

Cumboola 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

Cumboola Environmental Education Centre acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

About the school

Education region	Darling Downs South West Region
Year levels	Prep to Year 12
Enrolment	n/a
Aboriginal students and Torres Strait Islander students	n/a
Students with disability	n/a
Index of Community Socio-Educational Advantage (ICSEA) value	n/a

About the review

 <p>3 reviewers from 29 April to 1 May 2025</p>	 <p>23 participants</p>	 <p>6 school staff</p>
 <p>3 students</p>	 <p>0 parents and carers</p>	 <p>14 community members and stakeholders</p>

Key improvement strategies

Domain 8: Implementing effective pedagogical practices
Embed processes for further conversations about deliberate, responsive and timely pedagogical approaches to determine those most effective in relation to the curriculum, the learning and the learner.

Domain 6: Leading systematic curriculum implementation
Further review the centre’s 3 levels of planning to align with the AC in relevant learning areas.

Domain 3: Promoting a culture of learning
Further refine opportunities with participating schools for shared and engaging learning experiences to enhance enquiry, creativity and innovation for all students.

Domain 2: Analysing and discussing data
Refine processes for capturing voice from students participating in centre programs to evaluate the impact of programs on student learning.

Key affirmations



Staff speak of how their shared belief that all students can be successful learners, and engaged and challenged within a safe, supportive environment, informs tailored supports.

Centre staff tailor support to student learning needs. They explain how student voice is valued in maximising student engagement in their learning journey. They share how they adapt strategies, materials and ways of working to enable students to access the range of programs and activities available. Students appreciate the way teachers listen to their concerns and make appropriate adjustments to engage them and successfully meet unknown challenges. School-based teachers and leaders comment that curriculum-based programs offered by the centre provide students with a positive experience and impact learning, engagement and wellbeing.



Leaders from visiting schools describe how the centre’s ‘expert team’ provides valuable learning for both students and staff which enhances curriculum offerings.

Centre staff describe a commitment to continuous learning in their leadership of environmental and outdoor learning and curriculum. Staff comment that centre programs are linked to the AC. Leaders from partner schools appreciate the guidance from centre staff in delivering learning and supporting the development of learning in areas such as Technologies and Science. School staff explain strong student engagement in learning experiences that extend beyond the centre experience. Visiting staff indicate a feature of the centre is the highly qualified, experienced and dedicated staff, who build the capability of teachers across schools.



Centre staff speak highly of the culture of collaboration and professionalism they share with colleagues, which contributes to high staff morale.

Centre staff describe a unified team characterised by a collegial culture of mutual trust and support that contributes to high staff morale and a sense of workplace satisfaction. Visiting staff describe the positive and trusting relationships established by centre staff and speak of the genuine care provided. Students describe staff as caring, thoughtful, and responsive to their needs and remark that teachers support them to be successful. Centre staff express a deep belief that learning is a shared responsibility between students and staff from visiting schools. They describe a commitment to a learning culture where staff and students learn together.



Teaching staff mention a strong research-informed pedagogical focus, which underpins their beliefs and practices and impacts all student learning and engagement.

The principal describes working with staff to discuss a range of evidence-informed pedagogical approaches. They discuss developing a shared understanding and language about pedagogy. Staff describe conversations about pedagogy and discuss how evidence- informed teaching practices may be used at the centre and beyond. The principal talks about supporting teachers to develop effective pedagogical approaches through a planned observations and feedback model. Visiting teachers and leaders discuss applying these strategies after the camp or incursion to support ongoing student learning and engagement.