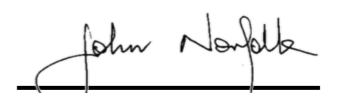


Overview

2025 represents the first full year that the Gold Coast Performance Centre (GCPC) site comes under the jurisdiction of the Department of Sport, Racing, Olympics and Paralympic Games (DSROPG) and the Runaway Bay Sport and Leadership Excellence Centre (RBSLEC) becomes a permanent tenant with an MOU providing a structure for the Outdoor and Environmental Education Centre's operations. As this new landscape continues to become embedded, RBSLEC will take a targeted approach to favourably positioning the Centre's interests to ensure the operation is successfully and sustainably re-established at this pivotal point in the transition timeline.



Rob Enright
Principal



John Norfolk
Regional Director



School Priority 1		School Priority 2	
Positioning Runaway Bay SLEC sustainably to ensure every student realises their potential		Effective Pedagogical Practices	
<ul style="list-style-type: none"> Establishing safe and engaging teaching and learning environments. 	Strategy	<ul style="list-style-type: none"> Unleashing an impactful curriculum that empowers learning through a targeted approach to pedagogy. 	
<ul style="list-style-type: none"> Upgrade the 'OTC' area with additional equipment to deliver engaging team-based challenges. Develop a shaded outdoor classroom that provides a space for students to sit in comfort for important program checkpoints such as inductions and reflection sessions that consolidate learning. Provide targeted feedback for DSROPG site master planning that allocates sufficient space for RBSLEC to successfully and sustainably deliver its program and work with all stakeholders to establish short and long-term solutions for appropriate classroom space that is a pivotal element to the RBSLEC program. 	Actions	<ul style="list-style-type: none"> Embed pedagogical practices in RBSLEC Leadership programs that take a more explicit approach to teaching and learning while effectively tying content and camp experiences together. Map alignment between the Sport Development program and HPE/Personal & Social Capabilities learning areas of the Australian Curriculum and design a program booklet to support teaching and learning. Establish engaging visual learning supports into the Leadership program eg. additional booklets, embed ICT's for inductions and to deliver activity instructions. Define clear program goals that students work towards achieving on their camp journey and support this with a program 'hook' that students aspire for while effectively encouraging their sustained engagement. Develop a post visit teacher survey that aims to gauge how embedded learning content has become in student behaviour as a result of the camp experience. 	
<ul style="list-style-type: none"> Achieving a mean score greater than 9 in the visiting teacher feedback survey question relating to student engagement. 100% of School Opinion Survey respondents in agreement that 'this school is a safe place to work'. 100% of School Opinion Survey respondents in agreement that the 'wellbeing of employees is a priority at this school'. A more accessible shaded space that is conducive for consolidating learning and guiding students through reflections to ensure these important touchpoints and the established tools that assist teaching and learning throughout these sessions become further embedded as valued aspects of the RBSLEC program. 	AIP Outcomes	<ul style="list-style-type: none"> Over 85% of visiting teacher feedback survey respondents selecting 'exceeded expectations' and above in their response to learning outcomes in the 'Personal and Social Capabilities' curriculum area. Over 75% of visiting teacher feedback survey respondents selecting 'exceeded expectations' and above in their response to learning outcomes in the 'HPE' curriculum area. Over 95% of visiting teacher survey respondents selecting 'agree' or above in identifying 'learning by doing' and 'adventure and challenge' as RBSLEC's core pedagogical practices. Received in excess of 120 Student Growth Observations by visiting staff that indicates an increase in student motivation to learn and adopt behaviours that underpin RBSLEC's leadership programs. 100% of School Opinion Survey respondents 'strongly agree' that 'students are interested in their schoolwork'. The delivery of a range of targeted collateral that further enhance student engagement in the curriculum and certain activities while supporting teaching and learning. 	
<ul style="list-style-type: none"> Expanded activity offering that includes additional sessions that can be delivered at the existing 'OTC' area. Estimated \$35,000 RBSLEC budget saving as a result of having free and unhindered access to a classroom/indoor facility. A more weather-resilient program that isn't compromised in instances of poor weather due to availability of appropriate undercover options. An appropriate classroom space that is established as a teaching and learning hub while offering unhindered access to ensure important touchpoints are entrenched into the RBSLEC programs and not compromised by GCPC operations. 	Long Term Outcomes	<ul style="list-style-type: none"> Employing evidence-based pedagogical practices that align with RBSLEC's context and support the teaching and learning of curriculum themes and concepts. The RBSLEC data plan is expanded to include a post-program survey that becomes a useful point of consultation in understanding student learning and sustained behaviour changes that occur as a result of student's participation in the RBSLEC program. 	
<ul style="list-style-type: none"> \$150,000 allocated to 2025 'Facilities' budget for outdoor classroom and OTC area upgrade. Research, design and procurement time across RBSLEC staff to develop facilities and equipment that are fit-for-purpose. Consultation with DSROPG to seek relevant approvals and develop facilities that are in line with the future plans of the site. Re-engage with Department support to plan and develop appropriate classroom facilities to support the successful and sustainable delivery of the RBSLEC program. Utilise an undetermined amount of the \$590,000 allocated to the 'Future MOG Allowance' budget for establishing RBSLEC's permanent teaching and learning hub or to explore temporary short to mid-term options depending on DSROPG masterplan timeline. 	Resources	<ul style="list-style-type: none"> Research and professional development time across RBSLEC staff to establish and deliver 'best-fit' pedagogical approaches at different program phases. Participate in collaborative learning community targeting pedagogical practices in the OEEC sector. Research and development time for Sport Professional Learning Team to define program alignment to HPE/Personal and Social Capabilities learning areas and develop targeted resources to enhance teaching and learning practice. Research and development time for Leadership Professional Learning Team to develop an 'RBA' booklet and embed ICT's in appropriate points of inductions and activity delivery. Utilise \$5,000 of 'Curriculum' budget for printing new Leadership and Sport Development booklets. Partnership with VRTP to explore resourcing opportunities of program 'hook' concepts. Research and development time for RBSLEC staff to develop post visit teacher survey that includes time applied to survey administration and data review. 	
<ul style="list-style-type: none"> RBSLEC Principal Leadership Professional Learning Team 	Responsible Officers	<ul style="list-style-type: none"> RBSLEC Principal Leadership Professional Learning Team Sport Development Professional Learning Team 	