



Tallebudgera Outdoor and Environmental Education Centre

Creating positive change in the lives of people across Queensland

By the end of 2027, Tallebudgera OEEC will be acknowledged by educators and the broader community for leading the implementation of transformational learning experiences.

Key Strategies

1. Design and deliver outdoor and environmental education programs that empower compassionate, connected, responsible and self-aware young people

- Increase the suite of quality outdoor and environmental education programs across multiple age levels and ability groups.
- Prioritise ongoing collaboration with external partners to refine collection and analysis of relevant data to systematically measure the impact of pedagogies and programs on student learning.
- Review the whole-centre curriculum plan to ensure that programs are mapped to the Mparntwe (Alice Springs) Declaration, the Australian Curriculum and Queensland syllabuses with clear links to the curriculum intent of visiting schools.
- Strengthen opportunities to engage with students, classroom teachers and school administration teams before and after excursions to contextualise learning experiences, extend student learning back at school, and measure impact on student learning.
- Increase the range of vocational education and training opportunities for students in senior years.
 - ☐ Increased number of day excursion programs available for multiple year levels of schooling
 - ☐ Residential programs available for years 3-12 including adventurous learning journeys for the senior years
 - ☐ A least 1 bespoke program co-designed and facilitated for each school in the local cluster of schools
 - ☐ Appropriate elements of First Nations histories and cultures celebrated and embedded in all programs
 - ☐ Targeted programs developed to support the diversity of students including First Nations students, Gifted and talented and Students with additional needs
 - ☐ All programs are designed to maximise student connection to the natural world through exploration, play and reflection
 - ☐ The impact of the Centre's pedagogical approach and programs on student learning formally researched and findings published
 - ☐ Visiting teacher feedback responses analysed and shared across both campuses
 - ☐ All programs offered have explicit links to the Mparntwe Declaration, Australian and Queensland curriculum
 - ☐ New education programs target a broader range of subject areas including HPE, science, arts, humanities and social sciences and link to the visiting school's curriculum plan
 - ☐ Teaching staff engage with all visiting groups prior to and following excursions
 - ☐ All programs have post excursion activities to extend learning experiences and to measure the impact on students
 - ☐ A growing number of students in mainstream and alternative learning contexts engaging in certificate courses offered by the Centre's Registered Training Organisation (RTO)

2. Embed practices that enhance the capacity of staff to contribute, improve, innovate and lead.

- Build the capability of teachers to use data to monitor the impact of implemented teaching strategies and programs and contribute to quantitative centre-wide research.
- Utilise research findings to continually review, refine and embed the Centre's teaching and learning approach.
- Refine and implement a consistent and sustainable approach to peer coaching, mentoring and feedback to build teacher capability to enact the agreed pedagogical practices across all programs.
- Develop and implement strategies for all staff including non-teaching staff to experience the learning journeys offered across both campuses and other O&EE Centres to gain a deeper understanding of their nature and impact on visiting students and teachers.
- Create a professional learning plan aligned to the strategic plan to provide differentiated opportunities for all staff to build their capability, attain relevant qualifications and provide opportunities to innovate and lead projects.
 - ☐ An increasing number of Centre teaching staff actively engaging in action research projects focussed on teaching and learning
 - ☐ Key teaching staff members trained as researchers
 - ☐ The Centre's approach to teaching and learning is reviewed and refined in response to research findings, collegial engagement processes and visiting teacher feedback
 - ☐ All Centre teaching and instructional staff participating in collegial engagement activities and feedback processes
 - ☐ All staff across both campuses provided with opportunities to experience first-hand the learning journeys of students and visit other O&EE Centres
 - ☐ Increased opportunities for teaching staff to engage in leadership development activities and undertake leadership roles
 - ☐ Professional development planning embeds opportunities for all staff to engage in professional learning events and Outdoor and Environmental Education sector networking days

3. Share expertise and resources that support students, educators, parents and communities to engage with, connect to and learn in the outdoors.

- Develop targeted strategies for visiting teachers to gain a greater understanding of Student-Centred teaching practices to support students on excursions and incorporate practices in the classroom.
- Review and refine curriculum program documentation and resource materials to assist visiting teachers and parents to support ongoing student learning.
- Develop a formal, accredited process to develop capability of teachers and pre-service teachers in high-impact student-centred pedagogies and outdoor learning curriculum design principles.
- Establish a precinct model to share Centre expertise, facilities and resources to enhance learning in local schools and communities.
- Engage in outdoor and environmental education professional networks to share curriculum innovation and contribute to the Outdoor and Environmental Education profession.
 - ☐ All visiting teachers provided with information on the Centre's approach to teaching and learning with an emphasis on student-centred teaching practice
 - ☐ A growing number of pre-service teachers engaging in professional learning opportunities focussed on student-centred learning
 - ☐ Increased range of resources available to support classroom teachers and parents to enhance and extend student learning
 - ☐ Student-centred learning workshops offered classroom teachers in the local school cluster
 - ☐ Centre staff facilitating formalised professional learning opportunities for classroom teachers to gain micro-credentials for a Master's Degree in Education through Southern Cross University.
 - ☐ Engaging and welcoming signage and website in place to inform the public of the role and purpose of the Centre
 - ☐ Facilities used by schools, O&EEC Sector and community for conference, teacher education and community environmental workshops
 - ☐ Increasing number of staff actively engaged in professional networks and sharing the work of the Centre at national outdoor education and Environmental Education conferences

Our Performance Measures

- Levels of service delivery and participation in education programs
- Centre curriculum planning documentation
- Staff opinion surveys
- Health and Wellbeing Data
- Visiting teacher survey results
- Internal School Review findings
- Registered Training Organisation participation and completion data
- Southern Cross University research findings
- Centre ecological footprint and flora/fauna survey data
- Partnership agreements and memoranda of understanding
- Conference presentations, newsletter articles, workshop materials, displays and media reports
- Financial and budget reports

4. Create an inclusive learning and working environment that promotes health, wellbeing, and social and ecological justice

- Implement processes and procedures to identify the needs of visiting students, teachers and staff and make appropriate and relevant adjustments.
- Create and fund a long-term infrastructure development plan guided by environmental sustainability values and principles.
- Develop and fund targeted strategies to create a haven for local flora and fauna at the Currumbin Valley Campus
- Monitor and review planning processes, education programs, infrastructure and learning environments to ensure Aboriginal and Torres Strait Islander perspectives are celebrated in culturally responsive ways.
- Create systems to monitor and review operations, infrastructure, grounds and environments to ensure the health and well-being of students, visiting teachers and staff is maintained.
 - ☐ Systems are implemented to identify the learning, medical, emotional and physical needs of visiting students and teachers and programs and services adapted to address needs
 - ☐ Flexible program design to support engagement of all students to engage in learning opportunities and experience success
 - ☐ All facilities, grounds, buildings and learning sites have inclusive access for all abilities
 - ☐ Supportive learning environment is acknowledged through visiting teacher survey data
 - ☐ Incidence of negative behaviours from students decreasing
 - ☐ Student-centred learning sites encourage self-directed learning, connecting to nature and quiet contemplation
 - ☐ Grounds and environmental areas model energy efficiency practices and reduced use of herbicides
 - ☐ Sustainability infrastructure utilised in education programs and trend data displayed
 - ☐ 2040 Centre Infrastructure plan in place and contingency funding allocated for major infrastructure projects
 - ☐ The Centre's ecological footprint continually reducing and celebrated
 - ☐ Systems in place to eradicate introduced plants and animals
 - ☐ Native plant nursery established and supporting education programs and conservation and ecosystem management training packages.
 - ☐ Barriers to natural movement of fauna removed, creek flowing freely and erosion control measures in place
 - ☐ Centre Reconciliation Action Plan implemented to ensure operations, programs and community engagement are culturally responsive
 - ☐ Design of infrastructure, learning sites, resources and signage celebrate First Nations cultures, histories and languages
 - ☐ Effective and efficient systems are in place to record, monitor and review safety, behavioural and organisational incidents
 - ☐ Students actively engaged in education programs focussed on healthy choices, understanding nutritional value and preparing meals sourced from the Centre's kitchen garden
 - ☐ Staff Opinion Survey (SOS) data indicates high levels of satisfaction that their opinions are recognised and valued
 - ☐ SOS data indicates high levels of satisfaction with the culture of the Centre
 - ☐ Staff health and wellbeing data indicates high levels of satisfaction
 - ☐ Incidence of work-related injuries reduced

5. Build an organisation that is able to sustain success.

- Engage all staff in strategic planning and review processes to build organisational capacity to develop, implement and evaluate detailed, realistic and achievable plans for improvement and innovation.
- Create a strategic workforce plan and targeted recruitment processes supported by a blended resourcing model to ensure the Centre workforce has the skills, attributes and capability to respond to changing contexts, education trends and impacts of workforce renewal.
- Collaboratively develop and document roles, responsibilities and accountabilities with a focus on distributing leadership opportunities to build leadership capability, shared ownership of the strategic improvement strategy, and support succession planning.
- Strengthen the capability of leaders, in collaboration with departmental and industry experts, to implement sustainable business development strategies and processes to guide effective generation and investment of resources.
- Undertake a whole of centre review of policies, procedures, data storage and communication systems to ensure operations and communication are compatible across both campuses.
 - ☐ All staff provided with opportunities to engage in strategic planning and annual operation planning processes
 - ☐ The Centre has identified a workforce structure to sustain service delivery and innovation across both campuses
 - ☐ Workforce plan clearly identifies roles and responsibilities of all positions
 - ☐ All staff have the skills, knowledge, understanding and currency to work across both campuses and in multiple roles
 - ☐ Effective business planning processes in place and the leadership team are engaged in strategic advocacy and entrepreneurial activities
 - ☐ The Centre has developed a sustainable service delivery model that provides funding to support a blended resourcing model to continue operations into the future
 - ☐ The centre's operations and communication systems are efficient, consistent, innovative and easy to navigate.



Signature :-
Mark Cridland Principal Tallebudgera Outdoor & Environmental Education Centre

Date:- 23/03/24



Signature :-
Deb Dennis President of the Tallebudgera Outdoor & Environmental Education Centre PBC

Date:- 23/03/2024