

# 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 discidium" 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

Goals	Actions	Targets	Responsibility	Complete
<ul> <li>Increased suite of day visit programs across both campuses</li> </ul>	<ul> <li>Collaborate with Palm Beach Currumbin SHS and National Academy of Performing Arts staff to monitor and assess the long term impact of programs delivered</li> <li>Elenora SHS to develop and implement a trial Contemporary Rites of Passage</li> </ul>	<ul> <li>Meetings held with <ul> <li>Toogoolawa School</li> <li>Clontaff foundation</li> <li>Elenora SS Mothers Daughter and Fathers Sons program</li> </ul> </li> <li>Data Project – Student Voice data is collected is analysed by teaching teams</li> </ul>	<ul> <li>Co-ordinators</li> <li>Deputy Principal</li> </ul>	
<ul> <li>Support processes are available for classroom teachers and students following Rites of Passage programs</li> <li>Research based evidence of student learning</li> </ul>	<ul> <li>programs for senior students and female students at risk</li> <li>Work with schools and community groups to explore adventurous journeys for students disengage from mainstream schooling</li> </ul>		<ul> <li>Principal</li> <li>RTO staff</li> <li>Valley Campus</li> </ul>	
	<ul> <li>Work with the O&amp;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</li> </ul>		teaching staff	
	<ul> <li>Build the capability of Centre teaching and instructional staff to analyse 'student voice' data to improve curriculum design and teaching practice</li> <li>Develop residential and day visit programs focussed on Sustainable Technologies</li> </ul>			
	<ul> <li>Develop education activities that provide "Citizen Science" and base line data sets</li> <li>Increase training course material in Outdoor leaders package</li> </ul>	<ul> <li>5 new programs available</li> <li>Outdoor Leaders training expanded to include elements of the Cert IV level</li> </ul>		
	Increase training course material in Outdoor leaders package trate professional practices that inspire 'champions' for outdoor learning	include elements of the cert iv level		
Strategies:- 1. Review curriculum pla pedagogies supported	trate professional practices that inspire 'champions' for outdoor learning nning documentation for day visit programs to ensure a consistent and explicit links to th by a comprehensive set of standard operating procedures (SOPs) and curriculum activity	ne Mparntwe Declaration, the Australian Cu v risk assessment processes		ppropriate
Strategies:- 1. Review curriculum pla pedagogies supported	trate professional practices that inspire 'champions' for outdoor learning nning documentation for day visit programs to ensure a consistent and explicit links to th	ne Mparntwe Declaration, the Australian Cu v risk assessment processes		ppropriate Complete
Strategies:- 1. Review curriculum pla pedagogies supported 2. Implement the Depar <i>Goals</i> • High quality program design and extensive	<ul> <li>trate professional practices that inspire 'champions' for outdoor learning</li> <li>nning documentation for day visit programs to ensure a consistent and explicit links to the by a comprehensive set of standard operating procedures (SOPs) and curriculum activity ment of Education and Queensland Teachers Union joint statement on "collegial engage</li></ul>	ne Mparntwe Declaration, the Australian Cu v risk assessment processes ment in classrooms" practices across both ca	ampuses	
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	<ul> <li>Work with leadership team from local cluster of schools to identify experienced teachers available for 1 to 2 year secondment to the Centre.</li> <li>Work with Southern Cross University staff to identify 3<sup>rd</sup> and 4<sup>th</sup> year pre-service teachers available for positions at the Centre</li> <li>Explore digital platforms for building portfolios of evidence for teachers to apply for Highly Accomplished and Lead Teacher positions</li> </ul>	<ul> <li>across both campuses of the Tallebudgera O&amp;EEC</li> <li>Teaching staff using digital portfolio platforms to reflect on teaching practice against Australian Professional standards</li> </ul>						
	ructures, policies and procedures that model a socially and ecologically just world							
<ol> <li>Strategies</li> <li>Implement reconciliation actions and planning processes that embed Aboriginal and Torres Strait Islander perspectives in culturally responsive ways</li> <li>Develop and implement a Centre Environmental Management Plan to guide operations</li> </ol>								
Goals	Actions	Targets	Responsibility	Complete				
<ul> <li>Centre's Reconciliation Plan strategies implemented and monitored</li> <li>The Centre's environmental management plan implemented and monitored</li> </ul>	<ul> <li>Continue to review communication, display materials and education resources to ensure cultural sensitivity and celebrate Aboriginal and Torres Strait cultures and histories</li> <li>Undertake an audit of current operations to develop base line data on waste, power consumption, water extraction/use.</li> <li>Engage environmental assessment specialists to undertake a flora &amp; fauna survey to ascertain current diversity and level of invasive species</li> <li>Implement a long-term environmental management plan for both campuses using base line data to set targets</li> <li>Establish processes for Currumbin Valley SS to process all food waste on site to reduce the amount of waste going to landfill</li> <li>Develop education programs, activities, displays and resources that support and promote a reduction of the Centre's ecological foot print</li> <li>Ensure the Centre's long-term infrastructure plan responds to the Centre's stated sustainability values and principles.</li> <li>Budget for environmental project officer position to take responsibility for SEMP targets and data collection</li> </ul>	<ul> <li>Four gatherings/meetings/events conducted in 2021</li> <li>Members on the Indigenous community included in decision making processes</li> <li>All forms of communication, displays and resources celebrate Aboriginal and Torres Strait Islander histories and cultures</li> <li>Indigenous artists commissioned to provide culturally appropriate artwork and displays including the Centre's logo</li> <li>Base line data sets in place to monitor long-term trends in the reduction of the Centre's ecological footprint</li> <li>Centre's waste production, power consumption and water use reduced</li> <li>Currumbin Valley Campus offers a specialise sustainability education program</li> </ul>	<ul> <li>Principal</li> <li>Deputy Principal</li> <li>Lead teachers</li> <li>Valley Campus Support staff</li> <li>Valley Campus teaching staff</li> </ul>					

# Strategic Focus:- Implement strategic operations that create a secure future through efficiencies, agency, autonomy and accountability

#### Strategies:-

- 1. Review administration team structure to ensure effective use of all resources, establish efficient practices and improve business model to sustain the Centre's ongoing levels of service delivery, improvements to infrastructure and strong business management
- 2. Implement strategies that increase the level of awareness of the Centre's purpose, improvement strategies, operations, and innovations and celebrate successful impact of our education services on student learning

Goals	Actions	Targets	Responsibility	Complete
<ul> <li>Strong business and organisational management practices create efficiencies</li> <li>Communication and marketing strategy in</li> </ul>	<ul> <li>Work with Facilities and School Operations staff in Region and Central Office and staff from the Recreation Centres Queensland to negotiate a long-term lease</li> </ul>	<ul> <li>New long term lease negotiated by November 2021 supported by a</li> </ul>	<ul><li> Principal</li><li> Deputy</li></ul>	
	arrangement for the Beach School Campus	blended resourcing model	Principal <ul> <li>Lead teachers</li> </ul>	
	<ul> <li>Undertake a review of costs of commercial residential excursion providers and O&amp;EEC sector to identify appropriate pricing schedules for program delivery</li> </ul>	<ul> <li>Pricing structures reflect true costs of providing programs</li> </ul>	<ul> <li>Admin Team</li> <li>School</li> </ul>	
place	<ul> <li>Review administration workforce structures and processes to ensure efficient and effective management of human resources including flexible working arrangements</li> </ul>	<ul> <li>Marketing and communication strategy developed and implemented</li> </ul>	Council <ul> <li>LCC group</li> </ul>	
	<ul><li>and recruitment processes.</li><li>Develop clearly defined role statements and position descriptions in the context of</li></ul>	<ul> <li>Extensive evidence based data analysed and shared</li> </ul>		
	both campuses	Effective partnerships established and		_
	<ul> <li>Develop communication and marketing strategies supported by research based evidence to celebrate successes and advocate within the Department of Education and with local government, government agencies and business organisations</li> </ul>	reviewed regularly		
	<ul> <li>Coordinate community open days at the Valley Campus to build community awareness of the Centres programs, services and facilities</li> </ul>			

This Annual Implementation Plan was developed in consultation with the school community and is aligned to the 4 year School Plan and systemic requirements

Mark Gillond

Mark Cridland Principal 26/02/2021

Thosinso

Toni Robinson Chair School Council 26/02/2021

Julie-Ann McCullough Acting Assistant Regional Director 23/03/2021