

Tallebudgera Outdoor and Environmental 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 **Tallebudgera Outdoor and Environmental Education Centre** from **29 to 31 July 2019**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school 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) |
| Dianne Aylward | Peer reviewer |
| Ian Hall | External reviewer |



1.2 School context

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|--|--|
| Location: | Gold Coast Highway, North Palm Beach |
| Education region: | South East Region |
| Year opened: | 1966 |
| Year levels: | Prep to Year 12 |
| Enrolment: | nil |
| Indigenous enrolment percentage: | n/a |
| Students with disability enrolment percentage: | n/a |
| Index of Community Socio-Educational Advantage (ICSEA) value: | n/a |
| Year principal appointed: | 2015 |
| Day 8 staffing teacher full-time equivalent (FTE): | 13 |
| Significant partner schools: | Currumbin Valley State School, Currumbin Community Special School, Tallebudgera State School, Emmanuel College, Silkwood School |
| Significant community partnerships: | David Fleay Wildlife Park, Paramount Adventures, TreeTop Challenge – Currumbin Wildlife Sanctuary, Gold Coast Recreation Centre, Freeman's Organic Farm, Positive Change for Marine Life |
| Significant school programs: | Nurture Play Learn – Prep/Year 1, Connecting to Country – Year 4, Currumbin Valley Rescue – Year 5, Hero's Journey – Year 6, Kungalehla Jagun – Year 8 |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, two Business Managers (BM), Registered Training Organisation (RTO) manager, RTO project officer, three administration officers, 14 teachers, six unit support officers, head cook, two cooks, two instructors, security and welfare officer, agriculture assistant and four cleaners.

Community and business groups:

- School council president, Parents and Citizens' Association (P&C) president, Indigenous community representative and Gold Coast Recreation Centre director.

Partner schools and other educational providers:

- Emmanuel College – director of Compass Learning, Silkwood School - Real World Learning Coordinator, Samford State School – principal, Rochedale State School – principal, Dalby State School – teacher, Greenslopes State School – teacher.

Government and departmental representatives:

- Councillor of Gold Coast City Division 13 and ARD.

1.4 Supporting documentary evidence

| | |
|--|----------------------------------|
| Annual Implementation Plan 2019 | Explicit Improvement Agenda 2019 |
| Investing for Success 2019 | Strategic Plan 2016-2019 |
| Headline Indicators (April 2019 release) | School Opinion Survey |
| Professional learning plan 2019 | Centre budget overview |
| School improvement targets | Curriculum planning documents |
| Centre pedagogical framework | Professional development plans |
| Centre data plan | School newsletters and website |



2. Executive summary

2.1 Key findings

The principal and centre leaders have developed a culture of collegiality and collaboration between staff.

Teachers and centre leaders are encouraged to take personal responsibility for improving their practice to have a positive impact on student learning. Staff are passionate, committed and accountable, and focus on best possible outcomes for students. Staff willingness to engage in observation, written feedback and video vignettes with analysis of best practice behaviour management techniques and student-centred learning approaches reflects positive levels of trust.

Program design provides opportunities for students to take ownership of their actions.

Students investigate other's values and needs, and partake in varied challenges that highlight each student's core values and needs. Student-centred pedagogy and program construction catering for students with a diverse range of needs have resulted in reduced behavioural incidents, from a weekly average of 24.5 students removed from activities in 2015 due to off-task behaviour to less than five students per term in 2019.

Staff members express a shared belief in the centre's vision and mission.

An understanding of the priorities in the improvement agenda and a sense of optimism for the centre's current strategic direction are apparent. Clarity regarding roles and responsibilities for implementing, monitoring and evaluating the effectiveness of the improvement agenda in creating positive change in the lives of young people is yet to be apparent. Clear targets and accompanying timelines to guide the implementation of the Explicit Improvement Agenda (EIA) are yet to be developed.

A practice to capture student feedback regarding the impact of centre programs at post-camp school visits is developing.

The framework of the four deep learning levels – surface, shallow, mid-level and deep as identified in the teaching and learning framework are used to measure change. Many teachers recognise that they require Professional Development (PD) to further enhance their skills to successfully implement assessment practices. The principal has identified and commenced developing a working relationship with the Department of Education (DoE) State Schools Performance branch to support the centre to develop this assessment and data collection practice as part of the sector-wide data project.



The beginning teacher induction program implements quality practices of teacher observation, coaching and feedback.

A growing culture of trust between staff has had impact on the willingness to share quality teaching practices. Recently senior teachers volunteered to have their lessons videoed and used as part of PD to encourage discussions regarding teaching practice. Practices of coaching and mentoring, feedback and discussion regarding what is quality teaching are an emerging practice for all teaching staff.

The Parents and Citizens' Association (P&C) has a vision for the centre to become a 'sustainability lighthouse' for schools and the community.

The P&C believes the centre campuses are ideal settings for community forums and retreats, and is supportive of the expansion of programs to include adventurous journeys. This requires the development of partnerships with local landholders through whose property groups need to traverse.

The principal recognises the strengths of the teaching staff.

Teachers are appropriately positioned across the school to maximise their effectiveness to promote student learning outcomes. The principal is aware of the importance of employing quality teachers. Practices are implemented to attract teachers who have values and skills that will achieve the centre's vision. Flexible timetabling and working arrangements are established to ensure teachers have a work-life balance. Staff members recognise this as further enhancing their commitment to the centre.

The centre budget is developed with input from staff and refined by the leadership team.

Budget cash flows and targets are shared with staff regularly. The development of key budgeting strategies to monitor cash flow is informed by historical financial records to enable the principal and Business Manager (BM) to understand sustainable service delivery needs. This results in optimal yearly budget planning and expenditure.

Student-centred teaching and student-centred learning are the underpinning elements of the teaching and learning framework.

Programs across the two centre campuses have been designed using the 'Tallebudgera Learning Curve' to engage and challenge students. They are delivered using teaching strategies that ensure students feel safe to take risks and are supported to learn in settings and situations that may require them to move out of their comfort zone. Regular and timely feedback is provided to students as they engage in reflective practices throughout a program.



2.2 Key improvement strategies

Clarify roles and responsibilities to enable all staff to further engage with the centre improvement agenda.

Provide PD for staff to develop a greater understanding of assessment practices for data collection to effectively evaluate centre programs.

Expand the coaching and mentoring processes to include all teaching staff and document the process.

Develop and formalise partnerships with landholders to support the expansion of centre programs that include adventurous journeys.