun. There was a lot of listening involved for the children.

Question 5: Was the learning environment supportive for student learning?

Comments:

1. This learning environment is always supportive for learning - infants (and other year levels) learn by outdoor range of activities - hands on.
2. Lots to see and do. Safe and inviting.
5. Great learning environment - interesting and motivating.
7. The use of the magnifying glasses was great - very effective.
8. The children loved being outdoors.
10. The Amaroo staff always provide an excellent supportive environment for all children. Thank you for this!
12. Small groups worked well.
13. Inclusive - concern shown towards all students.
15. A variety of environments were utilised i.e. dam/bushwalks and actual hands on in collecting bugs etc in water.
18. Great area for kids to learn. Both bushwalking and scooping in pond.
20. Very supportive of our students with a range of disabilities.
22. The children loved a different learning environment.
23. The location was a great learning environment for the children.
24. Loved the way you both encouraged all children and made them all feel that they were smart!
28. Great environment and facilities.

- 29. Fantastic! - organisation = A1
 - teaching (positive/friendly) = A1
 Well done!
- 30. Yes definitely - the Amaroo staff were extremely wonderful with all our students, especially our special needs students.
- 31. A great environment.

Question 6: Were we able to cater for the range of differences in students?

Comments:

- 1. As we took 4 students from the Special Needs Unit, these range of differences I thought were catered for admirably.
- 5. Yes, catered for regular classroom children and special needs children.
- 8. (Investigating) -> allowed for children to be "in charge" of their own learning.
- 9. I feel it was difficult to maintain the preschooler's attention but they seemed to work well in the tent activity with the older children.
- 12. Many different learning styles.
- 13. Visual - activity book, bushwalk
 Aural - questions/answers, listening
 Kinetic- bushwalk, touch, feel
 Inclusive environment allowed time for questions.
- 15. See other comments.
- 17. Good variety of activities.
- 18. Splitting into groups was great.
- 21. We had discussed needs of students previous to meeting. We still found when we got there one student required an alternate route.
- 22. Very well done. Activities catered for all levels of abilities - food chains (all children were included).
- 23. All students were able to gain benefit from the activities.
- 24. Always difficult to do - I noticed some of my lesser ability students started to fade in the second session. Having said that, question 5 above and your abilities as facilitators/questioners, did provide for this. Also, the Knex activity and computers allowed for these differences.
- 28. Special needs child participated in activities.
- 29. All activities were well presented/taught.
- 30. Definitely this was a very positive aspect of the program that we saw.
- 31. Some students find it hard to be still and listen for very long.

7: To what degree did Amaroo staff treat your students in a fair and caring manner?

Comments:

- 1. At all times staff attended to our students in a very caring way and also sharing knowledge equally with all children of different ability levels.
- 2. Very tolerant.

8. The children all felt comfortable and safe knowing that the staff were fair but also had boundaries which were given in advance of activities.
10. As always the staff are exceptional in their manner.
12. Friendly, fun...
13. An environment of mutual respect. Answered students questions.
15. Very considerate - cooking lunch and offering water as well as modifying program when students were becoming tired etc.
16. Very patient.
17. Great staff.
20. Great interaction with all students regardless of their abilities.
22. All children were treated in a very caring manner.
23. The staff were friendly and fair to all the students.
24. Thank-you!
28. Judy is great! Quickly knew the children. All children were listened to.
29. Fantastic - positive, friendly, caring!
30. All students were treated fairly and equitably. The staff were extremely caring the thoughtful.
31. The staff treated the children well.
32. They thought you both wonderful.

8: How difficult would it be for you to replicate at your school, a program of equal quality, that your students experienced at Amaroo?

Comments:

1. It would be very difficult, if not possible to replicate conditions at the dam site here, and the quality program delivered there.
7. Cannot substitute the experience of the forest walk.
8. With regards to activities such as pond dipping.
9. Unique in that it offers so many possibilities for learning.
10. Not possible - for some. Very difficult - for some activities.
12. Lack of resources and time.
17. Program could be replicated but we have no bush walk, pond etc. New environment makes day fun and exciting especially for more intellectually able students.
21. We could make a pond (w/o water restrictions). We could use binoculars.
22. No bush setting - for walk - no garden settings compared to Amaroo.
23. We don't have the resources or the environment to do this.
24. Cost alone puts it out of our reach.
27. The only activity we may have trouble replicating is the bushwalk, to the same degree.
28. Need the facilities.
29. Very difficult/Not possible - without equipment. It was a fantastic day - environment is positive and relaxing; staff are caring and organised, all activities were extremely well organised and ran smoothly.
30. As this program was run on our site we would be able to set this up again successfully. Though it is very important to have staff (from Amaroo) actually run these informative sessions.
32. Space and lack of water.

9: Which of the following are factors that influence your answer to Question 8.

Other, (please elaborate)

1. (Important with children especially special needs).
17. Tents, pond, bush, fire.
22. No bush walk - no bush area.
29. Well done!

10: General Comments.

1. As always I've appreciated the continuing expertise and enquiry orientated programs that are on offer each year - always a fantastic day for students and teachers!
2. Thanks Ross and Corrie.
3. Thank you for an educationally rewarding day. Keep up the great work!
4. The children had a great day. They enjoyed the variety of activities presented as well as the 'hands-on' nature of the activities. Such activities as the bush walk would have been impossible for us to do at school.
5. We had a wonderful day with plenty of fuel for imaginations and further discussions.
6. Thank you for the experience. The kids and adults really enjoyed the day, and we'd love to do it again. It was an absolute pleasure to work with you both.
7. Had a great day. The children really enjoyed it. Thanks.
8. Not only was Amaroo an enjoyable experience for the children, it also provided the children with an invaluable learning opportunity. I was really pleased with the trip and would recommend it to others. Thank you.
10. Thank you Ross & Judy for a lovely day.
12. Fantastic day! See you next year.
13. The students enjoyed a fantastic day. Their enthusiasm was high, and this was reflected in their engagement of activities. Mr Brown and Mrs Green continue to present in-depth knowledge at the student's level, and engage the students by sharing their experiences through the use of narrative storytelling. Thank you, Mr Brown and Mrs Green for another fabulous, environmental experience. Always a pleasure.
15. I feel the program has just improved so much since I last visited (2 years ago). The new facilities are fantastic!
16. Thanks for a great day!
19. Mr Brown and Mrs Green were fabulous, knowledgeable, very considerate and presented an enjoyable and learning experience for everyone.
21. Well organised. Improved facilities.
23. It was a very enjoyable and productive day for the children.
24. Would cause difficulties but not impossible. Hard to justify for a limited number of students and a once off lesson! Ross & Judy, whilst I loved the

milkshakes maybe a “fan” with the teacher sitting in a banana chair would be more topical. Thank you, thank you, thank you I had a great day!

28. Great day!
29. It was a fantastic day and I was impressed with all four activities, the way they ran, flow from one to next and suitability to subject. Very educational - I would definitely recommend it.
30. We have not accessed the Amaroo Environmental Education Centre programs for some time as a school - therefore it was excellent to have this experience.
31. Thanks for the day! Perhaps more investigations - magnifying glasses to explore ants etc. Being able to touch some skeletons etc. Sorry we had to leave so quickly. We only just made it back to school by 3 pm.
32. Thank you both for your care and great knowledge. We all thoroughly enjoyed our day.

2007

Respondents: Program/Site Visited & Year Level

1. Bunyip Hunt, Kleinton, Yr 2
2. Bunyip Hunt, Kleinton, Yr 1
3. Bunyip Hunt, Kleinton, Yr 1
4. What's the Bush About, Kleinton, Yr 2
5. What's the Bush About, Kleinton, Yr 1/2
6. What's the Bush About, Kleinton, Yr 1
7. What a Waste, Kleinton, Yr 3
8. What a Waste, Kleinton, Yr 3
9. What a Waste, Kleinton, Yr 3
10. What a Waste, Kleinton, Yr 3
11. What a Waste, Kleinton, Yr 3-6
12. Prep Camping, Kleinton, Prep
13. Special School
14. Creature Features, Kleinton, Yr 6/7
15. Creature Features, Kleinton, Yr 5-7

1a: Did the *Amaroo program* contain activities that are intellectually challenging?

If yes, please rate

5. 8/10.
7. Very good.

1b. To what degree were the *activities* sufficiently intellectually challenging?

Comments:

3. The program/activities had the students thinking/guessing/theorising and actively participating for the whole day.

4. Within the ability levels of majority of our class.
5. Innovative activities had children attentive and keen to participate.
6. You managed to cater for children who were interested and asking as well as children who just wanted to run around in the bush.
7. Children were able to observe in real life concepts discussed in class.
8. The activity where the children had to sort the rubbish was thought provoking and interesting to hear how and why they made their choices.
13. The activities were made for the capabilities of our students.

2a: Was the *Amaroo program* relevant to your class program?

If yes, please rate

5. 8/10.
13. Yes we were looking at the differences between city and bush.

2b: To what degree did the *Amaroo program* meet your class program needs?

Comments:

1. Unit of work: The Magic of Believe - imaginary creature - The Bunyip 5 senses included in science for term.
3. Combined very well with our science activities, as well as our make-believe/fairy tales unit. I also liked the incorporation of The Arts (visual and music) at the end of the day.
4. Links to Term 2 Validation task on Insects/Food Chains etc.
5. This excursion reinforced activities and learning experiences happening back at school.
6. We are doing a unit on living things and their needs. This fitted in well.
7. Very appropriate - matched concepts discussed and taught.
8. Currently studying the environment and how to care for it so the program slotted in perfectly.
13. The program was set out appropriately for the needs of our students.
14. Fitted in with science unit due to previsit by Judy Green.

Question 3: How relevant were the activities to the student's knowledge and experiences?

Comments:

1. Great activities - high interest and participation level for students. Senses activities particularly relevant for student's experiences.
3. As we had only started lead-up, sensory activities/information sharing at school prior to the excursion, this was a great way to expand their knowledge through hands-on application, which we can now follow up on.
4. Most children could call on prior knowledge to consider topics covered on the day.
5. Presented at a level that Yr 1/2 could understand, enough challenge to cater for different levels of understanding.

6. An extension on our knowledge.
7. Age appropriate.
8. Some previous work had been completed prior to the visit and the activities helped to tie it all together.
10. Many of the experiences related directly to what we had been working on in class.
13. The activities had the appropriate symbols for our childrens needs.
14. Children were very interested and engaged.

Question 4: How well did the program meet student learning needs?

Comments:

3. Very 'hands-on' and movement oriented. The rest break in the middle was a great idea and much needed for all!
4. Great "hands on" activities which make topics covered in the classroom more relevant.
5. Gave children a "hands on" experience and knowledge about insects as well as animal homes/camouflage.
6. You altered plans and adjusted to cater for my very active class.
8. Good variety of activities catering for all levels of ability and learning styles.
11. Great hands on activity.

Question 5: Was the learning environment supportive for student learning?

Comments:

3. The children loved the outdoor environment, and the way the program/activities flowed from one place to another to complete the circuit.
4. A variety of activities which cater for a variety of learning styles and abilities.
5. Kleinton school site offers a great environment for learning.
7. Safe, friendly and well resourced.
8. Caring, friendly and knowledgeable staff.
9. They loved the hands on activities.
13. The environment was consistent with the learning needs of the children with supportive persons.

Question 6: Were we able to cater for the range of differences in students?

Comments:

1. Activities catered for all range of differences as children were able to participate at their own level.
3. Children who were wanting to participate more actively than others could lead the way, whereas others were happy to follow. All children enjoyed

the 'hands-on' sensory activities. The clay and musical activities were a great way to cater for the children's creativity, as well as allowing them to calm down at the end of the program.

4. As mentioned, a wide range of learning styles are catered for.
6. Well done.
7. My vision impaired student was allowed to view up close at an appropriate time (before or after).
8. Some physical activities would be good for the boys / environmental games / power-point presentation.
11. Small groups.
13. The range of disabilities were all catered for.

7: To what degree did Amaroo staff treat your students in a fair and caring manner?

Comments:

3. *Warm and caring manner and approach to the students.
*Ensured everyone had a chance to lead.
4. They gave clear instructions and boundaries and expectations were set from the beginning of the day and consideration for special needs children.
6. Thanks - a difficult class which you treated fairly.
9. Very caring and generous.
10. Very warm and welcoming staff. Children were comfortable with Judy and Ross.
11. Very good.
13. The staff are very caring and considerate for our childrens needs.

8: How difficult would it be for you to replicate at your school, a program of equal quality, that your students experienced at Amaroo?

Comments:

3. Time alone would be a significant deterrent, as well as resources and appropriate habitat/surrounding environment.
4. The environment at Amaroo and proximity to bushland, makes it an ideal setting for environmental studies.
6. We don't have a bush setting at Drayton.
7. Worm farm, compost bins, refuse dump - expensive, time consuming, space etc.
8. Just don't have the same facilities or expertise.
10. Composting and worm farms not readily set up at school. Site of old rubbish etc hard to duplicate.
14. Access to resources would be difficult e.g. eye loops, binoculars.

9: Which of the following are factors that influence your answer to Question 8.

8. Another person to help with hands on activities.

10: General Comments.

3. I commend Judy on a wonderful program, developed significantly over time. The many hours she commits to preparation alone are amazing (x 3 for our school, let alone other visiting schools). This is a program she obviously enjoys, judging by her enthusiastic delivery. Thanks Judy for a wonderful experience.
4. The Amaroo staff and facilities are excellent. Many years of effort and dedication have contributed to the continued success of Amaroo as an Environmental Education Centre.
5. I felt the excursion was of a great value to the children's learning about animals and environment. Also found that I got some ideas for back at school. Thanks!
6. Thank you for a wonderful day. I always leave feeling the children have gained much from the day.
7. A great day - informative, hands on, very relevant and age appropriate.
8. The visits are always enjoyable but also very educational.
9. A more energetic walk would be good to release some energy from a 30 minute bush ride. Some games on your lovely site would be good too e.g. a treasure hunt with an environmental theme.
10. Always an enjoyable and worthwhile school excursion. Puts children's learning in real world contact. They see it from a hands on perspective.
11. Very well presented and lessons flowed. Thanks to staff it is always a pleasure to go to Amaroo.
12. The Geham Prep kids had a great day! They really enjoyed their time at Amaroo. Thank you!
14. A great day.

2008

Respondents: Program/Site Visited & Year Level

1. Camping Cooking & Kids, Cooby Dam – Yr 2/3
2. Special School, Kleinton, FMC
3. Special School, Kleinton
4. RRR, Ravensbourne NP, Yr 4
5. Camping, Cooking & Kids, Kleinton, P-3
6. WTBA, Kleinton, Yr 2
7. WTBA, Kleinton, Yr 2
8. WAW, Kleinton, Yr 3
9. WTBA, Kleinton, Yr 2/3
10. Animals & Insects, Kleinton, Yr 3
11. RRR, Ravensbourne NP, Yr 6/7
12. WAW, Kleinton, Yr 3
13. WTBA, Kleinton, Yr 2
14. West Ck/Bird Habitat, Yr 4-7

1a: Did the *Amaroo program* contain activities that are intellectually challenging?

If yes, please rate

1. Excellent.
2. Children participation was high.
3. Well suited to specific needs of students.
5. 10/10.
11. 8/10.
12. Not really. Only the sorting activity with rubbish into the heaps of reduce, reuse or recycle stimulated some critical thinking skills.
13. Great.

1b. To what degree were the *activities* sufficiently intellectually challenging?

Comments:

1. There was a wide range of activities that catered for a variety of interest and ability levels.
2. The children were able to have hands on for all activities.
3. Challenging to a variety of different levels.
4. Great use of posing questions and having the children really think about the process of things occurring.
9. Year 2's pretty switched on group – good. Yr 3's mostly switched on to animals (not behaviour) the food chain stuff was not enough and they had been to this site in Yr 1.
5. Children were challenged to think, create, demonstrate and recapitulate during activities provided/undertaken.

7. Children learn best by “doing” and a hands-on day such as yours is very educational. Children come away with a wealth of information gained from both formal teaching and incidental experience.
12. Worm farms – good information, related to everyday conservation practices.
13. Not too difficult. Built on known knowledge.
14. We have wide range of student abilities and all levels were appropriately catered for.

2a: Was the *Amaroo* program relevant to your class program?

If yes, please rate

1. Staff altered program to match current unit.
2. Very.
3. Not directly linked to the unit.
5. Tied in well with Year 2 Net.
11. 9/10
13. Very good.

2b: To what degree did the *Amaroo* program meet your class program needs?

Comments:

2. Class program of a bush theme.
3. As we are focusing on Deltora Quest stories, the experience of being within a forest was very valuable. Seeing, hearing and learning interesting facts. Jude – the tree was 8m 30cm! A great maths lesson to boot!
5. Part of ‘One, Hot, Summer Night’ Yr 2 Validation text is all about setting up camp in the backyard – perfect!
7. Being familiar with the content of “What’s the Bush About?”, our school designs a program that incorporates the materials covered on the environmental day – eg native animals and their characteristics, camouflage, habitat supporting the needs of living things. Your resource is highly appreciated by our teaching staff.
9. Mini beast unit – lots of things fitting the program but animals “available on the day” is what you get. Seeing the koala was more important than yet another spider web for example drought does not contribute to many animals.
10. Only because we did insects which was the Year 2 theme. Not your fault because you were never informed that Year 3 weren’t doing insects.
12. Related well to recycling, especially the paper making, pots were relevant. Relating nature as recyclers was great – a different slant we don’t think of to promote. Sorting activity, comparing packaging etc very relevant and visual information supports concepts well.
13. We always try to align the program with our curriculum decisions for that term. I always go through the booklet & prepare students as well as complete the follow-up.

Question 3: How relevant were the activities to the student's knowledge and experiences?

Comments:

2. It is difficult to know how much knowledge and experience multiply impaired children have.
4. Experiences and knowledge about the forest will further add to the enjoyment of our literature unit.
5. With such a large group, it was suitable and reinforced the knowledge component of unit and gave the children the real-life camping experience.
7. If the students are sufficiently prepared for the content to be disseminated eg – animals likely to be encountered, needs of living things, rules to respect the environment – learning experiences are relevant. Bush/nature encounters are invaluable for city children who often lack such exposure.
9. We had learnt lots of the stuff from books but to see the real ants, bull ants, termite nest made it REAL.
10. See previous comment - no prior knowledge (or not much).
12. Especially, relating the concept of reducing to a practical real life experience of organising a birthday party.
13. Very relevant.
14. Something our school unable to offer at a local level.

Question 4: How well did the program meet student learning needs?

Comments:

2. Children were able to learn by participation.
3. Higher order thinking. Thinking for self.
4. Gained knowledge, created clay creatures after their hands on experiences within the forest environment.
5. Great programme which suited all children, even though age levels were between 5 years and 9 years.
7. Teachers are very sensitive to the children's needs and teaching is designed to cater for their requirements.
9. Variety of activities gave all learning styles a chance and the hands on is great.
10. Very enjoyable, interesting, different activities.
13. Complimented our unit well.
14. All students engaged.

Question 5: Was the learning environment supportive for student learning?

Comments:

2. Safe and supportive.
4. Yes – real life, hands-on experiences.
5. Great environment and well designed/executed lessons.

- 7. Being able to board a bus and travel into the country is an experience in itself. The venue is greeted excitedly by the students and the face-to-face exposure to nature is extremely important in this age of climate change and need for habitat preservation.
- 9. Variety of activities gave all learning styles a chance and the hands on is great.
- 13. Staff were aware of children's range of abilities.
- 14. Excellent control of student learning – right balance of direction and free exploration.

Question 6: Were we able to cater for the range of differences in students?

Comments:

- 3. To specific needs, and to a diverse range.
- 4. Suited all ability levels – all children were given the opportunity to participate.
- 5. All children were catered for.
- 7. A little difficult in a single day but involving the teacher in character assessment for group work is a wise move.
- 9. Variety of activities gave all learning styles a chance and the hands on is great.
- 13. Everyone was helped and their differences were catered for by staff.
- 14. Very much so!

7: To what degree did Amaroo staff treat your students in a fair and caring manner?

Comments:

- 2. Consideration taken for each child's disability.
- 4. Ta Jude!
- 5. Excellent.
- 7. Ground rules are well set. Teachers obviously enjoy the environment and exhibit both care of nature and children.
- 9. How do you do it? You keep your cool and are so inclusive! Congrats!
- 13. Excellent staff. Always very enjoyable for students and teachers.
- 14. Staff warm, friendly and approachable.

8: How difficult would it be for you to replicate at your school, a program of equal quality, that your students experienced at Amaroo?

Comments:

- 2. Children need to experience new environments outside of school.
- 4. We can't recreate a forest of silence!!
- 5. Resources and environment not readily available.
- 7. The range of experiences would not be available to an inner-city school e.g. variety of animals, chance to walk through the bush.

14. Equipment, specialist knowledge and location were provided.

9: Which of the following are factors that influence your answer to Question 8.

10: General Comments.

1. An excellent program that catered for the needs of students and matched the curriculum outcomes being taught within the current unit. Always a thoroughly enjoyable and worthwhile day.
2. Everyone enjoyed the day at Amaroo. Judy provided an interesting and smooth flowing program. Damper was delicious and parents reported that children slept well that night. Thanks for a great day.
4. We had a wonderful day – informative, creative and visually stimulating – THANK YOU!
5. What a fantastic experience for students and staff. Thank you!
6. It's always a good day visiting the Environmental Centre. Reports from parents and our observations are that the children had a wonderful time. Thank you.
7. I strongly believe that a wonderful facility such as yours is vitally important to the increasingly urbanized student and should be available to every school every year. It's a matter of "survival of the Planet."
8. Great day as always!
9. Keep doing it. I couldn't at school – maybe in a specialize site. I could get the knowledge up to speed with some coaching but not at your level.
10. A most enjoyable (if freezing) day. Activities of a high calibre. Can't blame anyone for the weather and at least it wasn't raining.
11. A very enjoyable day (as always) which was both informative for the students and enables them to interact with each other in an "away from school" environment.
13. Outstanding program. Extremely valuable.
14. A wonderful day – all staff and students learning.