Tallebudgera Beach Outdoor Education School
Strategic Plan
2012 - 2015

Signed……………………………………….
Name  Allan Rafton
Date…………………………………………
Endorsed by School Principal

Signed……………………………………….
Name  Roger Peterson
Date…………………………………………
P&C President - indicates School Strategic Plan has been endorsed by the P&C

Signed……………………………………….
Name  Alan Sampson
Date…………………………………………
Endorsed by Assistant Regional Director
## School Profile

<table>
<thead>
<tr>
<th><strong>Statement of Purpose</strong></th>
<th>Delivering quality education, training and individual development programs for Queenslanders.</th>
</tr>
</thead>
</table>

### Values

Tallebudgera Beach Outdoor Education School values the development of the individual through:

- Informed and supported risk taking promoting learning without fear in a safe environment;
- Support and tolerance promoted through teamwork in learning;
- Developing personal accountability – actioned through the school motto: “The 4 C’s – Consideration, Co-operation, Courtesy and Common Sense”;
- Developing within the individual – environmental appreciation, personal accountability and sustainable practices; and
- Support and acceptance of individual and group diversity and difference.

### Context

Tallebudgera Beach Outdoor Education School (TBS) is Education Queensland’s oldest and largest outdoor and environmental education centre. Formally established in 1966 as the Tallebudgera Camp School, the centre has successfully delivered quality outdoor education learning experiences for students from all regions of Queensland for over five decades. The site once part of the Department of Education is now managed by Department of Communities through Sport and Recreation Services. TBS operates as a tenant within the Tallebudgera Active Recreation Centre (TARC) site.

Tallebudgera maintains ongoing relevance to school curricula and student and teacher learning needs through ongoing program evolution and innovation. TBS maintains its traditional core focus on providing: an introduction to outdoor adventure; beach and water safety; safe and supported risk taking through adventure and challenge; and personal growth and fun through connection to the outdoor environment.
The success of school programs is evidenced by a rapid growth in attendance, demand and program delivery over the last decade. Program areas are:

- **Surf Awareness Camp**: over 7,500 students and 500 teachers attend the traditional Year 6 and 7 camp programs each year;

- **Day Programs**: introduced in 2004, Day Programs now deliver outdoor adventure, environmental, team building and leadership programs for over 4,500 student visits annually.

- **Farm Campus**: established as a second campus of TBS in the Currumbin Valley in 2007. It delivers environmental education and outdoor adventure programs for over 5000 student visits and 1200 community visits each year.

- **Outdoor and Environmental Sustainability Training - Registered Training Organisation**: TBS also manages the OEST RTO delivering accreditation and training for almost 400 teachers and students in 2011.

- **Catering Service**: TBS also manages the site catering program which provides over 220,000 meals for all school and community residential clients of the TARC site.

The high quality of all program areas is recognised in outstanding feedback and performance data received from visiting students, teachers, student parents and systemic audits.

TBS operates within a “cost recovery” framework. As an educational facility TBS also operates as a business with almost 50% of site personnel in school funded positions. The viability of future program delivery depends on the effective management of educational programs and related cost recovery business operations.

Tallebudgera engages almost 1200 visiting teachers and 360 other school personnel and parents in programs each year. Our ongoing challenge is the provision of quality learning experiences for all our clients – students, teachers and other school personnel.
Tallebudgera Beach School has a rich history and heritage featuring a traditional focus on beach and water safety, personal and interpersonal development and an introduction to adventure and challenge in the natural environment. Essentially our focus – past present and future - is a commitment to engaging learners in a deeper understanding of self, others and place.

Programs and operations are committed to providing learning experiences that deliver fun, adventure and challenge by connecting learning to real life experiences and places.

The foundation of centre interactions is best illustrated through the school motto: The 4C’s - Courtesy, Cooperation, Consideration and Common Sense. Students and staff are guided through their on-going discovery of self and others by a set of simple and specific qualities that are relevant and transferrable to all social and learning contexts. The 4C’s also provides a stable platform or the maintenance of safety and welfare for all school personnel. Our students and staff work together to maintain the highest standards of a safe and supportive environment.

At Tallebudgera we recognise and support the needs of the individual. Our culture is enriched by the diversity of schools from all regions of Queensland that attend each year. We are proud of our capacity to relate and adjust learning experiences to meet the needs of individual schools, students and staff. We also recognise and celebrate each week the bringing together of students and staff from often very different schools and backgrounds and creating new friendships and deeper understandings of self and others.

While we maintain a focus on our rich heritage, we rely on ongoing evolution and innovation within our programs and operations to meet the changing needs of our schools and the community. We are reflective and responsive to emerging systemic, curriculum and pedagogical priorities. Through this we maintain ongoing relevance to school curricula and better support students and teachers.

Recent, responsive program innovations in the areas of Healthy Lifestyles, Environmental Sustainability and local Indigenous History has enhanced and
enriched learning experiences provided. They also provide a stronger and more authentic connection to our unique environment – “our place” - for students and staff. The experiential nature of our school pedagogy connects ‘the past’ to ‘the now’ and provides a guide and engagement for learning in ‘the future’.

Tallebudgerra models life balance. Fun, adventure, challenge, growth, welfare, safety, routines and structure are amalgamated into programs to illustrate the challenges, skills and benefits of balanced lifestyle through lifelong learning.

We maintain excellence in our school programs, operations, performance and outcomes through a continuous improvement school culture. This is illustrated through the cycle of “Do, Observe, Think and Plan” (Kolb) and our school program management structure and internal review process. All staff are actively engaged in the improvement process which is supported by detailed assessment and data capture.

As an Outdoor Education Centre, Tallebudgerra manages the dual role of an educational facility and a business. Program expansion to meet client school demand is funded through cost recovery. Our visiting schools each year make decisions to attend based on the quality of learning outcomes, service, safety, efficiency and perceptions of value for money. Our school culture therefore models a commitment to excellence benchmarked against world’s best practice. The high expectations placed on staff are matched by a commitment to quality support for induction, training, professional development and accreditation for all school personnel. A crucial component of our school culture is a commitment to peer support, development and mentoring.

Tallebudgerra also recognises the value of strategic partnerships to maximise our service and program delivery outcomes. We therefore are committed to working productively with partner organisations to enhance the effectiveness and efficiency of our program delivery and operations.

Our school culture models our program themes: fun, adventure / challenge, safety, personal development, healthy lifestyles, environmental sustainability and connection to the outdoors:

“Lifelong learning about self, others and place: Learning Beyond the Classroom.”
### Strategic Focus

<table>
<thead>
<tr>
<th>Key School Improvement Priorities/Goals</th>
<th>Improvement Strategies</th>
<th>Key Financial Resource Requirements</th>
<th>Performance Measures and Targets</th>
</tr>
</thead>
</table>
| 1. Identification and articulation of the school pedagogy: Learning Beyond the Classroom (LBC). | A. Collaborative development of the TBS Pedagogical Framework – “Learning Beyond the Classroom". | Internal Review structure. | a) Pedagogical framework developed by the end of 2012.  
b) Annual review / update.  

B. Maintain participation in the “ARC Research 2" project and subsequent pedagogical extension projects. | $10,000 | c) School alignment with the O&EEC Sector pedagogical research findings (ongoing). |
| | C. Extend the scope of the OEST RTO to provide a developing range of online resources and accreditation to support learning program: safety; learner welfare; effective pedagogy; and curriculum extension. | $60,000 – 2012 (Cost recovery ongoing) | d) Risk Management Competency in place Term 2 2012.  
e) Differentiation support program in place by end of Term 2 2012.  
f) Program range expansion in the areas of:  
- systemic accountability;  
- risk and welfare management;  
- effective pedagogy;  
- extended curriculum programs. |
| | D. Collaborative design and implementation of a site “Peer Mentoring" professional development program for site and visiting staff. | $7,000 annually | g) Site staff peer mentoring data capture process developed and trialled in Term 3 2012 - process reviewed and extended across activity range 2013 - 5.  
h) LBC teacher camp coordinator PD program implemented 2012 (reviewed annually).  
i) LBC teacher facilitator PD implemented 2013 (reviewed annually). |
## Strategic Focus

<table>
<thead>
<tr>
<th>Key School Improvement Priorities/Goals</th>
<th>Improvement Strategies</th>
<th>Key Financial Resource Requirements</th>
<th>Performance Measures and Targets</th>
</tr>
</thead>
</table>
| 2. Deliver a relevant and innovative school curriculum. | A. Review of current curriculum to meet Teaching & Learning Audit requirements.  
B. Annual curriculum review within and across all program areas. | Internal Review structures | a) Identify core outcomes, assessment and data capture process to support school improvement process and trial targets by end of Sem. 2, 2012.  
b) Outcome data / targets incorporated in refined school improvement process for 2013.  
c) Outcomes & targets reviewed annually. |
| C. Development of extended LBC programs in partnership with client schools. | $10,000 annually | d) Pre and post camp online learning resources trialled 2012/3.  
e) Day and Farm extended learning resources trialled 2013.  
f) Extended LBC curriculum linked resource strategy implemented for 2014 (reviewed annually). |
| D. Collaborative program development and delivery with key stakeholder organisations to respond to identified systemic priorities. | Cost recovery | g) Murdering the Mangroves - Day Program implemented 2012.  
h) GCCC Healthy Active - Farm program implemented 2012.  
i) Ongoing cooperative program investigation & development with key stakeholders. |
| E. Link relevant areas of the Australian Curriculum (AC) to related school program areas. | Internal Review structures | j) Implementation of AC aligned Farm units Sem. 1, 2012.  
l) AC alignment of selected camp theme units for end of 2012.  
m) Ongoing review and unit alignment. |
Strategic Focus

<table>
<thead>
<tr>
<th>Key School Improvement Priorities/Goals</th>
<th>Improvement Strategies</th>
<th>Key Financial Resource Requirements</th>
<th>Performance Measures and Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Maintain the quality of Tallebudgera Beach programs and operations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Refine school improvement strategies to maintain current high levels of program attendance and client satisfaction</td>
<td>Ongoing Internal Review structures</td>
<td>a) Maintain 2011 attendance and satisfaction levels.</td>
</tr>
<tr>
<td></td>
<td>B. Incorporate outcome and performance based data within school improvement process for all program areas.</td>
<td>Ongoing Internal Review structures</td>
<td>b) Identify key program outcomes and assessment strategies – end of Term 2, 2012.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>c) Implement related data capture strategies Term 3 &amp; 4, 2012.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>d) Establish outcome and performance targets for 2013.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>e) Review annually.</td>
</tr>
<tr>
<td>4. Develop the capacity of Tallebudgera Beach Outdoor Education School as a “Community Learning Hub”.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Develop and implement cooperative program delivery strategies beyond school week.</td>
<td>Cost recovery</td>
<td>f) Review site partnership arrangements to maximise learning program delivery.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>g) Ongoing marketing of an enhanced cooperative program delivery.</td>
</tr>
<tr>
<td></td>
<td>D. Collaborate with the O&amp;EEC Sector to develop cooperative program development, delivery and research strategies.</td>
<td>$15,000</td>
<td>h) TBS Principal – .5 Chair of OEECPA 2012.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>i) Ongoing support for OEECPA meetings / conferences and professional development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>j) TBS program managers exchange program exemplars with the O&amp;EEC Sector.</td>
</tr>
<tr>
<td></td>
<td>E. Maintain a responsive program management structure to school operations and program delivery.</td>
<td>Cost of HOD’s and HOC above teacher salary</td>
<td>k) Program Manager role descriptions matched by relevant position classifications and internal review structures.</td>
</tr>
</tbody>
</table>
## Key Findings and Recommendations of the Review Phase

### Priorities:

1. TBS to maintain relevance to visiting school curricula through alignment of school programs to the goals, general capabilities, cross curriculum priorities and outcomes of the Australian Curriculum.

2. TBS and the O&EEC Sector is well placed through the O&EEC Principals’ Alliance structure to promote greater collaboration and cooperation in the areas of program design, development, delivery and extended resource provision.

3. TBS is well placed to build on current success in the areas of program quality, client satisfaction, program attendance, pedagogical quality and school improvement strategies.

4. TBS also has the capacity to build on the quality of “Destination” based program delivery through the development and delivery of “Expert” and “Partnership” programs which help build teacher expertise and support school curricula and pedagogical capacity.

5. The quality of TBS staff is evident in school data. There is an opportunity to build on the individual strengths of site staff to enhance the overall skill base of all site staff and visiting teachers and school personnel.

6. The OEST RTO has a significant role to play in supporting the needs of TBS and other O&EEC’s in the areas of: sector pedagogy & curriculum, differentiation, professional development; training; accreditation; and VET accredited delivery.

7. School improvement structures require ongoing review to maintain TBS’ current high level standing as a quality learning site.

8. The current TARC site MOU is restrictive to program expansion, attendance growth and operational efficiency. It is imperative an updated site MOU which implements strategies to maximise site attendance and operational efficiencies is negotiated urgently.
# Appendix 2 – School Improvement Targets 2012-2015

<table>
<thead>
<tr>
<th>Key School Improvement Goal / Strategy</th>
<th>2012</th>
<th>2013</th>
<th>2014 / 5</th>
</tr>
</thead>
</table>
| 1. Identification and articulation of the school pedagogy: Learning Beyond the Classroom (LBC). | • Pedagogical framework developed. (Draft end T2)  
• Risk Management Competency in place. (T2)  
• Site staff peer mentoring data capture process developed and trialled. (T3)  
• LBC teacher coordinator PD program implemented.  
• Temperament Theory awareness resource package in place. (T2)  
• TBS lesson plans modified to include Temperament strategies. | • OEST RTO Program range developed – systemic accountabilities.  
• Site staff peer mentoring data capture process reviewed and extended across activity range.  
• LBC teacher facilitator PD implemented.  
• TBS lesson plans modified to incorporate Temperament strategies.  
• Annual review / update of site pedagogy & programs. | • Site staff peer mentoring data capture process reviewed and extended across activity range.  
• Annual review and update site pedagogy and programs.  
• Ongoing expansion of OEST RTO program range & competency accreditation |
| 2. Deliver a relevant and innovative school curriculum. | • Identify core outcomes, assessment and data capture process to support school improvement process and targets.  
• Outcome data / targets incorporated in refined school improvement process.  
• Pre and post camp extended online learning resources trialled. | • Pre and post camp extended online learning resources implemented.  
• Day and Farm extended learning resources trialled.  
• Annual curriculum and program review.  
• LBC resource support strategy developed.  
• All curriculum programs & themes aligned to AC. | • Extended LBC resource strategy implemented.  
• Annual curriculum and program review. |
<table>
<thead>
<tr>
<th>Key School Improvement Goal / Strategy</th>
<th>2012</th>
<th>2013</th>
<th>2014 / 5</th>
</tr>
</thead>
</table>
| 2. Deliver a relevant and innovative school curriculum contd. | • Murdering the Mangroves – AC aligned Day Program unit implemented.  
• GCCC Healthy Active – Farm program implemented.  
• Implementation of AC aligned Farm units.  
• AC alignment of selected camp activity units. |                                                                                          |                                                                                            |
| 3. Maintain the quality of Tallebudgera Beach programs and operations. | • Maintain 2011 attendance and satisfaction levels.  
• Identify key program outcomes and assessment strategies. (End T2)  
• Implement related data capture strategies. (T3)  
• Establish outcome and performance targets for 2013 | • Annual review of outcomes, improvement & performance strategies and targets. | • Annual review of outcomes, improvement & performance strategies and targets. |
| 4. Develop the capacity of Tallebudgera Beach Outdoor Education School as a “Community Learning Hub”. | • Review TARC site MOU / SLA – July.  
• RSPCA Farm MOU reviewed. (T4)  
• Review Camp HOD structure and Program Area HR. | • TBS staff to participate and contribute to O&EEC Staff Conference.  
• Annual review of Site Program HR structure.  
• Maintain Centre link & contribution to O&EEC Sector strategies. | • Annual review of site program HR structure.  
• Maintain Centre link and contribution to O&EEC Sector strategies. |