



Tallebudgera Beach Outdoor Education School

2016 Annual Implementation Plan

Our Purpose:

To create positive change in the lives of young people across Queensland.

Our Centre Vision:

By 2019 Tallebudgera Beach Outdoor Education School will be acknowledged by the Department of Education and Training as a high performing outdoor environmental education centre.

Key strategies:-

- Offering quality outdoor and environmental education programs for students;
- Continuous refinement of teaching practice;
- Building leadership capability;
- Maintaining sustainable levels of service delivery across all operations; and
- Building productive partnerships and alliances with schools, communities and government agencies.

Principal's Forward 2016

The Tallebudgera Beach Outdoor Education School (TBOES) was the first outdoor and environmental education centre to be established in Queensland. This year the centre celebrates 50 years of delivering education programs for students from across Queensland. This is a significant milestone that will be celebrated throughout the 2016 school year.

The 2015 full school review identified that TBOES has been successful over the past decade in expanding service delivery, establishing a second campus and a registered training organisation and increasing income. The key theme that emerged from the review process was the need to sharpen the focus of the Centre on improving student learning through improved teaching practice. The review has provided a clear direction for the Centre for next four years:-

- Establish a clear overarching vision of the school across all sectors
- Implement a whole school explicit improvement agenda
- Implement a curriculum framework that clearly documents the whole school plan for curriculum delivery
- Revise the existing pedagogical framework to focus on key theories and principles that will inform teaching practice and optimise learning for all students.

- Review the use of resources to ensure sustainable levels of quality service delivery across the four sectors of the school.
- Develop and implement a professional learning plan to ensure quality teaching practices are enacted consistently across all sectors of the school.

The 2016 school year provides an opportunity for all staff to focus energy and effort to lay the platform for improved student learning. Success in this endeavour will require organisational change to ensure that all areas of operation are aligned, focussed and effectively resourced.

All teaching staff need access to targeted professional development, access to quality professional learning space and release time to engage in peer coaching and mentoring.

The Centre must identify and maintain a sustainable level of service delivery and income stream while continuing to invest in infrastructure at the Currumbin Farm Campus to cater for the learning needs of a broader range of student groups.

There continues to be strong demand for the education services across the four areas of operation at the Centre and there are many opportunities emerging to partner with schools and community to enhance student learning.

Improvement Agenda for 2016

- 1. Successful Learners** - Embed the Hero's Journey at the Beach School Campus
- 2. Teaching Quality** - Consistent enactment of the Centre's pedagogical framework
- 3. Centre Performance** – Implement effective business planning processes across all areas of operation.

1 - Successful Learners

<i>School Strategies / Actions</i>	<i>Performance Measures</i>	<i>Resources</i>
<ol style="list-style-type: none"> 1. Undertake full trial and review of the Hero's Journey at the Beach School. 2. Develop and trial personal growth and leadership programs, Indigenous language immersion and environmental education programs offered through 3-5 day residential experiences. 3. Align all education program documentation to the Centre's stated vision/purpose and the Australian Curriculum/Queensland curricula. 4. Map current curriculum programs across all year levels and campuses. 5. Work with the O&EEC Sector to expand the delivery modes of Certificate II in Skills for Work and Vocational Pathways (SFW&VP) for Indigenous students. 6. Explore opportunities for Early Childhood Education Centres and community play groups to utilise the Farm Campus as a venue to promote nature play. 	<ol style="list-style-type: none"> 1. Hero's Journey implemented, evaluated, reviewed and offered to all schools visiting the Beach School Term 2-3 2. 3 Alternate residential programs developed and offered to schools Term 3-4 3. Published Curriculum framework aligned to the Australian Queensland curriculum - Term 3-4 4. 100% of curriculum programs mapped and sequenced across Prep to year 12 Term 3-4 5. 150 indigenous students enrolled in Certificate II in SFW&VP Term 1-4 6. Nature play activities trialed and evaluated Term 2-4 	<ul style="list-style-type: none"> • 205600 - Centre teacher release • Teacher non-contact time • Administration funds and printing costs • 201114 - Solid Partners Solid Futures • IPS Funding to support Farm Campus opportunities for Early Childhood

2 – Teaching Quality

<i>School Strategies / Actions</i>	<i>Performance Measures</i>	<i>Resources</i>
<ol style="list-style-type: none"> 1. Review the Centre's Pedagogical Framework to ensure that high quality teacher practice is described and reflects outdoor and environmental education philosophies 2. Align individual performance development planning processes with the Australian Professional Standards for Teaching Practice, Public Service Capability Leadership Framework and Australian Professional Standard for Principals. 3. Develop manuals for visiting teachers that clearly articulate program intent, pedagogical framework and the roles of staff and visiting teachers. 4. Develop instruments to undertake peer observation and mentoring of all staff supporting student learning. 5. Review and align the Centre's Supportive Learning Environment and Responsible Behaviour Plan for Students with the Mentor's role in the Hero's Journey 	<ol style="list-style-type: none"> 1. Pedagogical Framework published (<i>Tallebudgera Learning Spiral/Cycle</i>) – Term 2-3 2. 100% staff have Individual PDP in place - Term 2 3. Mentor's Guide published – Term 2 4. 100% of teaching staff at the Beach School participating in peer observation activities – Term 3-4 5. Responsible behaviour plan reviewed and aligned with the Heros' Journey – Term 2-4 	<ul style="list-style-type: none"> • Teacher non-contact time • 204400 - Centre professional development funds • Peer observation records/videos

3 – Principal Leadership

<i>School Strategies / Actions</i>	<i>Performance Measures</i>	<i>Resources</i>
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<ol style="list-style-type: none"> 1. Build a shared understanding of the Centre’s purpose and vision amongst staff, school council, client schools, key partners and community through a quadrennial school review. 2. Enhance organisation leadership/capacity by providing opportunities and support for individuals lead key projects and strategies within the Centre’s AIP. 3. Review staff induction and professional development strategies to reflect changes to Mission, Pedagogical Framework and Responsible Behaviour Plan. 4. Develop and implement wellbeing program for Centre staff. 	<ol style="list-style-type: none"> 1. QSR completed with a new vision and purpose – all published documentation aligned with vision – Term 1 2. Staff identify key projects in IDPs – Term 2-4 3. New staff Induction processes and documentation in place – Term 3-4 4. Staff opinion survey reflects high staff morale – Term 1-4 	<ul style="list-style-type: none"> • Centre Website/posters and documentation • Individual Performance Development Plans • One school and staff induction publications • School Opinion Data and Headline indicators
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4 – Centre Performance

<i>School Strategies / Actions</i>	<i>Performance Measures</i>	<i>Resources</i>
<ol style="list-style-type: none"> 1. Continue to monitor, analyse and review Centre performance against targets in strategic plans, budgets and service delivery levels. 2. Investigate alternative management structures to ensure effective business planning and financial sustainability across all areas. 3. Maintain a sustainable level of service delivery across the 3 areas of program delivery: 4. Refine Centre evaluation processes to include student opinion data and feedback from visiting teachers on staff teacher practice. 5. Establish formalised processes to analyse visiting teacher feedback and peer observation data to inform teacher practice and individual performance management processes. 6. Continue to budget for all areas of operations of the Centre. 	<ol style="list-style-type: none"> 1. Centre leadership team analysing Exit survey data - Term 2-4 2. Management structure and implementation plans guiding all operational areas - Term 2-4 3. 2016 Service Delivery Statistics Term 1-4 4. Excursion Coordinator reports indicate high level of satisfaction- Term 3-4 5. Coordinators reports and peer observation data – Term 3-4 6. Annual Financial Returns – Term 1-4 	<ul style="list-style-type: none"> • 204800 - Resource Centre • 202700 - ICTs • 200100 - Asset replacement • 203510 - Management • 203900 - Vehicles • 201900 - Facilities • 206700/800 - Direct to Market • 205800 - Utilities <p>Curriculum Program Delivery</p> <ul style="list-style-type: none"> • 201110 - Farm Campus • 201111 - Heros’ Journey • 201112 - Alternate Program • 300011 - Facilities development • 300000/10 - Contingencies

5 – Local Decision Making

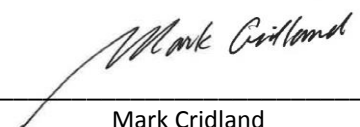
<i>School Strategies / Actions</i>	<i>Performance Measures</i>	<i>Resources</i>
<ol style="list-style-type: none"> 1. Work with staff from Jellurgal ICC and Yugambeh Museum to develop and endorse program content that embed Indigenous perspectives across the 3 areas of operation. 2. Continue to expand relationships with O&EECs and schools to implement Solid Partners Solid Futures strategies. 3. Continue to refine Centre governance structures and activities under the Independent Public Schools initiative to enhance programs, facilities and operations. 4. Centre Leadership Team to actively participate in strategic planning and operational management group meetings with Gold Coast Active Recreation Centres. 	<ol style="list-style-type: none"> 1. Student orientation processes endorsed - Term 3-4 2. MOU established with 5 O&EECs to deliver Certificate II FSK programs trialled in 15 schools - Term 1-4 3. School Council actively working to promote and support Centre operations – Term 1-4 	<ul style="list-style-type: none"> • 207000 - I4S Funding • 201113 - OEST RTO • IPS Funding

<p>5. Refine processes and build new partnerships for the OEST RTO to expand the scope of accreditation and support for educational communities across Qld</p> <p>6. Implement procedures to formally review and evaluate partnerships to ensure mutual benefits are maintained.</p>	<p>4. Site Strategic Management and Operational Management group established – Term 2-4</p> <p>5. MOUs between OEST RTO & 4 partner organisations finalised and implemented</p> <p>6. Student acknowledgement to country materials endorsed by local Indigenous community – Term 2-4.</p>	
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Supervisor Feedback:

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).

 <p>Mark Cridland Principal 28/ 02 / 2016</p>	<p>Paul Neisler School Council Chairman / / 2016</p>	<p>Patrea Walton Deputy Director General DETE / / 2016</p>
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