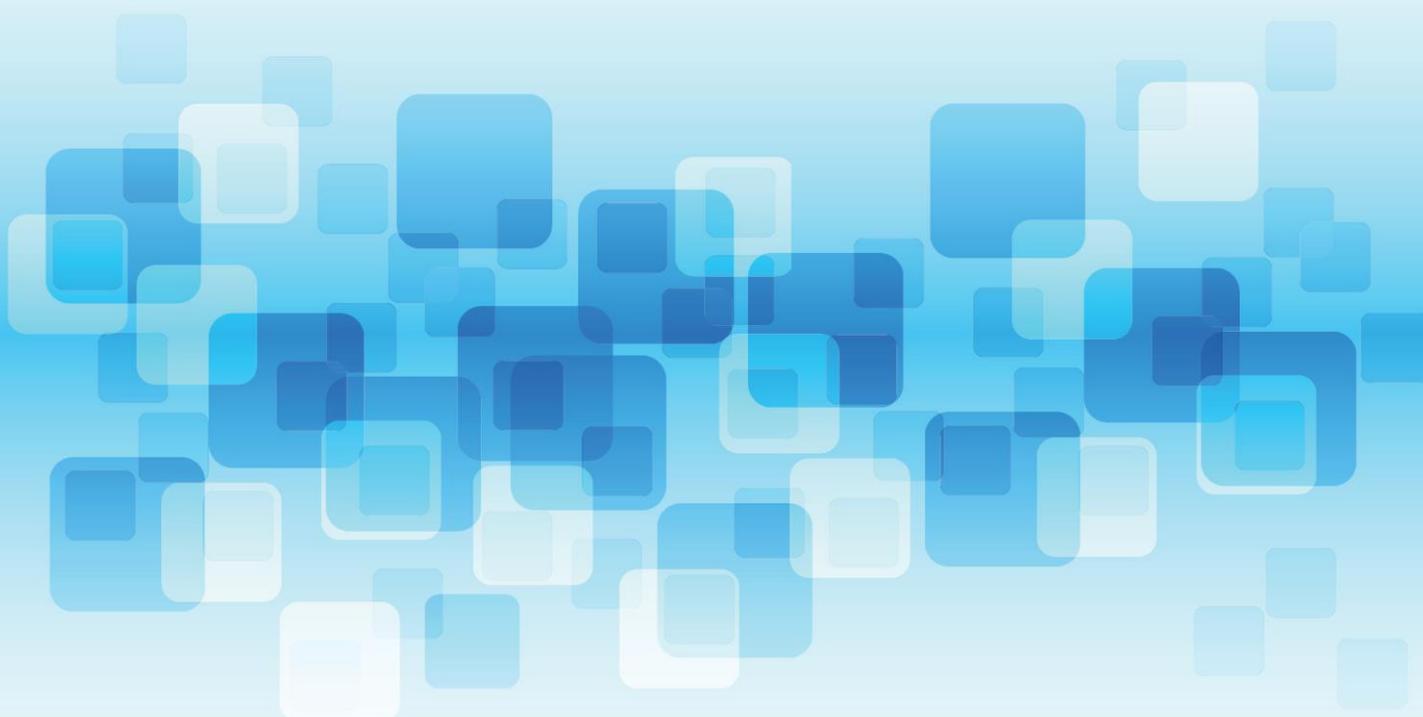




# School Improvement Unit Report

## Nudgee Beach Environmental Education Centre

### Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Nudgee Beach Environmental Education Centre from 28 to 29 October 2015. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	Nudgee Road, Nudgee Beach
<b>Education region:</b>	Metropolitan
<b>The school opened in:</b>	1989
<b>Year levels:</b>	Prep to Year 12
<b>Current school enrolment:</b>	98 per cent day visit 2 per cent residential
<b>Indigenous enrolments:</b>	n/a
<b>Students with disability enrolments:</b>	n/a
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	n/a
<b>Year principal appointed:</b>	1992
<b>Number of teachers:</b>	2.2 (full-time equivalent)
<b>Nearby schools:</b>	Earnshaw State College, Boondall State School, Shorncliff State School, Sandgate State School, Sandgate District State High School
<b>Significant community partnerships:</b>	Memorandum of Understanding with the Outdoor Environmental Sustainability Training Registered Training Organisation (OEST RTO)
<b>Unique school programs:</b>	Certificate III in Indigenous Land Management



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Principals Supervisor / Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Three teachers
  - Business Services Manager (BSM)
  - A selection of visiting school co-ordinators, teachers and students
  - Parents and Citizens' Association vice-president

### 1.4 Review team

Peter McKenna	Internal reviewer, SIU (review chair)
Mark Cridland	Peer reviewer
Jay Mills	External reviewer



## 2. Executive summary

### 2.1 Key findings

- The centre is committed to providing high quality programs with a focus on real life learning beyond the classroom in marine environments.

Feedback from visiting teachers is extremely positive about the service provided. There are high levels of satisfaction with the organisation and the provision of expert knowledge in marine science. There is little evidence of staff involvement in the collaborative development of an improvement agenda focussed on teaching and learning.

- There is a sense of optimism about program and infrastructure developments.

The very recent improvements in facilities and programs have been welcomed by staff. Staff speak positively of the willingness for the centre to accept change. Explicit and clear school-wide targets for improvement are yet to be established and shared with centre staff.

- Induction is provided for teachers new to the centre.

Teaching staff indicate that they were provided with training to undertake activities requiring specific qualifications as part of their induction. An induction checklist is in place for new staff, which focuses on mandatory induction procedures. A high quality, ongoing induction process is yet to be developed

- Performance Development Plans (PDP) have been completed by teaching staff to guide their professional growth.

Teaching staff have PDPs in place and have engaged with Australian Professional Standards for Teachers to some degree. Individual teachers are encouraged to take responsibility for their own development and seek support and advice from colleagues from other environmental education centres. The recent appointment of a senior teacher, as a coach and mentor, is seen as a positive move in supporting teaching staff with their individual learning and development. A professional learning plan linked to the school's improvement agenda is yet to be developed.

- The centre offers programs across all year levels which provide learning opportunities for the development of environmentally-based knowledge and skills.

The teaching team at Nudgee Beach Environmental Education Centre have committed time and energy over the past two years to increase the number and quality of programs on offer to schools. The programs are designed to deliver components of relevant Curriculum into the Classroom (C2C) units of work appropriate for the year level of visiting students. Visiting teachers speak positively about the increased range and quality of programs that are now on offer. The centre



has developed an authentic vision for the centre which is yet to be embedded in practice.

- The centre has a documented pedagogical and curriculum framework encompassing the areas of science, history, geography and the arts.

The centre's pedagogical and curriculum framework refers to established learning theories, university research and curriculum documentation. The teaching staff acknowledge links between centre programs and C2C units of work with reference to pedagogy of place as an underlying theory behind programs. A common language and consistent understanding of the centre's pedagogical framework is not evident at this time.

- Indigenous perspectives and conservation of the marine environment and wetlands are core themes within programs.

A wide range of information, display materials and infrastructure supporting conservation and Indigenous perspectives are evident around the centre. There is some evidence of the connections between these resources and the delivery of high quality environmental education teaching practice.



## 2.2 Key improvement strategies

- Engage staff in a collaborative process to establish an improvement agenda with a narrow and sharp focus on core teaching and learning priorities.
- Develop an implementation plan for the improvement agenda which includes clearly articulated strategies for progress towards targets and is monitored through purposeful data collection and analysis.
- Develop a teacher induction program that addresses mandatory training requirements, outlines mentor processes, caters for beginning teachers and includes collaborative monitoring strategies.
- Develop and implement a professional learning plan linked to the school's improvement agenda that includes a coaching, observation and feedback cycle to create a culture of continuous professional improvement. Ensure adequate levels of resourcing are provided to allow teaching staff to engage in formal coaching programs.
- Embed the centre's vision in the enacted and documented curriculum plan including a progression of age-appropriate and engaging activities.
- Revisit and revise the pedagogical framework and develop staff knowledge and understanding of framework to ensure that it is consistently implemented across the centre.
- Establish a new centre-wide process of program design that incorporates high quality environmental education teaching practice, including time for effective feedback processes for students.