

Sunshine Coast 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

Sunshine Coast Environmental Education Centre acknowledges the shared lands of the Kabi Kabi people.

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 19 to 21 November 2024	 43 participants	 13 school staff
 18 students	 0 parents and carers	 12 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda Refine strategic priorities in alignment with the shared vision and values, including processes to improve students’ learning, engagement and wellbeing, to provide clarity and shared ownership for staff.
Domain 5: Building an expert teaching team Establish collaborative opportunities for staff to share their expertise within and beyond the centre to support teachers to work together and learn from each other’s practices.
Domain 6: Leading systematic curriculum implementation Establish opportunities for moderation at the planning phase, within and beyond the centre, to enhance staff knowledge of the Australian Curriculum and the P–12 Curriculum, assessment and reporting framework.
Domain 8: Implementing effective pedagogical practices Systematically enact opportunities for professional conversations involving all teaching staff to develop a shared understanding of beliefs and perspectives about pedagogy.

Key affirmations

	Staff describe the learning environment as calm and engaging, providing opportunities that challenge and support students in learning. Staff describe the trust, support and respect they receive from each other. They communicate a strong sense of wellbeing among the team and how much they value their work environment. Teachers highlight they focus on developing positive and caring relationships with students and each other that support engagement. Staff describe the environment and equipment as well maintained to maximise student engagement in learning. Students convey they appreciate the safe, equitable and supportive learning environment.
	Leaders discuss how partnerships are embedded in the culture of both centre and partner school communities and drive student learning engagement. Centre staff explain they have developed, and actively seek to enhance, their relationships with long-term partner schools. Leaders discuss how they engage in collaborative decision-making and regular evaluation of programs with partner schools. A wide range of partnerships have been built with partner schools, including the Wilderness Trek, leadership programs and training programs. Partner school leaders express appreciation for the positive impact of these partnerships on student learning and wellbeing.
	The principal and staff members are united and committed to providing quality learning, with a focus on building engagement and wellbeing for all students. Staff discuss how they work with teachers from partner schools to develop engaging curriculum activities for students. Teaching staff comment that curriculum programs delivered by the centre focus on building students’ knowledge and skills, and broadening learning. They describe using a range of teaching strategies. Teachers from partner schools discuss how the centre’s programs enhance student engagement in learning.
	The principal and staff convey they share a commitment to using differentiated teaching and learning practices to best meet the needs of every student. The principal and teaching staff explain they work with classroom teachers before, during and after visits to plan for individual learning needs and make necessary adjustments to programs. Staff from partner schools express appreciation for the efforts made to co-construct differentiated learning experiences. The principal and staff articulate all students are capable of learning successfully and experiencing success when provided with appropriate learning opportunities and necessary support.