

Bunyaville Environmental Education Centre

# Executive summary

## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at Bunyaville Environmental Education Centre from **27 February** to **1 March 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

### 1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

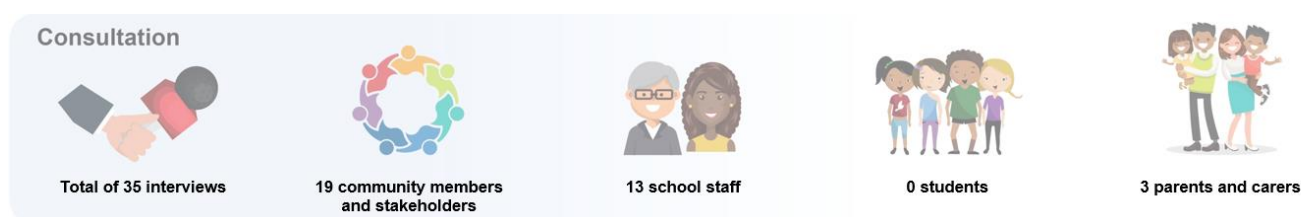
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

### 1.2 Review team

Bradley Clark	Internal reviewer, SRR (review chair)
Michael Gabriel	Peer reviewer
Lesley Vogan	External reviewer

### 1.3 Contributing stakeholders



## 1.4 School context

<b>Indigenous land name:</b>	We acknowledge the shared lands of the Turrbal nation and the Turrbal people of the Yagara/Yuggera language region.
<b>Education region:</b>	Metropolitan Region
<b>Year levels:</b>	Kindergarten to Year 12
<b>Enrolment:</b>	n/a
<b>Indigenous enrolment percentage:</b>	n/a
<b>Students with disability percentage:</b>	n/a
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	n/a

## 1.5 Snapshot of previous centre review

The last review carried out at the centre was conducted from **26 to 27 August 2019**. The key improvement strategies recommended in the review are listed below.

- Develop a business case for the addition of classroom facilities and human resources required to meet the unmet client needs and broaden the scope of centre activity. (Domain 4)
- Investigate the viability of extending the use of the centre to enable community engagement, community education and wellbeing, and extended hours access by schools. (Domain 4)
- Develop and implement a defined set of criteria for assessing the viability of current and future partnerships. (Domain 9)
- Collaboratively develop a collegial coaching framework that outlines coaching and mentoring protocols to enhance teaching practice. (Domain 5)
- Engage in collaborative discussions regarding ways to analyse and utilise individual student learning data and include in the data plan. (Domain 2)

## 2. Executive summary

### 2.1 Key affirmations

#### **Strong First Nation perspectives are woven into all ways of working at the centre.**

A genuine desire to promote the language and culture of the Turrbal people exists with significant consultation with Elders and Traditional Owners over many years through the Bunyaville Aboriginal and Torres Strait Islander Advisory Group (BATSIAG). This advisory group are regularly consulted for implementation of Indigenous perspectives into the centre's operations including the development of the artwork for the Acknowledgment of Country, use of traditional language within programs and consultation for new Indigenous perspectives placed into the centre's programs and activities. The centre also hosts the National Aboriginal and Torres Strait Islander Children's Day (NATSICD) celebration event annually.

#### **Staff members articulate a shared passion for environmental education.**

Many teachers are experts in their fields and willingly share their expertise within and beyond the centre. Feedback provided by client schools highlight the professional approach of staff members and the support provided to teachers prior, during and after a visit to the centre. Centre partners attribute the success of the partnerships to the professionalism, energy, quality of expertise and personal commitment of the centre staff members and the quality of the work they are doing.

#### **Long-standing partnerships offer a diverse array of opportunities to enhance learning outcomes and learning experiences.**

To support the centre to deliver high-quality outcomes significant investment is made in establishing and maintaining a range of highly valued and effective partnerships. Partnerships with schools, other Environmental Education Centres (EEC), community organisations, the local Indigenous community and other agencies have been strategically established and have proven to be sustainable with high levels of satisfaction within the partner groups. External organisations and agencies such as Queensland Parks and Wildlife Services (QPWS) add value to the program through authentic collaboration opportunities in the outdoor classroom environment. The centre has a small and supportive Parents and Citizens' Association (P&C).

#### **Staff members identify providing an inclusive environment focused on student learning and wellbeing as core strengths of the centre.**

The unique context of the centre requires teaching staff to provide a differentiated and engaging curriculum for thousands of students a year across kindergarten to Year 12. Over time, centre staff have built a repertoire of effective teaching practices that are responsive to learning in an outdoor environment and enable teachers the agility to engage students of all ages. Within specially developed programs, teachers articulate differentiating the content, process, product and learning environment to meet the needs of kindergartens, schools, groups of students and individual students.

## 2.2 Key improvement strategies

### **Domain 1:** An explicit improvement agenda

Redevelop the vision, purpose and mission statement to clearly identify the core business and brand of the centre.

### **Domain 6:** Systematic curriculum delivery

Review and refine programs to ensure the curriculum is precise, and aligned to the Australian Curriculum (AC) and the values of the centre.

### **Domain 8:** Effective pedagogical practices

Define the pedagogical approaches underpinning the centre-identified strategy of Student Led Learning (SLL) to further support, engage and challenge students in their learning.

### **Domain 6:** Systematic curriculum delivery

Implement clear learning intentions and evidence of learning for students to be able to focus on the expected learning for each program.

### **Domain 7:** Differentiated teaching and learning

Enhance program reflection practices to enable in-depth analysis of the effectiveness of differentiation practices in supporting the learning needs of identified groups of students.