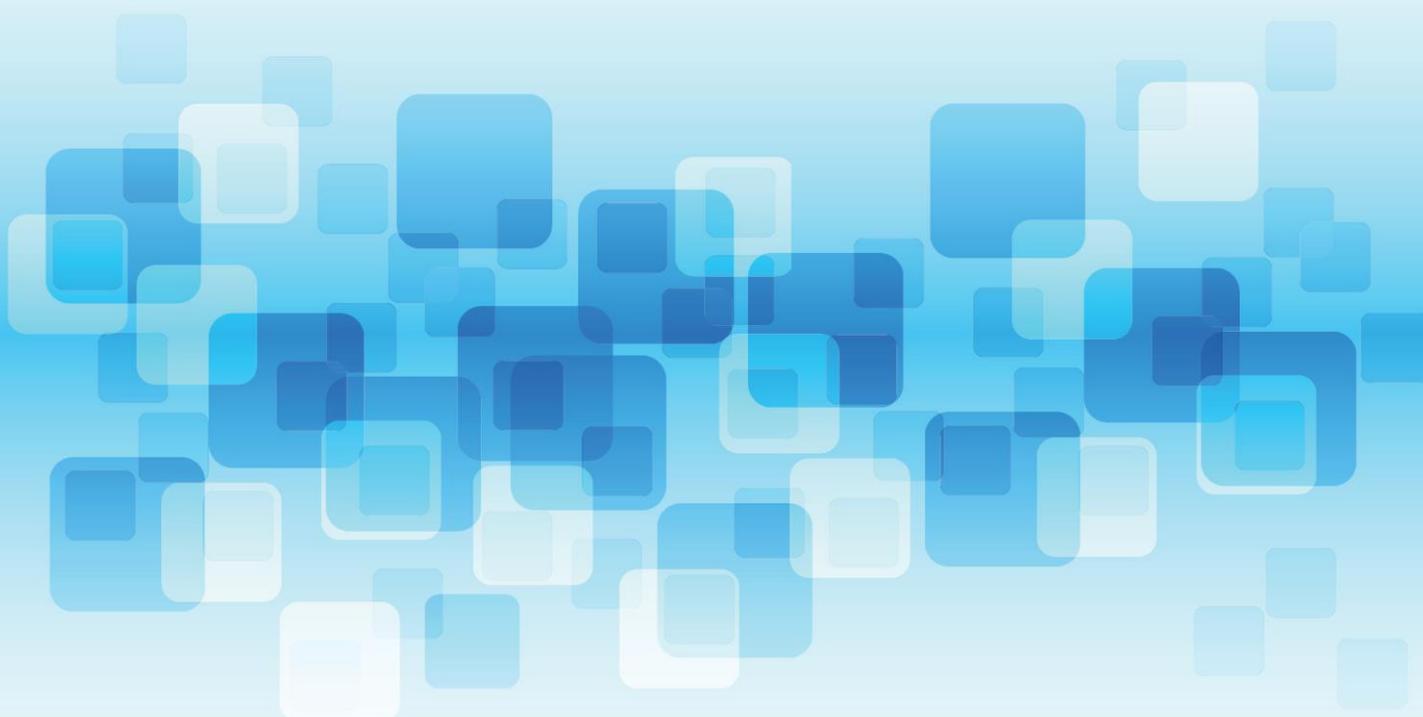




School Improvement Unit Report

Tallebudgera Beach Outdoor Education School

Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Tallebudgera Beach Outdoor Education School from 17 to 19 August 2015. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	1525 Gold Coast Highway, Palm Beach
Education region:	South East
The school opened in:	1966
Year levels:	Prep to Year 12
Current school enrolment:	310 visiting students per day (average) Residential 88 per cent, Day visit 12 per cent
Indigenous enrolments:	N/A
Students with disability enrolments:	N/A
Index of Community Socio-Educational Advantage (ICSEA) value:	N/A
Year principal appointed:	2015
Number of teachers:	12.8 Full-time equivalent
Nearby schools:	Palm Beach State School, Burleigh Heads State School, Eleanora State High School
Significant community partnerships:	Visiting Schools, Royal Society for the Prevention of Cruelty to Animals (RSPCA), David Fleay Wildlife Park, Indigenous Community Partnership, Tallebudgera Active Recreation Centre



Unique school programs:	Surf-Awareness Camp Program, Day Visit Program, Currumbin Community Farm School Program, Outdoor Environmental Sustainability Training.
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1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, two Deputy Principals, Head of Department (HOD) and Head of Campus (HOC)
 - Nine teachers
 - Business Services Manager (BSM), administration officers and caretaker
 - Project Officers, Unit Support Officers (USO) and teacher aide
 - A selection of visiting teachers, students and volunteers
 - Parents and Citizen’ Association (P&C) president and School Council chair
 - Business development officer and manager from Tallebudgera Active Recreation Centre (TARC)
 - Councillor McDonald

1.4 Review team

Judy Dale	Internal reviewer, SIU (review chair)
Peter Mc Kenna	Peer reviewer
Glyn Thomas	External reviewer



2. Executive summary

2.1 Key findings

- The school offers a broad range of outdoor experiences for visiting students with a focus on student success and wellbeing.

The school's four distinct program areas include the Surf Awareness Camp Program, Day Visit Program, Currumbin Community Farm School Program and Outdoor Environmental Sustainability Training. The school leadership team is currently working with staff from across these sectors to develop a shared vision and improvement agenda for the school focused on student learning.

- The school's ethos is built around high expectations and a commitment to student and staff well-being.

There is a happy and optimistic feel to the school, underpinned by an expectation that all students will actively participate and learn. Staff across all sectors of the school are committed to utilising their expertise and energy to provide safe, well-organised, positive and memorable experiences for students. Visiting teachers and students value the programs offered and reflect positively on their experiences at the school.

- Approaches to curriculum planning vary across the four distinct sectors of school with the attributes of personal and social capability developing as a common thread across programs.

In some sectors of the school, learning experiences are developed with strong connections to the Australian Curriculum; Queensland curriculum and Vocation Education and Training registered training packages. Cross-curricular skills and attributes including Indigenous perspectives and sustainability are integral to programming. An overarching curriculum framework is yet to be developed.

- The school applies its funds, generated through the program areas in a flexible manner to maximize the number of students who are able to participate in a wide range of programs.

The student visitation capacity data indicates that the school is operating at levels well above maximum capacity. The school leadership is currently drawing on the range of available data including visitation capacity, exit survey, financial and work force data to review school operations and programming.



- Collaborative planning processes and reflective teaching cycles designed to support the identification and consistent use of high yield pedagogical practices are yet to be consistently enacted across all sectors the school.

The school has a documented pedagogical framework. There is an opportunity to review this with staff to identify signature teaching practices. The school does not currently have a professional learning plan linked to the pedagogical framework and improvement agenda.

- The school has established a range of partnerships with other educational and training institutions, local business and community organisations that enhance opportunities and outcomes for students.

Positive partnerships have been formed with a significant number of visiting schools as evidenced by the number of schools who visit annually and include the school's program as an integral element of their school planning. The school draws on the expertise of community partners to enrich curriculum programs.



2.2 Key improvement strategies

- Establish a clear and shared understanding of the overarching vision of the school across all sectors and the role that the explicit improvement agenda has in achieving this vision.
- Develop and implement a whole school explicit improvement agenda that is accompanied by targets and timelines, appropriate resourcing and professional development for all staff.
- Develop and implement a curriculum framework that clearly documents the whole school plan for curriculum delivery with links to Australian and Queensland curriculums which makes explicit what teachers should teach and students should learn.
- Revise the existing pedagogical framework, in consultation with teaching staff, to focus on key theories and principles that will inform teaching practice and optimise learning for all students.
- Review the use of resources with a focus on maximising student learning outcomes and to ensure sustainable levels of quality service delivery across the four sectors of the school.
- Develop and implement a professional learning plan, which includes a mentoring, coaching and feedback cycle linked to the school's improvement agenda and pedagogical framework to ensure quality teaching practices are enacted consistently across all sectors of the school.