



Tallebudgera Outdoor & Environmental Education Centre - 2021 Annual Implementation Plan

Our Purpose:-

To create positive change in the lives of young people across Queensland.

Our Vision:-

By the end of 2023, the Tallebudgera Outdoor & Environmental Education Centre will be recognised as a destination for high quality outdoor learning and health and wellbeing; a source of inspiration, innovation and support for teachers; and a valued partner by schools, communities, universities and government agencies.

Our Key strategies:-

- Design and deliver education programs that empower compassionate, connected, responsible and self-aware young people;
- Demonstrate professional practices that inspire 'champions' for outdoor learning;
- Share expertise and resources that support teachers, schools and communities;
- Create structures, policies and procedures that model a socially and ecologically just world; and
- Implement strategic operations that secure our future through efficiencies, agency, autonomy and accountability.

Principal's Forward 2021

We have called the 2020 school year "annus disidium" the year of disruption and separation. The Covid 19 health crisis resulted in the closure of outdoor and environmental education centres for 15 weeks from Term 1 into term 3. Residential programs resumed in week 3 of term 3 returning to full capacity at our Beach School Campus by Term 4 and 60% capacity at our Currumbin Valley Campus. The closure of our two Centres meant a reduction of \$750 000 in nett income requiring financial intervention by the Department of Education. Our Centre received a \$190 000 advance on our 2021/2022 grants which will be paid back across 2021/2022 and an additional \$168 00 from reallocation of the Teacher Relief Funds.

The closure of our Centres created a unique opportunity to deploy of a number of our staff into local schools to support classroom teachers, school administration teams and communities deal with the crisis. We were able to develop a number of new programs, establish a range of new partnerships and complete a number of key strategies outlined in our 2020 AIP. Our Registered Training Organisation experienced a substantial increase in demand for services and this reduced some of the financial impacts.

Looking ahead, bookings for 2021 indicate continued strong demand for our programs and are at capacity across our two campuses. The focus for the Centre in 2021 will be the consolidation of the new programs introduced during 2020 and the full implementation of our Reconciliation Action Plan and School Environmental Management Plan. Our biggest challenge during the coming year is ensuring that we are able to continue to offer quality outdoor and environmental education programs for our students within our blended resourcing model while repaying our debt to the department. Effective business management will be critical and securing alternative sources of income and establishing productive partnerships across our local cluster of schools remain priorities for the long-term sustainability of the Centre.

We remain focussed implementing a number of key strategies commenced but not completed in 2020:-

- Continually refining our brand of outdoor and environmental education curriculum design and teaching practice to inspire a new generation of passionate and capable outdoor and environmental educators
- Sharing our expertise and resources with classroom teachers and school leadership teams and community to enhance student learning and wellbeing in local contexts
- Securing our future through our own advocacy, autonomy, efficiency and accountability.

We look forward to an exciting year without disruption and continue to create positive change in the lives of young people across Queensland.

Centre Improvement Priorities for 2021

1. **Consolidate the range of education programs across both campuses**
2. **Embed "collegial engagement in classrooms" processes across campuses**
3. **Full implementation of Reconciliation Action Plan and School Environmental Management Plans**
4. **Implement workforce restructure and review our business model**

Strategic Focus:- Design and deliver outdoor and environmental education programs that empower compassionate, connected, responsible and self-aware young people

Strategies:-

1. Increase the suite of quality outdoor and environmental education programs delivered through day visit model
2. Assess, review and refine specialised outdoor and environmental education programs for target groups
3. Continue to work with research professionals to develop quality evidence-based data on student learning to improve teaching practice and program design

<i>Goals</i>	<i>Actions</i>	<i>Targets</i>	<i>Responsibility</i>	<i>Complete</i>
<ul style="list-style-type: none"> • Increased suite of day visit programs across both campuses • Support processes are available for classroom teachers and students following Rites of Passage programs • Research based evidence of student learning 	<ul style="list-style-type: none"> • Collaborate with Palm Beach Currumbin SHS and National Academy of Performing Arts staff to monitor and assess the long term impact of programs delivered • Elenora SHS to develop and implement a trial Contemporary Rites of Passage programs for senior students and female students at risk • Work with schools and community groups to explore adventurous journeys for students disengage from mainstream schooling • Work with the O&EEC sector, Central Office and Southern Cross University to develop evidence-based research techniques to collect visiting student’s and teacher’s stories about the level of impact our programs have on student learning • Build the capability of Centre teaching and instructional staff to analyse ‘student voice’ data to improve curriculum design and teaching practice • Develop residential and day visit programs focussed on Sustainable Technologies • Develop education activities that provide “Citizen Science” and base line data sets • Increase training course material in Outdoor leaders package 	<ul style="list-style-type: none"> • Targeted programs reviewed <ul style="list-style-type: none"> • Sustainability programs • Rites of Passage Programs • Specialised programs for Indigenous students • Meetings held with <ul style="list-style-type: none"> • Toogoolawa School • Clontaff foundation • Elenora SS Mothers Daughter and Fathers Sons program • Data Project – Student Voice data is collected is analysed by teaching teams • 5 new programs available • Outdoor Leaders training expanded to include elements of the Cert IV level 	<ul style="list-style-type: none"> • Co-ordinators • Deputy Principal • Principal • RTO staff • Valley Campus teaching staff 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Strategic Focus:- Demonstrate professional practices that inspire ‘champions’ for outdoor learning

Strategies:-

1. Review curriculum planning documentation for day visit programs to ensure a consistent and explicit links to the Mparntwe Declaration, the Australian Curriculum, uses age appropriate pedagogies supported by a comprehensive set of standard operating procedures (SOPs) and curriculum activity risk assessment processes
2. Implement the Department of Education and Queensland Teachers Union joint statement on “collegial engagement in classrooms” practices across both campuses

<i>Goals</i>	<i>Actions</i>	<i>Targets</i>	<i>Responsibility</i>	<i>Complete</i>
<ul style="list-style-type: none"> • High quality program design and extensive curriculum planning guiding teaching practice • Consistent mentoring/coaching and peer feedback processes implemented 	<ul style="list-style-type: none"> • Undertake an analysis of Day Visit programs curriculum documentation and develop a systematic curriculum implementation plan to ensure all age groups are catered for and broader range of curriculum intent targeted • Continue to refine the Annual Performance and Review (APR) processes for all teaching staff • Implement systematic and collaborative teacher observation program linked to individual teacher planning and the Australian Professional Standards • Create and fund a Head of Program Teaching and Learning position to develop and implement a formalised induction program for graduate teachers, experienced teachers new to the Centre and instructional support staff. 	<ul style="list-style-type: none"> • Centre Curriculum Documentation mapped • Curriculum development plan in place by end of Semester 2 • 100% of teaching staff participating in APR processes linked to the AIP and Australian Professional Standards • Workforce plan developed and used to identify graduate and classroom teachers for 2-3 year placements at 	<ul style="list-style-type: none"> • Principal and Lead teachers • Deputy Principal • Aspiring leaders • Lead teachers 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

