

# Stanley River Environmental Education Centre

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Stanley River Environmental Education Centre acknowledges the shared lands of the Jinibara nation.

### About the school

Education region	North Coast Region
Year levels	Prep to Year 12
Enrolment	N/A
Indigenous enrolments	N/A
Students with disability	N/A
Index of Community Socio-Educational Advantage (ICSEA) value	N/A

### About the review

 3 reviewers from 12 to 14 November 2024	 35 participants	 10 school staff
 2 students	 6 parents and carers	 17 community members and stakeholders

### Key improvement strategies

**Domain 6: Leading systematic curriculum implementation**  
Collaboratively develop and systematically enact 3 levels of curriculum planning, complemented by targeted professional learning, to ensure a consistent and rigorous approach to implementing the Australian Curriculum with integrity.

**Domain 1: Driving an explicit improvement agenda**  
Collaboratively refine the improvement agenda, including explicit strategies and actions, to provide greater clarity for staff and foster their understanding of the centre's strategic priorities.

**Domain 8: Implementing effective pedagogical practices**  
Collaboratively review and refine the centre's approach to pedagogy to optimise student engagement and achievement in inter-disciplinary, context-specific learning.

**Domain 5: Building an expert teaching team**  
Formalise and systematically enact a collaborative capability development process to support teachers to drive the centre's improvement priorities.

### Key affirmations



**The principal indicates the centre's vision, 'Inspiring Everyone, Learning on Country', reflects the expectations of the community and underpins all programs and activities.**

Parents, students and community members highlight opportunities for students to learn on Country as fundamental to the centre's success. Staff communicate they value and actively incorporate Aboriginal and Torres Strait Islander perspectives into all ways of working at the centre. They describe rich partnerships with the Jinibara community, which are apparent in the centre's programs, visible signage and artefacts.



**Staff and community members express high levels of satisfaction and pride in the award-winning 'Bunya to the Bay' (B2B) program.**

Stakeholders indicate B2B is grounded in Aboriginal culture and heritage. They convey that the co-design approach to B2B is particularly effective in ensuring the program provides students with learning opportunities that are relevant to the local area. Staff convey that B2B provides targeted extension and specific learning experiences that are supported by a range of key partners, including Indigenous Elders and 5 Traditional Owner groups. Participants describe their involvement in the B2B experience as 'life changing'.



**Staff convey a shared commitment to fostering a caring and supportive environment for students.**

Visiting staff express enjoyment in attending the centre and highlight the ability of centre staff to build strong relationships with students in a short time. Teachers describe how they build a 'deep connection' with students through teaching in the natural environment, using the concept of 'place' to implement practices that are responsive to individual needs. Teachers describe being united and responsive to individual students' needs through a research-informed 'Complex Childhood Trauma Informed' lens. Visiting school staff and parents articulate that the centre has a 'welcoming, warm and genuine' environment conducive to learning. Staff express passion for being part of a team and feel valued for their input.



**The principal acknowledges staff members' extensive qualifications and experience that complement and enhance learning programs.**

Visiting staff indicate that centre teachers model effective teaching practices and engagement strategies through the program. The principal acknowledges the specialised and evidence-informed teaching practices used to add value to centre-based learning. The principal and teaching staff outline how they research, trial and reflect on their teaching practices, which has led to the continual evolution of the pedagogical approach developed and used by the centre. Teachers outline collaborative work with visiting schools to develop learning experiences that are relevant to their student cohort.