Tallebudgera Beach School 2015

Annual Implementation Plan

Key Priorities for 2015

1. Successful Learners
   - Undertake a review to ensure all current education programs have explicit links to the Australian & Qld Curricula as well as the Centre’s vision & purpose.
   - Work with the O&EE Sector to deliver Certificate II in Foundation Skills in Numeracy and Literacy for Indigenous students to close the gap in attainment of QCE.

2. Great People
   - Refine the Centre’s Pedagogical Framework to respond to the context of each of the 3 areas of operation and ensure it is consistent with research validated practice.

3. High Standards
   - Target evaluation procedures to include student opinion, feedback on Centre teacher practice and evaluate long-term impacts on student learning.
   - Participate in a full school review and develop strategic plan for 2016-19.
   - Refine business planning to ensure financial sustainability across all areas of operation.

4. Engaged Partners
   - Continue to advocate through the School Council for enhanced residential facilities for the Currumbin Farm Campus.
   - Expand OEST RTO to include formal accreditation and training for Centre staff, school based staff and pre-service teachers in scope of programs.
   - Finalise the review of the Tallebudgera site MOU to achieve more efficient site operations and collaboration to maximise client service and program outcomes.
   - Implement Solid Partners Solid Futures strategies across all areas of operation.

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Our Centre Vision:
Tallebudgera Beach School: Australia’s Leading Outdoor Education Centre.

Our Purpose:
To build the capacity of students, teachers, schools and the wider community to gain deeper knowledge and understanding of self, others and place. We will achieve our purpose through the collaborative development and delivery of programs and activities that promote personal growth, healthy lifestyles, teambuilding, leadership, Indigenous perspectives and environmental sustainability.

Key elements include:
- Delivering high quality, targeted outdoor education programs for students of Queensland.
- Enhancing the range of our unique, innovative, high quality learning experiences for learners;
- Developing the scope of the OEST RTO to enhance the expertise of teachers and instructional personnel to deliver quality experiences in “learning beyond the classroom”; and,
- Engage with key stakeholders to build productive partnerships and alliances which enhance the community benefit of both the Tallebudgera and Farm Campuses.

Principal’s Forward 2015
The two key challenges for Tallebudgera Beach School for 2015 is the transition to a new senior leadership team and full School Review in the last term. The Review will lead into a new strategic planning cycle for 2016-19. The transition to a new leadership team and undertaking a full review provides an ideal opportunity for the Centre to review and refocus its purpose while maintaining current strong practices. In preparation for a review and strategic planning cycle the organisation will:-
- Ensure all teaching practice and education programs reflect the Centre’s Pedagogical Framework.
- Align workforce capability development to new Capability & Leadership Frameworks.
- Continue to grow income within a sustainable resourcing model across all operation areas.
- Continue to develop and maintain strategic alliances and partnerships to enhance programs and operations.
- Refine the governance model and innovation projects within the Independent Public Schools initiative.
- Review operations in response to the MOU between Gold Coast Active Recreation Centre and Tallebudgera Beach School as well as Right of Use arrangements with the Gold Coast City Council.
1 - Successful Learners

**School Strategies / Actions**

1. Review current programs to ensure they articulate explicit links to Australian and Qld Curricula as well as the Centre’s vision and purpose.
2. Continue to investigate opportunities to expand the current range of curriculum program offerings across all operation areas with a specific focus on HPE, Science, Geography and History curriculum.
3. Utilise outdoor and environmental education research to identify curriculum frameworks that reflect and respond to the local contexts of each area of operation and inform curriculum development.
4. Work with staff from Jellural ICC and Yugumbah Museum to develop and endorse induction processes that embed Indigenous perspectives across the 3 areas of operation.
5. Work with the O&EEC Sector to deliver Certificate II in Foundation Skills in Numeracy and Literacy for Indigenous students to close the gap in attainment of QCE.
6. Undertake a review of the Centre’s Supportive Learning Environment and Responsible Behaviour Plan for Students.

**Performance Measures**

1. 100% of existing programs reviewed and all new programs mapped.
2. Two new programs offered through Day Program and Farm campus.
3. Farm Campus, Day program and Camp school have clearly articulated curriculum framework published.
4. Induction processes developed and endorsed by local Indigenous community.
5. 75 indigenous students participating in trial deliver of Certificate II in Foundation Skills.
6. Review policies and procedures: documented and implemented.

**Resources**

- Staff release time and leadership team member time - 205600
- Centre teacher release – 205600
- Centre teacher release – 205600
- Centre teacher release – 205600
- Centre teacher release – 205600
- Solid Partners Solid Futures funding $100 000
- Teacher non-contact time

2 - Great People

**School Strategies / Actions**

1. Refocus the Centre’s mission and vision to ensure that it addresses the local context of each area of operation and all staff have explicit understanding of the Centre’s central purpose.
2. Review the Centre’s Pedagogical Framework to ensure that teacher practice and curriculum development aligns with the Centre’s core purpose and responds to site contexts.
3. Refine and budget for Individual Performance Development Planning processes at the Beach School and Farm Campus that meet the Australian Professional Standards for Teaching Practice, Public Service Capability Leadership Framework and Australian Professional Standard for Principals.
4. Develop teacher peer observation and feedback processes based on Australian Professional Standards for Teaching Practice.
5. Review Centre staff induction program to reflect changes to Mission, Pedagogical Framework and Responsible Behaviour Plan.
6. Develop and implement wellbeing program for Centre staff.

**Performance Measures**

1. Revision by end of Sem 2, 2015.
3. 100% staff have Individual PDP in place by Term 2, 2015.
4. 100% staff participating in peer observation activities utilising Centre specific framework.
5. Teacher Improvement processes incorporates personal feedback data in planning process.
6. Staff participating in Wellbeing activities each term.

**Resources**

- Teacher non-contact time
- Centre professional development funds - 204400
**3 - High Standards**

**School Strategies / Actions**

1. Investigate and implement processes to evaluate the long-term impacts of excursion programs on student learning.
2. Refine Centre evaluation processes to include student opinion data and feedback from visiting teachers on staff teacher practice.
3. Establish formalised processes to analyse visiting teacher feedback and peer observation data to inform teacher practice and individual performance management processes.
5. Continue to monitor, analyse and review Centre performance against targets in strategic plans, budgets and service delivery levels.
6. Investigate alternative management structures to ensure effective business planning and financial sustainability across all areas.
7. Maintain a sustainable level of service delivery across the 3 areas of program delivery:
   a. Currumbin Farm Campus
   b. Tallebudgera Beach School Surf Awareness Program
   c. Tallabudgera Beach Day Visit Program
8. Continue to budget for all areas of operations of the Centre.

<table>
<thead>
<tr>
<th>Performance Measures</th>
<th>Resources</th>
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<tbody>
<tr>
<td>1. Data collected and analysed from 15 partnership schools.</td>
<td>• OEEC Exit surveys</td>
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<td>2. Exit survey data collected and analysed from 3 operation areas.</td>
<td>• Targeted student evaluation tools</td>
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<td>3. 100% of teaching staff utilising feedback data in performance planning processes.</td>
<td>• Individual Performance Development Plans</td>
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<td>4. Review completed and recommendation implementation planning initiated.</td>
<td>• Curriculum Program Delivery Funds</td>
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<td>5. Centre leadership team analysing performance data each term.</td>
<td>a. Farm Campus - 201110</td>
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<tr>
<td>6. Management structure and implementation plans guiding all operational areas.</td>
<td>b. Surf Awareness - 201111</td>
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<td>7. 2015 Service Delivery Statistics.</td>
<td>c. Day Visit - 201112</td>
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<td>8. Annual Financial Returns.</td>
<td>• Resource Centre - 204800</td>
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**4 - Engaged Partners**

**School Strategies / Actions**

1. Continue the development and roll out of the TBS One Portal and One Note sites to support more efficient communication, program operations and teacher induction and development.
2. Refine processes and build new partnerships for the OEST RTO to expand the scope of accreditation and support for educational communities across Qld.
3. Establish relationships with local Indigenous community representatives and organisations to investigate and implement strategies identified in Solid Partners Solid Futures.
4. Investigate opportunities to partner with Griffith University to build the capacity of pre-service Education students to utilise Learning Beyond the Classroom pedagogies and implement outdoor and environmental education programs.
5. Continue to refine Centre governance structures and activities under the Independent Public Schools initiative to enhance programs, facilities and operations.
6. Finalise the review of the Tallebudgera site MOU to deliver greater collaboration, more efficient site operations and equitable policy and fees.
7. Participate in collaborative strategic planning and operational management group meetings with Gold Coast Active Recreation Centres.

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<td>1. One Portal and One Note support materials available for visiting teacher support.</td>
<td>• OEST RTO Funding - 201113</td>
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<td>2. MOU established with 3 O&amp;EECs to deliver Certificate II FSK programs trialled in 5 schools.</td>
<td>• Facilities development funds - 3000111</td>
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<td>3. Indigenous Community Partnership agreement formalised.</td>
<td>• OEST RTO Funding - 201113</td>
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<td>4. 10 pre-service teachers participating in volunteer programs during 2015.</td>
<td>• Facilities development funds - 3000111</td>
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<td>5. School Council actively working to promote and support the Centre’s operations.</td>
<td>• OEST RTO Funding - 201113</td>
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<td>6. MOU finalised and implemented</td>
<td>• Facilities development funds - 3000111</td>
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<td>7. Site Strategic Management and Operational Management group established.</td>
<td>• OEST RTO Funding - 201113</td>
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### Supervisor Feedback:

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<tr>
<th>Mark Cridland</th>
<th>Paul Neisler</th>
<th>Patrea Walton</th>
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<tr>
<td>Principal</td>
<td>School Council Chairman</td>
<td>Deputy Director General</td>
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<td>/ / 2015</td>
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<td>DETE / 2015</td>
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### Endorsement

This Annual Implementation Plan was developed in consultation with the school community and is aligned to the 4 year School Plan. It includes the Plan focusing on the key improvement strategies and outcomes for the next 12 months and is accompanied by a copy of the Annual Financial Report (AFR) and a copy of the Budget Overview Report (BOR).

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