**2014 Tallebudgera Beach Outdoor Education School**

**Introduction** Tallebudgera Beach Outdoor Education School (TBS) strives to “deliver the highest quality education, training and individual development programs for Queenslanders”. Working across 2 campuses (Tallebudgera and Currumbin Valley) and four program areas (Surf Awareness Camps, Day Program, Farm Campus and OEST RTO) TBS delivers learning experiences for school students, teachers and community members. The 2014 Annual Report outlines the curriculum offerings, program attendance, stakeholder satisfaction, school context and performance.

**Achievement of Goals**

1. **Curriculum and Pedagogy**
   - TBS Ed Studio developed and posted on the Learning Place featuring developed School Partnership Program work units.
   - The TBS Assessment and Data Capture plan has been trialled, refined and undergoing a continuing review.
   - The TBS Pedagogical Document set has been developed.
   - Productive learning program partnerships have been forged with Nudgee Beach EEC, Jellurgal Indigenous Cultural Centre, Fleays Wildlife Park and Duke of Edinburgh Program.

2. **Service Delivery**
   - Revision of site MOU process has commenced (process to continue in 2015).
   - Program attendance growth targets exceeded in the Camp, Day and Farm Programs.
   - OEST RTO program range reduced to core O/E accreditation and strategic partnerships.
   - High client satisfaction levels maintained in all program areas.

3. **Workforce Planning and Development**
   - 100% of teacher Individual Development Plans linked to school targets for 2015.
   - Centralised communication One Portal and One Note sites established for site based communication and induction for all staff.
   - New Principal, Mark Cridland appointed for 2015.

4. **Other Requirements**
   - School Strategic Plan drafted.
   - Farm Campus Strategic Vision and Business Plan drafted.

**Future Outlook**

1. Maintain ongoing program innovation and evolution to meet client school needs.
2. Establish more productive and efficient site partnerships.
3. Maximise staff effectiveness through targeted professional development strategies.
4. Maintain an appropriate staffing formula to meet client school demand and needs.
5. Expand strategic partnerships to enhance the quality of programs and operations.
6. Review the school and program area branding and efficient business planning.
7. Maximise the effectiveness of site facilities and resources and use of natural venues.

**Social Context** The core focus of all TBS Programs and activities is Personal Growth. Within this focus key development areas include - self awareness, effective communication, relationship building, team building, leadership and healthy and sustainable lifestyles. The adventurous nature of outdoor activities challenge and engage students emotionally. The School Motto the “4C’s” (Cooperation, Co-operation, Consideration and Common Sense) guide personal growth, interpersonal interaction and conflict resolution with students challenged to develop the "5 Keys to Personal Success" - Persistence, Confidence, Resilience, Organisation and Getting Along.

**Attendance**

<table>
<thead>
<tr>
<th>Visitation Data 2014</th>
<th>Camp</th>
<th>Day</th>
<th>Farm</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Individual Students</td>
<td>7880</td>
<td>5626</td>
<td>3000</td>
<td>16506</td>
</tr>
<tr>
<td>Student Nights</td>
<td>30651</td>
<td>6831</td>
<td>3358</td>
<td>40840</td>
</tr>
<tr>
<td>Student Days</td>
<td>7693</td>
<td>814</td>
<td>4430</td>
<td>12937</td>
</tr>
<tr>
<td>Community Attendance (Hours)</td>
<td>0</td>
<td>0</td>
<td>2590</td>
<td>2590</td>
</tr>
<tr>
<td>Teacher Professional Development (Hours)</td>
<td>77</td>
<td>230</td>
<td>800</td>
<td>1107</td>
</tr>
</tbody>
</table>

**Satisfaction**

**TBS Staff**
94% of staff members are satisfied with morale in the school (as per 2013).
88% of the school workforce are satisfied with access to professional development opportunities that relate to school & systemic initiatives.

**OEST RTO**
619 enrolments were received in 2014 for the VET Sport & Recreation program, Duke of Edinburgh Adventurous Journey Supervisors program, EQ Mandatory Training & Staff Curriculum PD such as Low Ropes & Snorkelling.
278 Completions were issued.
MOU established with DETE to support Duke of Edinburgh Adventurous Journey Leaders Accreditation.
MOU established with Nudgee Beach EEC to support the delivery of Cert 3 Indigenous Land Care and Cert 2 Foundation Skills Accreditation.
Curriculum Offerings

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Program Themes</th>
<th>Curriculum Offerings</th>
<th>Average Group Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Camp Program</td>
<td>Personal Growth: Adventure / Challenge; Teambuilding / Leadership; Healthy Lifestyles; Indigenous &amp; environmental sustainability</td>
<td>• 5 day / 4 night residential camp program featuring a range of selected activities.</td>
<td>40 (5 groups)</td>
</tr>
<tr>
<td>Day Program</td>
<td>Residential camp program: Environmental Ed.; Outdoor Adventure; 1 Day Programs: Our Living World; Good to Grow; Ready Set Grow; Water—Waste; 2 / 3 day Adventure; Leaders of Tomorrow</td>
<td>Group size varies: 25 (2 groups)</td>
<td></td>
</tr>
<tr>
<td>Farm Campus Program</td>
<td>School Activities: OEST RTO; Pedagogical professional development; School Accountability</td>
<td>• Individual online; RPL; Small Group Face to Face PD</td>
<td></td>
</tr>
</tbody>
</table>

ICTs The use of ICTs supports learner engagement with real life learning through: School curriculum links; Learner Data Capture; Feedback and Assessment; Program induction; Activity research; and Competency accreditation.

Environmental Footprint The TBS Campus has no access to specific water or energy use details. The Currumbin Farm Campus is water neutral, collecting all water needs through water tanks and ground water irrigation.

Energy use: 2013 - 40,722kwh; 2014 - 36532kwh: Decrease: 10%

Staff Information

1. Composition: A small number of staff have identified as indigenous.

2. Retention: 100% of staff retained from 2013.

School Income

<table>
<thead>
<tr>
<th>Grants</th>
<th>Programs &amp; Services Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income Area</td>
<td>$</td>
</tr>
<tr>
<td>Core Grant</td>
<td>$216,747</td>
</tr>
<tr>
<td>Other Grants</td>
<td>$0</td>
</tr>
<tr>
<td>Interest</td>
<td>$9,679</td>
</tr>
<tr>
<td>Total</td>
<td>$216,747</td>
</tr>
<tr>
<td>% Overall Income</td>
<td>7%</td>
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</tbody>
</table>

Average Staff Attendance For permanent and temporary staff and school leaders, the average staff attendance rate was XX% for 2014.

Expenditure on Professional Development The total funds expended on professional development for 2014 was $26,170 ie: 52.1% of the school core grant. 100% of staff participated in professional development activities in 2014.

Major Professional Development Initiatives included:
- 2014 O&EEC Staff Conference
- O&EEC Site Visitation - Tinaroo, Daradgee, Holloways Beach, Jacobs Well, Maroon, Moreton Bay.
- ICT Development - School One Portal and One Note Centralised Communication sites.
- Partnership School - Ed Studio development.
- On-line school feedback and program performance data capture system development.