

Stanley River Environmental Education Centre

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Stanley River Environmental Education Centre** from **17 to 18 June 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Peter McKenna	Internal reviewer, EIB (review chair)
Di Aylward	Peer reviewer
Bob Cole	External reviewer



1.2 School context

Location:	Esk-Kilcoy Road, Hazeldean	
Education region:	North Coast Region	
Year levels:	Prep to Year 12	
Enrolment:	n/a	
Indigenous enrolment percentage:	n/a	
Students with disability:	Education Adjustment Program (EAP) percentage:	n/a
	Nationally Consistent Collection of Data (NCCD) percentage:	n/a
Index of Community Socio-Educational Advantage (ICSEA) value:	n/a	
Year principal appointed:	2015	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three teachers, Business Manager (BM), teacher aide and Unit Support Officer (USO).

Community and business groups:

- Seqwater, Jinibara People Aboriginal Corporation (JPAC) and Australian Heritage Specialists (AHS).

Partner schools and other educational providers:

- Milpera State High School, Woodford P-10 State School and Mount Kilcoy State School.

Government and departmental representatives:

- Lead principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020

Explicit Improvement Agenda 2020

Investing for Success 2020

Strategic Plan 2017-2020

Headline Indicators (May 2020 release)

Centre budget overview

Professional learning plan 2020

Curriculum planning documents

Centre pedagogical framework

Professional development plans

Centre Opinion Survey

Centre website

Responsible Behaviour Plan for Students



2. Executive summary

2.1 Key findings

Staff members are united in their commitment to provide high quality outdoor learning experiences.

The centre principal has developed and drives an Explicit Improvement Agenda (EIA) to achieve the centre mission of *'A centre for the Earth where everyone is understood, engaged and successful'*.

The pedagogical framework unites adventure therapy and Indigenous perspectives.

The centre has recently documented their pedagogical framework – *BE:NA Nja*. These are words found in the Duunidjawan language of southeast Queensland and based on recordings made. The interpretation of *BE:NA* is to 'think of, hear, listen to, remember and know' and *Nja* which means to 'see, look at, watch and perceive'. The pedagogical framework establishes safety, processing new and positive experiences, and integrating understanding during and after the program in natural, personal, social and adventure environments through time.

The centre has a coherent plan for curriculum delivery.

A culture of mutual trust, support and cooperative practices is apparent amongst centre teachers who demonstrate passion and commitment to a shared vision for the centre's curriculum. Programs are designed to provide opportunities for visiting students to achieve optimal outcomes within the general capability area of personal and social capability, in conjunction with embedded Aboriginal and Torres Strait Islander Histories and Cultures.

Planning documents identify a broad range of improvement priorities.

The five improvement priorities of the current Annual Implementation Plan (AIP) are the development of a curriculum framework, learnscaping, synthesising the pedagogical framework, analysis of data to improve student learning, and the facilitation of a deep, rich connection between the centre, Jinibara and the Jinibara People Aboriginal Corporation (JPAC). A narrow, shared and clear improvement focus is emerging.

Clear alignment is apparent in planning processes.

Clear alignment between the priorities documented in the 2016 School Improvement Report, the centre's strategic plan 2017–2020 and the 2020 AIP is apparent. An implementation plan for the EIA that includes actions, responsible officers and accompanying timelines has been developed. Centre staff are committed to student learning success. A clear, shared and demonstrable articulation of the centre's mission, purpose and passion is yet to be apparent.



There is a belief that teaching can be improved by a data process linked to student learning.

The centre created and implemented a data collection and analysis process – Teamwork, Resilience, Aboriginal and Torres Strait Islander and Leadership Survey (TRAILS). Data from this survey was analysed by the teaching staff to improve teacher performance. The principal acknowledges that a clearly aligned data strategy is yet to be apparent.

School staff and community members report a strong centre culture.

Staff, students and community members are respected, encouraged and supported to achieve. Regular staff meetings are held to allow for whole-staff discussion aimed at clarifying the vision of the centre and improving daily practice. School Opinion Survey (SOS) data indicates a decrease in staff satisfaction in a number of areas from previous years. The principal has acknowledged the need to investigate this trend and is committed to enacting collaborative strategies.

There is a strong culture of collegiality and collaboration.

Centre teachers demonstrate personal responsibility for reviewing programs, and analysing their delivery modes resulting in improved practice having a positive impact on student outcomes. The principal has strategically attracted and employed quality teachers aligned to the centre's mission and values. Processes are implemented to attract teachers who have values and skills that support the range of programs and activities.

The Jinibara people are valued and respected.

The principal has established a close and productive relationship with the JPAC board in order to build a genuine partnership with the traditional owners and to help maintain a long-term, sustainable pathway to embedding local Indigenous perspectives into the centre's curriculum and daily practice. JPAC and Jinibara Elders provide essential resources and expertise to many of the centre's programs. The principal has sought the support of Australian Heritage Specialists (AHS) to support the school's links with JPAC.



2.2 Key improvement strategies

Collaboratively review the centre's mission and values to promote a shared commitment and understanding.

Refine the improvement agenda to identify a narrow, shared and clear improvement focus.

Design and enact a data plan focused on student learning that identifies the purpose, analysis, frequency, audience and reporting method of each data set.

Review collaborative processes to enable appropriate input from all staff into centre decision making.