School Improvement Unit
Report

Amaroo Environmental Education Centre
Executive Summary
1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at Amaroo Environmental Education Centre from 5 to 6 September 2016.

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 consider in consultation with its regional office and school community.

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

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>Kleinton School Road, Kleinton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>Darling Downs South West Region</td>
</tr>
<tr>
<td>Year opened:</td>
<td>1975</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>Enrolment:</td>
<td>100 per cent Day Visit</td>
</tr>
<tr>
<td>Indigenous enrolment percentage:</td>
<td>NA</td>
</tr>
<tr>
<td>Students with disability enrolment percentage:</td>
<td>NA</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>NA</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>2013</td>
</tr>
<tr>
<td>Full-time equivalent staff:</td>
<td>5.4</td>
</tr>
<tr>
<td>Significant partner schools:</td>
<td>Youth &amp; Community Learning Centre, Highfields State School, Geham State School, Meringandan State School, Rangeville State School</td>
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</tbody>
</table>
Significant community partnerships: Queensland Murray Darling Committee, Condamine Alliance, Gummingurru Aboriginal Corporation, Wildlife Queensland (Toowoomba Branch).

Significant school programs: Biarah Burra in conjunction with Toowoomba Youth & Community Learning Centre (YCLC), Sundrops and Me, What’s the Bush About?, Power of One, Creature Features, senior biology, senior geography.

1.2 Review team
Peter McKenna Internal reviewer, SIU (review chair)
Noeleen Rowntree Peer reviewer
Dr Glyn Thomas External reviewer

1.3 Contributing stakeholders
The following stakeholders contributed to the review:

School community:
- Four teachers, Parents and Citizens’ Association (P&C) president, one Unit Support Officer and one Business Services Manager (BSM)

Partner schools and other educational providers:
- Three teachers from visiting schools

Government and departmental representatives:
- Assistant Regional Director (ARD)

1.4 Supporting documentary evidence
Annual Implementation Plan 2016 Explicit Improvement Agenda 2016
Investing for Success 2016 Strategic Plan 2013-2016
Headline Indicators (June 2016 release) Environmental Management Plan
OneSchool School budget overview
EATSIPS Implementation Plan Curriculum synopsis
School pedagogical framework Professional development plans
Curriculum planning documents
2. Executive summary

2.1 Key findings

An extremely positive learning culture is apparent.

All staff members are committed to the vision and mission of the centre. The principal, teaching and support staff members demonstrate and express a strong commitment to environmental sustainability and Indigenous perspectives.

The centre has a broad improvement agenda.

The centre’s strategic plan and Annual Implementation Plan (AIP) are well documented and reflect a collaborative and inclusive planning process. The current Explicit Improvement Agenda (EIA) outlines three strategies in response to identified issues including the development of an authentic data plan for meaningful data capture and interpretation.

Curriculum planning at the centre is of a high quality.

Programs offered by the centre are documented in a thorough and concise manner. They include explicit links to the relevant aspects of the Australian Curriculum (AC) and identify age-appropriate teaching strategies from the centre’s pedagogical framework. These documents ensure consistency of teaching practice and enhance student learning outcomes.

The centre has a significant network of partnerships, relationships and community connections.

The centre connects with various organisations to improve learning outcomes for program participants. There are strong relationships with local Indigenous Elders and consultation and engagement with them enables Indigenous perspectives to be a strength of the centre’s curricula. The principal has strong networks in the field of environmental education at a local, national and international level. Some of these connections have developed into mutually beneficial partnerships.

The centre’s pedagogical framework is comprehensive.

The centre has a broad pedagogical framework identifying all the elements of the productive pedagogies and the Learning Beyond the Classroom (Pedagogy and Place) material. Teachers at the centre emphasise the importance of ‘hands-on learning’ and ‘learning by doing’ aspects of the pedagogical framework. An opportunity exists to develop a more focused pedagogical framework to provide greater guidance to teachers.
Professional learning and coaching feedback supports teachers in developing their strengths and interests.

A collegial coaching program is implemented with teaching staff members. Teachers have commenced working in pairs to provide feedback. This coaching program allows teachers to choose the area of feedback focus and does not require the teacher to refer to the centre’s pedagogical framework or the centre’s improvement agenda. All staff members are supported in their professional learning.

2.2 Key improvement strategies

Collaboratively develop and implement a narrow and focused EIA that is accompanied by targets, timelines, appropriate resourcing and Professional Development (PD) for all staff members.

Develop and implement a data plan for the centre which ensures data is collected consistently, analysed and used in a timely, responsive manner and is aligned to the centre’s EIA.

Narrow the focus of the pedagogical framework.

Align the centre’s professional learning plan and peer coaching initiatives with the centre’s EIA and the pedagogical framework.

Implement a program of observation, support and feedback for teaching staff members aligned with the pedagogical framework, with the principal providing feedback to all teachers.