

Numinbah Valley 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

Numinbah Valley Environmental Education Centre acknowledges and pays respects to the Kombumerri people, the Traditional Owners of the djagun (land) in our area, which is part of the Yugambeh Language Region across South East Queensland.

About the school

Education region	South East Queensland 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

 3 reviewers from 8 to 10 October 2025	 44 participants	 10 school staff
 5 students	 1 parents and carers	 28 community members and stakeholders

Key improvement strategies

Domain 2: Analysing and discussing data Formalise processes for collaboratively analysing key data sets to inform teaching and learning and strategic planning.
Domain 7: Differentiating teaching and learning Develop methods for gathering student voice prior to and during camping experiences to modify learning activities and measure their impact.
Domain 6: Leading systematic curriculum implementation Further refine teachers’ knowledge of the Australian Curriculum (AC), including the cross-curriculum priorities and general capabilities, and the senior syllabuses to maintain centre programs’ currency and alignment with school-based learning.
Domain 5: Building an expert teaching team Collaboratively expand internal and external staff capability development opportunities, to maintain an expert teaching team and support ongoing collective professional learning across schools.

Key affirmations



First Nations Cultural Mentors describe the opportunities to share their knowledge as custodians of Country with staff and students and comment this promotes a sense of shared belonging.

The principal discusses the context-appropriate improvement agenda, which considers the values and aspirations of staff and stakeholders, including First Nations partners. First Nations partners describe how the centre’s positive and inclusive culture reflects the mantra ‘*Respect, Relationships, Reciprocity*’. They comment the centre staff have created a culturally safe and responsive environment that promotes a sense of belonging for students. Staff value the Reconciliation Action Plan (RAP) working group through which stakeholders come together to share stories and learn from each other. Teachers from client schools celebrate the centre’s role in promoting and teaching authentic First Nations perspectives.



The principal highlights how the many strong, reciprocal partnerships supporting program delivery for client schools enhance environmental awareness across the wider community.

Staff comment the centre has been recognised nationally, across Queensland and locally as a sector leader in connecting ‘People, Purpose, and Place’, highlighting that its excellence in working with partners to deliver programs has been acknowledged through multiple awards. They refer to the establishment of the Youth Ambassadors model, which encourages students to develop a sense of shared leadership, community connection and self-determination. Key partners refer to the concept of ‘reciprocity’ as central to the success of each partnership and enhancing their positive impact on student, teacher and community learning.



Staff and stakeholders celebrate the positive, caring and trusting relationships across the centre, which foster effective collaboration and a shared community ‘vibe’.

The principal comments the centre’s culture is intentionally built around wellbeing, gratitude and teamwork. Visiting staff speak highly of the work of centre staff in supporting this culture and providing opportunities that enhance student learning, wellbeing and engagement. Staff and visiting students celebrate the centre’s enduring influence on their lifelong learning. Staff mention opportunities to engage in ‘passion projects’ to enhance their own learning journey within the centre. Members of the Parents and Citizens’ Association (P&C) refer to the ‘Numinbah – Holding Tight’ project, which has engaged over 1500 participants across schools and community since 2020 in planting over 18,000 trees, as an example of the centre’s collaborative community spirit and the positive and enduring impact of its work.



Teachers describe how the range of programs delivered on-site or as visiting programs at schools provide students with unique learning opportunities, improving their engagement and outcomes.

The principal discusses the centre’s focus on pedagogy, which is underpinned by a shared vision and values around teaching and learning. Teachers highlight their use of a range of pedagogies when delivering learning for students. They speak of how students participate in programs that are focused on learning beyond the classroom. Teachers from client schools describe how working with the centre to embed components of the AC and senior syllabuses supports the alignment of curriculum, teaching, learning and assessment. They mention how components of assessment are integrated into visits to the centre to support portfolios of learning. Visiting teachers link learning activities at the centre with improved student Level of Achievement (LOA) data.

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