

Tallebudgera Outdoor & Environmental Education Centre 2020-2023 Strategic Plan Report



Strategic Plan Report 2023

Principal's Report

The Centre's 2020-2023 Strategic Plan was developed and published in October 2019 following a positive Internal School Review completed in September 2019.

There was a sense of pride in the achievements of the Centre as outlined in the Internal School Review report. The Centre was fully booked for the 2020 school year with high demand from international students through Education Queensland International. The innovative programs successfully trialled in 2019 were being expanded and there was growing demand from state high schools across the state for access to Certificate courses facilitated through the Centre's Registered Training Organisation (RTO).

The Centre received confirmation from ADG State Schooling that there was to be an increased allocation of staffing for our Currumbin Valley Campus for the 2020 school year. The provision of the additional staff was to allow the Centre to explore opportunities to support disengaged students and young people in detention centres to access training packages through our RTO. The additional resourcing and predicted income streams provided certainty moving into the next strategic planning cycle.

In collaboration with staff the leadership team used the key recommendations from the review and feedback from visiting teachers and partners to create a vision for 2023.

By the end of 2023, the Tallebudgera Outdoor & Environmental Education Centre will be recognised as a destination for high quality outdoor learning and health and wellbeing; a source of inspiration, innovation and support for teachers; and a valued partner by schools, communities, universities and government agencies.

The plan outlined the 5 key strategic focus areas and actions to guide the operations of the Centre over the 4-year strategic cycle and there was a high level of optimism amongst staff for the journey ahead.

During the summer vacation period the world's attention began to focus on a significant threat to public health emerging in China. The 2020 school year began with the emergence of the Coronavirus (COVID-19) pandemic and by the end of January the centre leadership team were concerned by the financial impact of potential cancellations of programs for international students.

Annus discidium – the year of disruption commenced with the immediate loss of \$500 000 in projected income from EQI groups as international travel restrictions were enforced and borders began to close. The Centre operated normally for the first 6 weeks before a 15-week ban on school excursions was enforced. All staff on contracts and casual employees were guaranteed employment by the Government and as such expenditure on wages continued with no income from camps and excursions. The Centre leadership team sought financial support from the Department of Education and was provided with a \$190 000 advance on the Centre's annual appropriations and agreed to a plan to repay the funds over the 2021 and 2022 school years. A further \$168 000 was provided in June 2020 by the Department to support Outdoor and Environmental Education Centres impacted by the 15 week-ban on school excursions.

“In the middle of difficulties lies opportunity” Albert Einstein

In response to the ban on residential school excursions the Centre was able to redeploy teaching staff into local schools to ensure continuity of education for students and explore opportunities to share our expertise with classroom teachers as well as opportunities for professional growth of our staff. Support staff were deployed into schools to help maintain grounds and facilities. Key teaching staff were able to develop a major teaching resource specially designed to support critical and creative thinking skills and support the Hero's Journey program at the Beach School. Innovative programs focussing on student

health and wellbeing were developed and delivered in schools as restrictions on day excursions were lifted during the 2020 school year.

The deployment of Centre staff into local schools led to the emergence of highly beneficial partnerships between the Centre and the local school cluster which have continued to evolve and grow over time.

The restrictions on residential excursions provided opportunities for facilities to be upgraded and the South East Regional Facilities allocated \$200 000 to fund the refurbishment of a large industrial shed into high quality teaching and learning spaces and professional space for teaching staff at our Currumbin Valley campus. The Centre invested \$75 000 in extending the Centre's food preparation area in the dining room, and purchased a new bus for \$150 000 to replace the Centre's aging bus.



Restrictions on school excursions were lifted in Term 3 with a resumption to full operations by the end of term 3. During Term 4 Principals from local schools approached the Centre to develop bespoke programs for their students in their final year of primary school who had missed out on their annual school camps due to restrictions. These new programs were highly successful and valued by school communities and have continued post COVID-19.

The emergence of remote learning in schools in response to school closures during 2020 resulted in significant growth in demand for education services from the Centre's RTO and saw enrolments grow from 932 students in 2019 to 2387 students enrolled in 2020. The income generated through the Centre's RTO programs more than offset the financial losses caused by the extended ban on residential excursions.

The border closures and travel restrictions limited the opportunities for face-to-face training essential for the Outdoor Leadership Program however provided opportunities for RTO staff to update course materials in line with the qualification upgrade from Outdoor Recreation to Outdoor Leadership.

The Centre survived ***Annus discidium - the year of disruption*** in a strong financial position. Although the Centre had a \$190 000 debt, we had created engaging new resources, developed a range of highly valued education programs, improved facilities and established a range of new partnerships with schools. The Centre's teaching staff were energised by their experiences in mainstream schools, the access to new resources and successful completion of a number of curriculum initiatives.

The 2021 school year looked promising with both Campuses fully booked, the unexpected continuation of Independent Public-School (IPS) funding and confirmation that the additional resource allocation for the Valley Campus was to continue. 2021 was to be a year to consolidate the work of the previous year, deepen our partnerships with local schools and focus on supporting the professional growth of teaching staff. The COVID-19 threat remained constant throughout the year, however full operations were maintained with a small 3 week ban on excursions in Term 4 due to local government lockdown in response to a COVID-19 outbreak in Brisbane.

Minimal disruption from COVID-19, the continued strong performance of the Centre's RTO and expansion of new programs allowed the Centre to repay the advance as planned and end the year in a strong financial position. The 2021 school year became known as ***Annus mirabilis – the year of miracles***.

The third year of the Centre's strategic plan began with the total removal of restrictions for international travel and border checkpoints. In preparation for the potential spread of COVID-19 the Queensland

Government delayed the start of the school year and placed a ban on residential excursions resulting in a 6-week delay in camp programs. The 2022 school year became ***Annus inevitabilis – the year of inevitability.***

The delay on excursions allowed staff to take on additional roles, take up a short-term acting position at another Centre, continue innovation, undertake projects, gain qualifications and one staff member applied for leave to explore opportunities for a career change. A number of key staff members successfully gained Certificate IV Trainer and Assessor qualifications to assist the RTO staff in delivery of Outdoor Leaders training.

Residential excursions commenced in week 7 of Term 1 with a significant number of students returning positive Rapid Antigen Test (RAT) results among visiting groups and among staff. Due to staffing uncertainty, new teachers were recruited to ensure trained and experienced teaching staff were able to work with visiting students. The impact of training new staff members in pedagogical processes, Curriculum Activity Risk Assessments (CARAs), Standard Operating Procedures (SOPs) and gaining qualifications placed enormous pressure on all staff across both campuses. During the 2022 school year, the Centre was able to provide high quality learning experiences for all groups, manage the health and safety of visiting students, teachers and staff and continue to innovate, refine curriculum and maintain safe learning environments for visiting students and teachers. There were no cancellations of programs due to staff shortages throughout the 2022 school year.

The performance of the RTO remained strong throughout the year allowing the Centre to maintain the repayment schedule and the year came to an end in a strong financial position. Confirmation that the additional allocation of 2 teaching positions, an AO3 administration officer for the Currumbin Valley Campus and the 004 Security Welfare Officer position at the Beach School Campus had become a permanent allocation provided certainty for the Centre and created a high level of optimism for the 2023 school year.

The 2023 school year commenced with a sense of anticipation that the disruptions had come to an end. The impacts on staff from 3 years of disruption had taken a toll and a number of staff applied for long term leave to take a break or seek a career change creating unexpected challenges for the organisation at the beginning of final year of our strategic plan.

“Adversity does not build character—it reveals it.” James Lane Allen

At the end of 2022 the Centre was identified to undertake a school led review process in 2023 as part of a state-wide trial because of a sustained record of high performance. As 2023 progressed, the Centre experienced a growing number of requests from classroom teachers, school leaders, university academics, senior departmental officers, O&EE Centre staff and community organisations to access our programs, services and expertise.

The 2023 school year has become known as ***Annus revalare – the year of revelation.*** The Centre’s 2020-2023 Strategic Plan utilised the image of expanding ripples as a metaphor for the impact we have on students, visiting teachers, schools and the broader community.

The Centre has experienced the most significant and sustained challenges to the organisation in its 56-year history and yet feedback, anecdotal comments and testimonials suggest Tallebudgera O&EEC has achieved the vision established in 2019 despite the many challenges.



Vision for the 2020-2023 Strategic Plan:-

“By the end of 2023 the Tallebudgera Outdoor and Environmental Education Centre will be recognised as a destination for high quality outdoor learning and health and wellbeing; a source of inspiration, innovation and support for teachers; and a valued partner by schools, communities, universities and government agencies.”

The mentors always make us think by never directly giving us the answer and asking lots of questions. They just keep going till we find our own answers.

(Year 6 student)

The Hero’s Journey is very hands on and allows us to learn about our inner-self and what makes us, us.

(Year 6 student)

This program and week at camp had a lasting impact on Jai because when we returned to school, he tried his best to attend school more often, he had confidence when interacting with others and at the very end of the year, (6 months later) Jai popped into my classroom one lunch time to show me the rock he had kept from camp. He spoke about camp and all the things he had learned and reminded me that the rock symbolised the change they went through on camp. He explained that the rock reminds him of camp and how he had courage and confidence to get involved and be a leader and he wanted to let me know that he was going to remember that going to high school next year.

(Year 6 teacher)

I’ve seen teachers offer the same activity in different ways from the previous year because they’ve made judgements about the needs of the current year’s kids.

(Visiting teacher)

A Year 4 class in one year can be different from classes in other years. I’ve seen the way the teachers respond to that in adapting their teaching strategies.

(Visiting teacher)

The way the teachers link the Indigenous stories with sustainable care for the environment makes for pretty deep learning for the kids. They bring it back to school with them.

(Visiting teacher)

During the camp, our students thrived and developed their independence along with a profound environmental understanding all through interesting, well-developed activities. The emphasis on hands-on activities to explore and understand the environment whilst engaging with and appreciating Indigenous traditions, stories and perspectives captivated the interest of our students from the moment we arrived. On a personal level, I’ve gained skills to enhance my ability to incorporate Indigenous perspectives into my daily teaching practices. After witnessing the positive impact on the personal growth of our students, their increased independence, and their enriched understanding of the environment, I have no hesitation in recommending Tallebudgera OECC to other schools.

(Visiting teacher)

I see a commitment from everyone here to offering enriching learning programs and high-quality pedagogy.

(Visiting school Principal)

Establishing the student’s personal connection to ‘Country’ is central to the intended learning from The Hero’s Journey curriculum program.

(Deputy Principal)

The Centre's demonstrated commitment to fostering positive relationships between Aboriginal and Torres Strait Islander people and the wider community, as well as its efforts to promote understanding and respect for Indigenous culture..... The Tallebudgera Outdoor and Environmental Education Centre has been instrumental in advancing reconciliation through its numerous initiatives and programs, which have successfully brought together people from all walks of life and backgrounds to celebrate Indigenous heritage and values.

(CEO Kalwun Development Corporation & Jellurgal Aboriginal Cultural Centre)

Despite the many challenges, disruptions and uncertainty during the last 4 years, the Centre has maintained its course and arrived at the destination charted in 2019. All staff from the Tallebudgera OEEC contributed to the review of the strategic plan and agreed that a significant number of the goals established 4 years ago have been achieved.

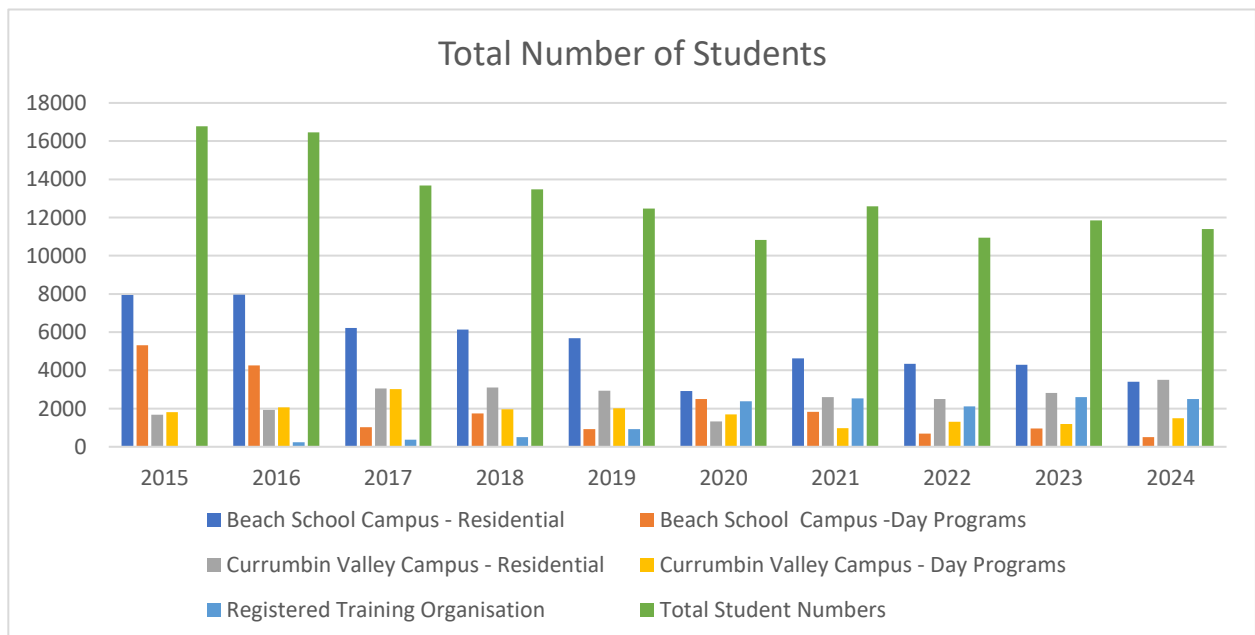
I commend the staff for their unwavering commitment to our mission and focus on the strategic vision. As an organisation we continue to grow, innovate, invest and commit to sustainable success.

Strategic Focus Area

Design and deliver outdoor and environmental education programs that empower compassionate, connected, responsible and self-aware young people

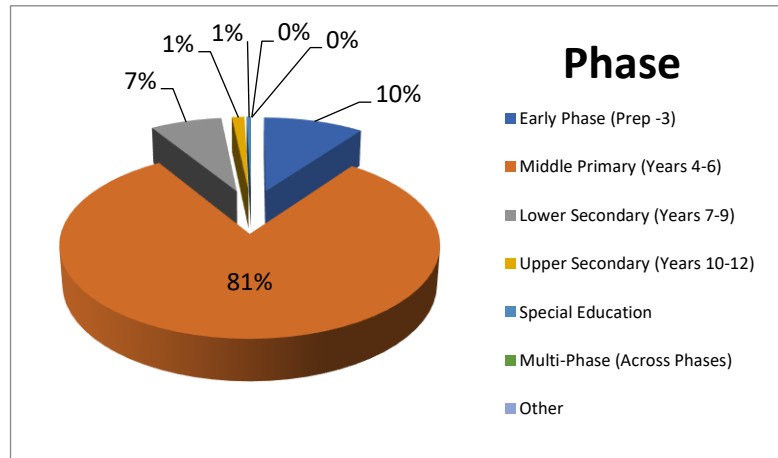
Highlights and Achievements

Over the past 4 years the centre has focused energy on continuing to refine existing education programs, deepen Contemporary Rites of Passage programs, facilitate targeted programs for First Nations students and expanding the range of early childhood programs in response to the move away from the focus on farm animals in programs. The Centre's RTO has increased the range of Vocation Education and Training (VET) Pathways programs available to schools, has transitioned from the Certificate III in Outdoor Recreation to the Certificate III in Outdoor Leadership and is currently developing a Certificate IV in Outdoor Leadership. By the end of 2023, the Centre has programs available for students across all years of schooling either through residential programs, day excursion programs or VET pathways however 83%



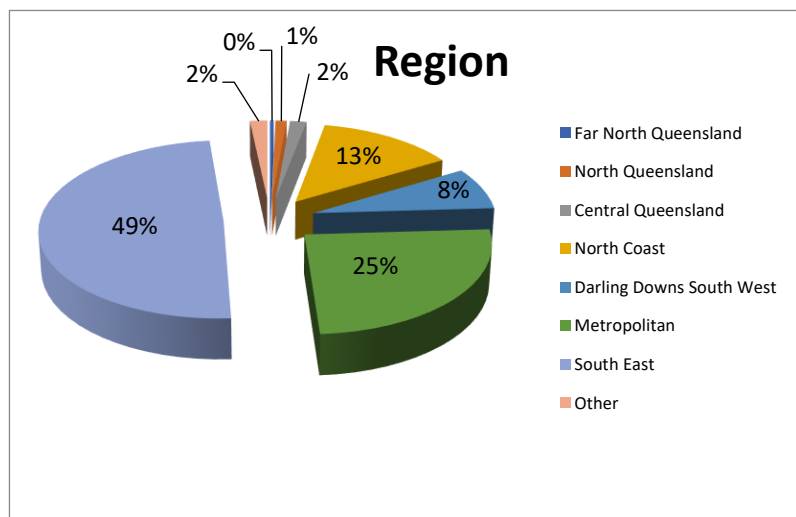
of clients are from the middle primary years because historically the Beach School campus offers programs for students in their final year of primary schooling.

The Beach School campus continues to deliver the Hero’s Journey residential program for year 6 students from schools across every region in the state. Demand for the Hero’s Journey program remains high with 5300 students attending excursions annually. The growth in program options offered through the Currumbin Valley Campus has seen an increase in visitation numbers to 3700 residential visits and 1200 students accessing day excursions. The number of enrolments in the VET pathways programs has remained high with 2000-2500 enrolments for courses annually. Teachers from schools participating in the VET Programs have reported high levels of satisfaction and interest in accessing further courses in the future. Teacher feedback surveys indicate high levels of satisfaction with the quality of the programs offered, the expertise of our teaching staff and the impact the programs are having on student learning as well as student



wellbeing. Data collected through post visit contact with students participating in Contemporary Rites of Passage programs over the 4 years has indicated significant impact of the programs on students and visiting teachers. Academics from the Southern Cross University have suggested the evidence of transformative learning is impressive and is worthy of research and has since developed a partnership with the Centre. A research project has been commissioned to collect base line data on the impact of programs on students and visiting teachers with the view of undertaking further research into professional support for classroom teachers to enhance learning for students through post excursion contact.

The Rites of Passage structure has been utilised to develop programs for disengaged students and successfully trialled with local state high school students. Members of the local community contributed funding to support trialling the program over two years. The low ratios, high level of resourcing and the specific skills and knowledge required to facilitate and support the participating students and teachers is challenging. School leadership and school teachers



have indicated that the programs are valuable however expressed a concern that the costs to deliver the program place financial pressure on families making the programs less sustainable.

Funds have been invested to develop new resources, access First Nations community organisations and community, utilise alternative learning sites and external providers to enhance student learning. Resources include the construction of the themed room that promotes critical and creative thinking to support the mastermind activity in the Hero’s Journey program and Cedar’s Sanctuary, an engaging

environment that has been developed to provide students with opportunities to explore, play and connect to natural places and collaborate with peers.

The key strategies

Strategic Focus:- Design and deliver outdoor and environmental education programs that empower compassionate, connected, responsible and self-aware young people			
Strategy and Indicators	Not Started	Started	Achieved
1. Increase the suite of quality outdoor and environmental education programs across all age levels of schooling			
• Residential or day excursion outdoor and environmental education programs are available from Prep to Year 12			✓
• Develop specialised outdoor and environmental education programs for students with special needs		✓	
• Currumbin Valley campus facilities include ready access to specialised outdoor learning infrastructure, resources and programs for students with special needs	✓		
• An increased number of adventurous learning journeys utilise alternative learning sites			✓
2. Design and implement specialised outdoor and environmental education programs for target groups			
• Minimum of 10% of residential service delivery is dedicated to specialised programs and targeted groups			✓
3. Increase access to education and training packages available for young people through differentiated delivery methods			
• Access to RTO Training packages is increased through differentiated delivery modes and formalised partnerships across and beyond Queensland			✓
4. Work with research professionals to develop quality evidence-based data on student learning to improve teaching practice and program design			
• Quality assured 'Student Voice' Data systematically collected analysed discussed and used to improve programs, teaching practice and refine the Centre's Teaching and Learning Framework			✓

Challenges and Opportunities

Competition for public space and natural areas surrounding the site on Tallebudgera Creek present a major challenge to staff coordinating programs. The logistical complexity of managing 6 groups of students on the Hero's Journey has increased greatly over the past 4 years and the growing impact of weather events on student health and safety is of concern. The redevelopment of the Gold Coast Recreation Centre facilities and a policy of increasing public access to the infrastructure of the site contributes the complexity of managing programs.

The demolition of two cabin blocks in 2023-2024 has resulted in a forced reduction of the number of beds available for visiting students and teachers from 168 beds to 112. This reduction has provided an opportunity to monitor the impacts of the reduced capacity on the Centre's finances, organisational processes and the education benefits of reducing the number of groups from 6 groups to 4 groups in the longer term. Bookings for 2024 have been taken based on the reduced cabins and the impacts will be monitored. The reduction of capacity will impact on the roles of a number of support staff and this will require reallocation of tasks and deployment of staff across the two campuses.

The impact of COVID – 19 on the outdoor recreation industry has been significant and industry reports indicate a reduction in demand for training in the Outdoor Leadership industry in the future. Industry reports and the Centre's trend data clearly indicate that demand for training provided by the Outdoor Leadership project is unlikely to grow in the short to medium term suggesting this area of training for the RTO is not sustainable. A review of the project will be necessary to manage any impacts on staff, existing clients and finances of the Centre moving into the future.

The development of the Mastermind room in 2020 and the ongoing positive feedback by students, visiting teachers and departmental staff suggest that the facility could be utilised to support gifted and talented programs. With the reduction of residential capacity there is an opportunity to utilise staff expertise to develop a range of specialised programs in the Science, Technology, Engineering and Mathematics (STEM) curriculum areas and sustainability programs for local schools. Increasing the range and number of day

program offerings that access alternative sites and facilities has the potential to reduce the impact on public spaces.

Utilising the expertise and passion of our support staff in catering, nutrition, horticulture, environmental management and alternative energy technologies at our Currumbin Valley campus provides additional opportunities to diversify our curriculum offerings and work in partnership with local schools and community organisations.

The outcomes of an extensive analysis of Student Voice data from the Contemporary Rites of Passage programs indicate transformational student learning has happened for all students participating in the program. The second iteration of the analysis indicates the program is highly impactful and University academics suggest it should be researched further and shared across the Outdoor and Environmental Education Sector. Staff at the Beach School Campus have expressed a desire to collect Student Voice data from the students participating in the Hero's Journey program. There is a need for key staff members to take a lead role in developing qualitative research skills to monitor and celebrate success.

Strategic Focus Area

Demonstrate professional practices that inspire 'champions' for outdoor learning

Highlights and Achievements

During the current strategic planning cycle, COVID-19 has impacted significantly on the organisation through high levels of leave among our teaching staff including extended sick leave, emergency and compassionate leave and quarantine leave as close contacts of positive cases. Over the past 4 years, 15 early career teachers or teachers new to outdoor and environmental education have joined the team at Tallebudgera O&EEC. The large number of new teachers joining the organisation has taken focus away from curriculum innovation to training in Curriculum Activities Risk Assessment (CARA) processes, Standard Operating Procedures (SOP) and outdoor leadership skill sets to ensure student safety remained the priority of the Centre. The ban on residential excursions provided opportunities to fast-track training programs for staff allowing the Centre to remain operational and all student groups having full access to outdoor learning opportunities

A signature program Kungalelah Jagun (knowing/understanding Country) was redeveloped at the end of Term 4 2022 and beginning of the 2023 school year. This provided an excellent opportunity for experienced staff to collaborate with early career teachers to review and renew the program. The process required a review of the Centres SOP's and CARAs in a holistic and authentic context as well as providing a great professional development exercise for teachers new to outdoor and environmental education. Staff have voiced a desire for more opportunities to collaborate as a whole teaching team and allocate time in the school year to undertake more scenario-based training and emergency response planning.



The significant disruption caused by staff leave and the need to support new staff to undertake training over the past 4 years has reduced the opportunity for broadening the range of programs. New staff have brought additional skill sets and experience but high levels of sick leave has limited innovation beyond the key learning areas of Health and Physical Education and cross curriculum priorities of

Personal and Social Capability and embedding Aboriginal and Torres Strait Islander Histories and Cultures. As new staff complete their two-year induction process with coaches and mentors there will be greater opportunities over the next 4-year strategic planning cycle to expand curriculum offerings in partnership with local schools.

Demand for Vocational Education and Training (VET) programs from schools has grown and remains a key priority of the Centre's RTO. At the end of 2021 the VET Pathways Program targeted at First Nations students secured funding until June 2025 providing security for the RTO and guaranteed income to sustain its operations. Enrolments in courses remain strong with 2000-2500 students accessing the program annually. The quality of the training materials and the flexibility it provides for individual schools has resulted in many schools making requests for more Certificate II programs in the future. The Australian Skills Quality Authority (ASQA) requires the RTO to develop self-assurance processes to ensure standards are being met. These processes and feedback from schools and learners indicate the centre's Registered Training Organisation is meeting the standards for RTOs.

During the 2019 school year the Centre offered 4 graduate teachers the opportunity to undertake a 2-year placement at the Centre. The intent of the Graduate Teachers Program was to develop their skills, knowledge and experiences as well as gain the necessary qualifications to introduce outdoor learning philosophies and pedagogies in mainstream school contexts. The program has been extremely successful with the 4 graduate teachers attaining full registration and 3 of them taking up permanent teaching positions, one in a mainstream school, another in an outdoor and environmental education centre and a third in a residential college in remote Queensland. Since the start of the Graduate Teacher Program in 2019, the Centre has provided opportunities for a total of 9 graduate teachers. The Centre leadership team has developed a comprehensive induction process, ongoing mentoring and coaching support for the 2 years and the provision of outdoor leadership qualifications. Feedback received from visiting teachers and school leaders have acknowledged the highly developed teaching skills and effective group management skills of the graduate teachers on staff.

In response to the introduction of the Human Rights Act in 2019, the Queensland Government issued directives to all government departments to offer permanent employment for all staff on long-term contracts and staff who had been on extended casual employment. The result of the move from temporary to permanent employment for graduate teachers employed for more than 12 months has reduced the capacity of the Centre to continue the graduate teacher program beyond 2023, as vacant positions are filled by newly appointed permanent staff.

The success of the graduate teacher coaching and mentoring program has led to the expansion of the process over the past 4 years to include all teaching and instructional staff. The induction and coaching mentoring program is based on the Centre's approach to teaching a learning underpinned by student centred teaching practice and student centred learning. The depth and frequency of collegial engagement is highly valued by the teaching staff who have requested the program to continue. Staff have reported the recently introduced Triad groups (3 teachers) is a systematic process the is being developed for peer engagement based on high levels of trust among the teaching staff.

All teaching staff have engaged in the Annual Performance Review processes with a number of teachers leading projects and taking on coaching and mentoring roles. As fewer new teachers join the organisation in the future, opportunities to take on the coaching and mentoring role will be reduced.

Academics from the Southern Cross University have been undertaking research into the collegial engagement process that has been implemented at the Centre with the view of expanding the coaching and mentoring to include visiting teachers. Observations undertaken by research professionals of the staff participating in collegial engagement activities indicate that the process is worthy of further research. They suggest the highly developed coaching and mentoring skills of our staff could contribute to the

facilitation of high-quality professional learning opportunities for classroom teachers in collaboration with the University.

The key strategies

Strategic Focus:- Demonstrate professional practices that inspire ‘champions’ for outdoor learning			
Strategy and Indicators	Not Started	Started	Achieved
1. Maintain up-to-date curriculum planning documentation detailing explicit links to the Australian Curriculum supported by a comprehensive set of standard operating procedures (SOPs) and curriculum activity risk assessment processes			
<ul style="list-style-type: none"> 100% of Centre’s education programs align explicitly to the Australian curriculum supported by comprehensive standard operating procedures, curriculum activity risk assessments (CARA’s) and contingency plans to respond to adverse weather events 			✓
<ul style="list-style-type: none"> The focus of the Centre’s education programs target a greater range of general capabilities and cross-curricula priorities, knowledge skills and understandings within the Australian and Queensland Curriculum 			✓
2. Review, refine and implement the Centre’s teaching and learning framework in all program delivery			
<ul style="list-style-type: none"> All Centre teaching staff continually review and refine planning documentation and improve teaching practice informed by student learning data and peer feedback 			✓
<ul style="list-style-type: none"> Tallebudgera OEEC Registered Training Organisation (RTO) meets compliance evidenced through audit processes 		✓	
3. Create and implement a comprehensive induction program for beginning teachers and teachers new to outdoor and environmental education			
<ul style="list-style-type: none"> Comprehensive formalised coaching and mentoring program developed and implemented for all beginning teachers and teachers new to outdoor and environmental education centres. 			✓
4. Implement a formalised and systematic coaching and mentoring program to continually refine and improve teaching practice			
<ul style="list-style-type: none"> All teaching staff use peer observation, feedback and differentiated coaching to improve teaching practice 			✓
5. Develop a teaching workforce structure and recruitment processes that provide extended opportunities for graduate and early career teachers to build their capacity to design and implement outdoor and environmental education programs in Outdoor and Environmental Education Centre and school contexts			
<ul style="list-style-type: none"> An increased number of graduate teachers and classroom teachers undertake 2-3 year placement at the Tallebudgera O&EEC 		✓	
6. Support all teachers to engage in career and capability development using the annual performance review processes aligned to the Australian Professional Standards for teachers and Principals			
<ul style="list-style-type: none"> All teaching staff participate in professional learning aligned to the Australian Professional Standards for Teachers 			✓
<ul style="list-style-type: none"> Permanent teaching staff take up opportunities to undertake formal pedagogical coach and mentor roles 			✓
<ul style="list-style-type: none"> Aspiring leaders receive targeted support for professional growth and opportunities to lead projects 			✓

Challenges and Opportunities

The continuation of the Graduate Teacher Program beyond 2023 is not possible as teacher vacancies created by extended leave arrangements for long-term term staff members are filled through the temporary to permanent processes. As the recently employed teaching staff members complete their induction processes and gain their qualifications and skill sets as outdoor leaders, the level of organisational complexity will be reduced. The capacity of the workforce to work across both campuses will allow greater flexibility, provide stability for camp coordinators and allow individuals to be allocated time to undertake curriculum projects, develop new programs and access professional learning opportunities.

Workforce planning indicates that during the next strategic planning cycle there will be further changes as experienced staff approach retirement age. The Centre will need to work with local school clusters to ensure that a pool of teachers with the appropriate skills, knowledge and experience in outdoor and environmental education is available to draw from in the near future. There is an opportunity to work in partnership with the Southern Cross University and the Centre’s RTO to provide classroom teachers with access to micro-credentialling professional learning opportunities. The focus of these opportunities include outdoor and environmental education, early childhood and nature play, Contemporary Rites of Passage, student-centred learning and teaching practice, environmental sustainability and embedding Aboriginal and Torres Strait Islander Histories and Cultures.

The review of the Centre’s SOPs and CARA processes has revealed a need to increase the level of emergency response planning and maintain regular scenario-based training opportunities. The Centre will need to dedicate time each term for all staff to participate in emergency response training and collaborative response to emerging issues and opportunities. This will impact on the Centre’s income generation and there will be a need for a systematic training and professional development plan to maximise the learning opportunities for all staff and ensure the investment adds value to the organisation.

Strategic Focus Area

Share expertise and resources that support teachers, schools and communities

Highlights and Achievements

The Centre’s 2020-2023 Strategic Plan contains the image of expanding rings created by drops of water falling into a still pond. The image is a metaphor for the Centre’s expanding rings of influence in the education system, schools and school clusters, the outdoor and environmental education centre context and community.



Over the past 4 years the Centre has been supporting classroom teachers, school leaders and staff of O&EE Centres to build their capacity to facilitate student-centred learning in their contexts. In addition, the Centre’s RTO has been providing cultural competency training for community environmental groups, Department of Tourism, Innovation and Sport (DTIS) and O&EE Centre staff. The training is nationally recognised and is part of the Certificate II in Conservation and Ecosystem Management qualification.

The high level of expertise among staff has been recognised by the Department of Education as valuable and approached the Centre to facilitate workshops for state-wide Beginning Principals Capability Development program. In 2023 the Centre facilitated workshops for 80 beginning Principals, Assistant Regional Directors and senior officers in Central Office. The success of program has resulted in bookings for workshops for another 3 cohorts of beginning Principals in 2024.



Staff members have been invited to deliver workshops at Regional STEM conferences and National Environmental Education Conferences. The presentations have resulted in increased requests for support indicating that the expertise of our staff is valued.

The development of the Contemporary Rites of Passage programs for local high schools has been successful with a participating school utilising our Currumbin Valley Campus as a venue for professional

development and accessing the expertise of staff. The partnerships established with local schools during the past 4 years have continued to deepen and broaden.

The Centre’s RTO has established third party arrangement partnerships with DTIS to support outdoor leadership training at the Gold Coast and Sunshine Coast Recreation Centres and Traditional Indigenous Games (TIGs) training for First Nations providers from across Queensland. The Maroon Outdoor Education Centre has also approached the Centre to explore similar third-party arrangements with the Tallebudgera RTO.

The key strategies

Strategic Focus:- Share expertise and resources that support teachers, schools and communities			
Strategy and Indicators	Not Started	Started	Achieved
1. <i>Provide professional learning opportunities that are focussed on student-centred teaching practice and outdoor and environmental education curriculum for visiting classroom teachers and pre-service teachers</i>			
<ul style="list-style-type: none"> All visiting teachers engage in an explicit induction process to improve student learning and enhance teacher capacity 		✓	
2. <i>Work in partnership with schools, community and government agencies to co-ordinate environmental action initiatives, cluster based outdoor and environmental education programs and events across local school clusters and community</i>			
<ul style="list-style-type: none"> Centre staff coordinate annual environmental education events for local cluster of schools, contributing to professional networks and presenting at conferences, classroom teacher workshops and community forums 		✓	
3. <i>Extend the learning experiences of students, classroom teachers and school leaders through pre and post excursion contact with schools</i>			
<ul style="list-style-type: none"> All visiting groups are supported through in pre and post excursion contact 		✓	
4. <i>Develop and maintain partnerships with classroom teachers and school administration teams to develop and implement year level/whole school outdoor and environmental education programs in local contexts</i>			
<ul style="list-style-type: none"> A growing number of strong partnerships with client schools and community contribute directly to greater student access to and success in learning 		✓	
<ul style="list-style-type: none"> All partnerships regularly reviewed and assessed for mutual benefit 		✓	

Challenges and Opportunities

The research project in collaboration with the Southern Cross University will provide base line data on the contribution the pre-visit to schools has on students attending the Hero’s Journey. The research will also look at opportunities to engage with classroom teachers to build their capacity to contribute to the learning journey and support students following the excursion. A plan has been developed to engage in further action research projects and intentional collaboration with O&EECs and schools to build the capacity of centre teachers and classroom teachers to implement student-centred learning in their contexts. The research will validate the level of expertise of our teaching staff and their capacity to contribute the Department’s Equity and Excellence strategic plan through building teacher capacity.

The provision of micro-credentialling towards a Master in Education through our Centre has the potential to generate further income for our Centre and opportunities for our teaching staff to facilitate professional learning leading towards Highly Accomplished Teacher and Lead Teacher levels as career options.

The outcomes of the research will be crucial to assess the value of scaling up the pre and post excursion contact with schools as allocating time for staff to increase pre and post excursion contact with classroom teachers will be problematic while meeting the demand of bookings.

If demand for our expertise grows, the Centre will need to implement an appropriate fee for service structure to fund additional staff to release key teaching staff members. Sharing our expertise remains a priority for the Centre as an education institution contributing to the Department’s Strategic Plan. This focus will guide the Annual Performance Review cycle for experienced teachers at the Centre.

Strategic Focus Area

Create structures, policies and procedures that model a socially and ecologically just world

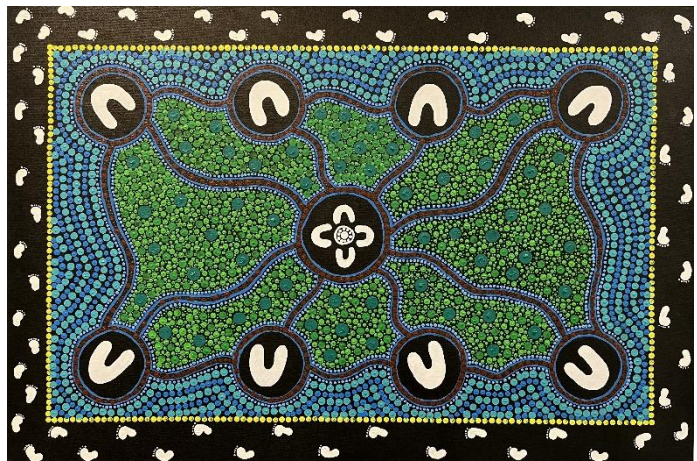
Highlights and Achievements

The Centre continues to invest time, energy and funds to ensure all visiting students and classroom teachers accessing the Hero's Journey program at the Beach School are personally invited on their learning journey. The pre-visit is either managed through face-to-face visits or through virtual visits to schools located outside of the south east coast corner of the state. Feedback from classroom teachers indicate the visit to the school is highly valued and creates a sense of excitement and anticipation among students. Students and classroom teachers have the opportunity to establish relationships with our staff prior to the camp and our camp coordinators gain a deeper understanding of the school community and the needs of individual students. This allows our staff and visiting teachers to develop strategies to maximise engagement in the program through differentiated teaching practice.

Centre teaching staff acknowledge the importance of the pre-visit and a desire to engage with students and visiting teachers following the excursion to assess the impact of the journey on students learning. Teaching staff based at the Currumbin Valley Campus have expressed a desire to allocate time to increase opportunities to undertake pre and post excursion visits to support learning programs.

The pre-visit to schools and collaboration with classroom teachers prior to excursions ensures student needs are identified and Camp Coordinators make adjustments to programs and access resources to ensure all students actively participate in learning programs. The design of our programs includes strategies to invite students on their learning journey and a strong 'red thread' that ensures all activities link and contribute to the established learning goals.

Students know why they are attending the camp, what is expected of them and the well-developed Effective Skills for Classroom Management (ESCM) of our staff ensure students have clear expectations and remain on task. The collegial engagement program focusing on student-centred teaching and learning has enhanced the skills of our teachers to fully engage every learner and the graduate teacher induction program ensures teachers new to our Centre receive extensive coaching and mentoring in the use of ESCM strategies. The Centre has seen a continued trend of very few incidents of behavioural issues on excursions.



The impact of COVID-19 on student health and wellbeing is seeing a growing number of students requiring additional and focussed support. Individual staff members have been accessing professional learning opportunities focussed on mental health and mental health first aid to ensure they are well equipped to assist students requiring additional support. Some visiting teachers have suggested that the Centre's support staff would benefit from accessing training in this area.

In 2023 the Centre’s Reconciliation Action Plan (RAP) Team have published the Centre’s third RAP and the Centre funds have been invested in commissioning artworks for both campuses. The artworks include a major art installation in 2021 at Beach School including hardwood carvings depicting traditional stories, air, sea and land animals and examples of traditional food use from the local environment. Since 2021, three paintings have been commissioned to celebrate the First Nations community’s connection to Country. Funds are allocated annually to employ community elders and performers to contribute directly to the facilitation of the education programs at both Campuses. During 2022 the Centre developed a partnership with Kalwun Development Corporation through the Jellural Cultural Centre to increase opportunities for students to engage with members of First Nations communities to explore the connections they have with Country and the importance of Jellural to their community.



The inclusion of First Nations perspectives in programs continues to receive positive feedback from visiting students and teachers indicating that Aboriginal and Torres Strait Islander Histories and Cultures is embedded in our practices and Centre infrastructure.

The education focus of the Currumbin Community Farm Campus has shifted from caring for farm animals to caring for native flora and fauna. In 2020 the Centre established a Centre Environmental Management team to develop a Centre Environmental Management Plan (CEMP) to guide the development of education programs, Centre operations and inform strategic infrastructure planning. The Centre farm infrastructure has been removed or repurposed as the farm animals have been relocated. During 2023 the last of the animal enclosures and sheds have been removed to make way for a new administration building, early childhood teaching space and student and staff amenities.



The removal of farm animals has required the redesign of the early childhood programs to move from animal handling to exploring the natural environment and critical and creative play. The Centre repurposed the duck enclosure and shed into an engaging learning environment that includes freshwater habitats, learning spaces, a child cubby house, rainforest habit and a variety of pathways to explore.

The introduction of Cedar’s Sanctuary to the suite of early childhood programs at the Valley Campus along with a new Year 1 program Making Memories at the mouth of Currumbin Creek has exceeded expectations. There is evidence the demand for the early childhood programs is likely to grow as classroom teachers share their experiences through early childhood networks.

The Centre has continued to utilise Centre generated funds and grants to invest in infrastructure enhancements over the past 4 years. A total of \$350 000 has been invested to implement environmentally sustainable practices and technologies to meet CEMP targets.

1. Comet automated compost machine and shed to house machine - \$55 000 and \$25 000
2. Closed loop (CLOE) automated Compost machine to handle food waste - \$25 000
3. Installation of a 168 000 litre water tank to increase total storage and sustainable water harvesting
4. Installation of a 40 Kw solar array and battery storage for emergency power supply - \$80 000 (to be completed in 2024)
5. Native plant nursery for propagation of native plants for revegetation projects including rare and endangered species (to be completed in 2024)



The Centre will be able to harvest enough rainwater to sustain operations of the Centre and residence, generate enough power to cover all operations and have zero organic waste removal reducing the centre's ecological footprint. The development of curriculum resources and environmental education programs has been delayed due to staff shortages.

The products from the automated food waste management systems have provided a source of rich nutrients that can be added to improve soils. The product is being trialled in the Centre's kitchen gardens bed to monitor the impact on food production. The Centre's catering staff have expressed a desire to expand the current food production and to develop education resources and programs for students participating in residential programs. The expanded resources and expertise of staff will be available for access by students from local high schools involved in hospitality training.



The key strategies

Strategic Focus:- Create structures, policies and procedures that model a socially and ecologically just world			
Strategy and Indicators	Not Started	Started	Achieved
1. Maintain a supportive learning environment and inclusive culture that improves wellbeing, celebrates diversity and is responsive to the needs of individuals			
• Excursion planning procedures include systematic identification and intentional responses for individual students requiring intellectual, emotional and physical support		✓	
• Student Learning and Wellbeing Framework guides program development and delivery		✓	
• Teaching staff have a shared understanding of diverse learning styles and differentiated teaching practice to ensure all students are motivated, supported and actively engaged in learning experiences			✓
• Student Code of Conduct in place leading to reduced number of negative behavioural incidents			✓
2. Implement reconciliation actions and planning processes that embed Aboriginal and Torres Strait Islander perspectives in culturally responsive ways			
• Members of the Indigenous community are regularly consulted, engaged in decision making processes and employed to deliver relevant activities within education programs			✓
✓ Centre infrastructure, resources, displays, communication, publications and education programs acknowledge and celebrate Aboriginal and Torres Strait cultures and perspectives in culturally responsive ways			✓
3. Develop and implement a Centre Environmental Management Plan to guide operations			
✓ Flora and fauna data highlight increased diversity and reduction of invasive species		✓	
✓ Environmental management plan data indicates continual trends in the reduction of waste produced, power consumed, ground water extraction		✓	✓
4. Create and fund a long-term infrastructure development plan guided by environmental sustainability values and principles			
• Centre infrastructure utilises environmental sustainable technologies and materials that model innovative building design to minimise environmental impact and maintenance costs			✓
5. Ensure purchasing policies and procedures follow the principles of social and ecological justice			
• Centre's purchasing decisions include procedures to evaluate the environmental, financial and social costs of items including design, origin of raw materials, production, transport and end of life disposal.		✓	
• Centre staff access appropriate flexible working arrangements to improve staff wellbeing, organisational productivity and promote the value of inclusion and diversity in the workplace			✓

Challenges and Opportunities

The Currumbin Community Farm Campus has continued to evolve and change over the past 4 years due to significant investment in infrastructure, curriculum innovation and the removal of staffing allocations for agricultural activities and care of farm animals. The responsibility for employing additional staff on weekends to care for farm animals was transferred from Regionally managed resources to the responsibility of schools and O&EECs. The decision was made to rehome the farm animals over time and redesign the early childhood programs to remove a focus on animal handling. The name Currumbin Community Farm Campus no longer reflects what is on the site, the focus of curriculum programs and established vision of creating a haven for native flora and fauna identified in the Centre' Environmental Management Plan. The time has come for a name change that reflects the operations and ethos of the Centre.

There has been significant investment in sustainable technologies and environmental restoration activities. Data relating to water use, evidence of seasonal emergence of native fauna, pest eradication and habitat construction has been collected. Video footage of nocturnal animals is used to support early childhood programs as well as monitor the presence of feral animals to inform management practices. Earth Hour has been developed and implemented in residential programs to allow students to explore constructed habitats and contribute to environmental restoration. There is a need to analyse and display data collected to celebrate successful interventions and monitor ecological impact of Centre operations. There is an opportunity to develop new programs that focus on sustainability and support Science Technology Engineering and Mathematics (STEM) initiatives.

The Centre has established a number of project teams to focus on Reconciliation Action Plans, Centre Environmental Management Plans, Health and Wellbeing Planning but allocation of time for the different groups has been problematic due to the extent of staff leave and inducting, coaching and mentoring new staff has taken priority. A key strategy moving forward is to allocate additional resources to provide opportunities for staff to be offline to undertake projects on behalf of the Centre and staff. Working groups need to be established for Diversity and Inclusion and Supportive Learning Environments working groups.

The external educators undertaking a review in September 2023 commended the Centre on the authentic engagement with the First Nations community and the quality of education programs and processes that celebrate Aboriginal and Torres Strait Islander Histories and Cultures. The use of First Nations languages is embedded across both campuses and the Centre has been successful in attaining a \$15 000 grant to continue to immerse students in the Yugambeh language. This will continue to be a priority moving forward and will be supported through annual budget allocations.



Strategic Focus Area

Implement strategic operations that create a secure future through efficiencies, agency, autonomy and accountability

Highlights and Achievement

The Centre leadership team commissioned a team of external educators to spend two days meeting with every staff member to assess the level of understanding and commitment to the Centre's Mission and Vision statements as well as gaining insights into the culture of the Centre across both campuses. The review team found that there is universal understanding by staff for the Centre's mission of 'Creating positive change in the lives of young people across Queensland'. Staff at all levels within the organisation were able to describe how their role contributes to student learning and feel included in the decision-making processes and valued for their contributions.

The review team reported that staff take pride in their work at the Centre and are supported to take responsibility for innovation. The Centre has been able to sustain high levels of service delivery with occupancy rates exceeding 90% of bookings throughout the COVID-19 pandemic. High occupancy rates and the performance of the Centre's RTO has sustained the operations of the Centre with significant investment in infrastructure, fleet, curriculum resourcing and staff capability development. The review team reported that the staff felt they have had generous support for professional development.

Continued advocacy for additional resourcing has seen a 25% increase in the staffing allocation from 12.21 Staffing Units (SU) in 2019 to 16.37 SU in 2023. The Centre continues to review fee structures and visitation trends to make informed decisions about the level of service delivery across both Centres. The

leadership team has developed and maintained detailed financial tools to monitor the financial performance of the Centre.

The Centre has invested significant funds to improve facilities and learning resources over the past 4 years and the Department has funded major upgrades to the Centre's infrastructure.

A total of \$1 939 000 has been invested in resources, equipment and infrastructure over the past 4 years. The Department has contributed \$1 296 000 and the Centre has contributed \$643 000 of centre generated income.

1. Conversion of shed into two classroom spaces, a teacher staff room and communications connectivity - **\$192 000**
2. Upgrade to dining room food preparation area - \$75 000
3. Purchase of new bus Currumbin Valley Campus - \$157 000
4. Purchase of two 4WD vehicles to replace lease vehicles - \$80 000
5. Automated compost systems and shed structures - **\$50 000** + \$25 000
6. Automated food waste processor - \$25 000
7. Construction of Mastermind Room at the Beach School - \$30 000
8. Roof replacement Refresh Program - **\$59 000** + \$26 000
9. Relocation and upgrade of new admin building and student amenities - **\$850 000**
10. Water Security Infrastructure - **\$95 000**
11. Extension of food preparation - \$65 000
12. Construction of new facilities and ground maintenance sheds - \$85 000
13. Solar powered generation and emergency battery power supply - **\$50 000** + \$25 000
14. New plant nursery/classroom space - \$35 000
15. Cedar's Sanctuary learning area - \$15 000

Note:- funds in red represent Departmental funding sources

The ban on residential excursions across the 3 years from 2020 to 2023 resulted in an estimated loss of \$850 000 in net income. This loss has been offset by the unexpected performance of the Centre's RTO, increased service delivery at our Currumbin Valley Campus and the responsive financial planning that has enabled the Centre to maintain high levels of service delivery and sustain the success of our programs.



The Centre has experienced a growing demand for education services, professional support for classroom teachers and requests for additional certificate courses through the RTO. The focus of the organisation over the past 4 years has been on remaining agile, flexible and focused on the students attending our programs while responding to the impacts of COVID – 19. The demand for services far exceeds the capacity of the Centre to meet that demand and as such, there has been little emphasis on marketing our education services through digital platforms. Demand remains high among existing client schools with emerging partnerships with local school clusters.

The exit survey data and feedback from visiting teachers and school leaders suggests that there is a demand for post excursion engagement with students and professional support for classroom teachers to enhance the learning experiences of students. There is a need to explore ways the Centre can utilise digital and social media platforms in the future to extend the learning that occurs at our campuses, support classroom teachers to build their professional capacity and gather evidence of the impact of our programs on student learning.

Strategic Focus:- Implement strategic operations that create a secure future through efficiencies, agency, autonomy and accountability			
Strategy and Indicators	Not Started	Started	Achieved
1. Engage all staff in strategic planning processes to build organisational capacity to develop, implement and evaluate detailed, realistic and achievable plans for improvement and innovation			
• Centre staff have a common and shared understanding of the centre's purpose and vision and actively engage in decision making			✓
2. Build the capacity of the leadership and administration team to sustain the Centre's ongoing levels of service delivery, improvements to infrastructure and business management			
• Increased number of teaching staff lead projects, innovations and sharing professional practices beyond the Centre			✓
• The Centre is operating within sustainable service delivery levels with strong business management practices allowing for strategic investment in infrastructure, educational innovation and workforce capability development			✓
3. Develop workforce structures, recruitment and performance management processes to improve the agility of the workforce to respond to changing contexts, take advantage of opportunities and manage well-being and safety			
• The Centre's Hungry, Humble and Smart and Ideal Team Player Frameworks are embedded in recruitment and performance management processes			✓
4. Implement strategies that increase the level of awareness of the Centre's purpose, improvement strategies, operations, and innovations and celebrate successful impact of our education services on student learning Create and fund a long-term infrastructure development plan guided by environmental sustainability values and principles			
• Social media and web-based platforms remain current, reflect the centre's purpose, identify improvement strategies and celebrate student learning success	✓		
5. Develop a comprehensive range of data sets informed by the Standards of Evidence to support advocacy, communication and marketing strategies			
• Extensive data management plan in place to monitor and review performance across all operational areas and innovation shared, success celebrated and reported beyond the Centre		✓	

Challenges and Opportunities

The Centre has been able to sustain a high level of success, overcome major financial challenges, deepen partnerships and diversify programs. Increased staffing allocations, strong financial positions sustained over 3 years, improved infrastructure and a high demand for education services indicate that the Centre has created a secure future. The Centre is allocated 16.37 staffing units however employs an additional 18.5 staffing units to maintain operations and sustain the success of the past 4 years. The reduction of the capacity of the Beach School campus will reduce the Centre's income significantly. The return of international students and the demand for new training packages for students in state high schools will offset the financial impacts. Sound business planning and opportunities to access alternative sources of income will continue to be a priority.

The review team have identified a culture of innovation, commitment to facilitating high quality student learning and willingness of staff to take up opportunities as a strength of the organisation. The occasions where staff have facilitated workshops, presented at conferences or local school clusters and shared our expertise has seen an increase in demand for services. There is an opportunity for staff members to take up further opportunities to celebrate our successes and share the expertise that has been refined over the past 4 years.

In 2023 the Department of Education commenced a review of resourcing for state schools and there is concern that the outdoor and environmental education centre sector may not receive any significant increase of resource allocations in the future. It is critical that our Centre continues to meet the needs of our client schools but also explore ways to support systemic initiatives outlined in the Department's vision of Equity and Excellence. The Beginning Principal workshops and the support the Centre has provided to schools and O&EE Centres indicates that our Centre is able to build the capacity of classroom teachers and contribute to Principal capability development. The emerging research partnership with the Southern Cross University will further refine our expertise and provide evidence of the impact on student learning.

Extending the level of engagement with classroom teachers and students prior to and following excursions will require increased staffing allocations placing further demands on the finances. There will be a need

to develop online resources and explore digital platforms to engage with teachers and students. The development of social media and digital resources will be a priority moving forward to increase our capacity to enhance student learning and gather evidence of the impact of our programs on students.

Looking Ahead to 2027

The team of external educators found that staff have a universal commitment to the Centre's Mission of creating positive change in the lives of young people across Queensland. Student Voice data analysis, anecdotal comments, visiting teacher feedback and staff interviews indicate that the Centre is facilitating transformational learning experiences for both students and teachers engaging in the education programs offered. During the collaborative review of the 2020-2023 Strategic Plan, Centre staff expressed a desire to continue the work of the Centre in creating positive change in the lives of young peoples.

The Centre has been able achieve many of the goals established in 2019 despite the challenges of the past 4 years however there is work yet to be completed. The Centre could take the decision to continue to focus on what we know today but the experiences of the past 4 years suggest the next 4 years will present many challenges but equally many unexpected opportunities.

Staff have agreed to retain the 5 strategic focus areas to guide centre operations and education services for the next 4-year strategic cycle. The key strategies will evolve as the organisation continues to reflect on the sustained success of the organisation

Emerging challenges:-

- The rise of the micro adventure – schools wanting to engage in day programs or reduce length of time for excursions
- Artificial intelligence and the virtual world experiences – less demand for extended residential programs, concerns for student safety and opportunities to engage in virtual excursions may threaten existing programs
- Financial stress on families – inability for some families to afford extend residential excursions reducing demand for programs
- Competition for public spaces and natural environment – lack of appropriate learning spaces which is further reduced by the impact of the increasing number of severe weather events.
- Reduction in accommodation capacity at the Beach School – larger schools seeking alternative sites to accommodate whole class cohorts thereby reducing demand
- Health and wellbeing of students requiring additional support – increased inclusion of students requiring additional support places additional pressure on limited resources available for the Centre
- Certified industrial agreements - classroom teachers participating in residential programs becoming eligible for TOIL may place additional financial pressure on schools, community and families and result in a smaller pool of teachers in schools willing to or able to attend camps
- Aging workforce – 25% of the Centre's workforce will approaching retirement age during the next 4-year strategic planning cycle and as a result may see a high level of staff turnover and loss of experience and skill sets.
- Sustaining the success of the organisation – continuing to build leadership density of the organisation to lead innovation and maximise opportunities is a priority.
- Maintaining a healthy workplace – ongoing change and continually evolving complexities have the potential of impacting on the health and wellbeing of staff and their willingness to engage in innovation and collaboration.

Emerging opportunities

- Requests from schools to extend learning beyond the excursion
- Facilitating micro credentialling professional learning opportunities for classroom teachers in partnership with Southern Cross University

- Requests from schools for senior students to access further school-based learning opportunities through the Centres RTO
- Requests from schools to engage in opportunities to collaboratively design and facilitate education programs focussed on STEM and Gifted and Talented
- Expertise of staff being accessed by the Education Futures Institute in Central Office to build the capability of beginning principals
- High quality learning environment at the Currumbin Valley Campus to be a model for ecological sustainability and focus of new programs
- Stable workforce with high levels of expertise available to contribute to the development of new services.

Recommendations

- Develop a range of day excursions aligned to key learning areas including gifted and talented.
- Enhance existing residential programs to include pre and post excursion contact
- Develop a comprehensive range of digital resources for classroom teachers and students to maintain student and teacher engagement in the learning program
- Build capacity of teaching staff to undertake rigorous qualitative research
- Establish micro-credentialling professional development opportunities for classroom teachers in partnership with Southern Cross University.
- Provide opportunities for parents and early childhood educators to engage with the early childhood teaching and learning resources established at the Currumbin Valley Campus.
- Develop training packages for state high school students to implement in schools
- Develop a whole of staff professional development and training strategy supported by strategic allocation of time each term and appropriate budget
- Streamline operations through the development of digital platform
- Refine booking processes to ensure staff have time across the year to collaborate, innovate and contribute to working teams and projects.
- Develop a digital presence that reflects and celebrates the work of the Centre.

The Tallebudgera Outdoor and Environmental Education Centre and staff are now ready for the next stage of the Centre's learning journey. The 2016-2019 Strategic Plan was about preparing the staff and organisational for change and the 2020-2023 Strategic Plan was focussed on building the capacity of the organisation to facilitate high quality learning experiences, innovate and lead beyond the Centre. The next 2024-2027 Strategic Plan will focus on supporting classroom teachers and school communities to prepare students for their learning journeys, deepen the learning experiences on excursions and extend the learning beyond the excursion experience. We look forward to the challenges ahead.

Mark Criddland

Principal
Tallebudgera Outdoor and Environmental Education Centre



