

Daradgee 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

Daradgee Environmental Education Centre acknowledges the shared lands of the Dyrirbarra nation and the Waribarra, Dulgubarra, Bagirbarra, Wabubarra–Mandubarra, Dyrirbarra people of the Jirrbal and Mamu language region. We pay our respects to their Elders, past and present.

About the school

Education region	Far North 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

 <p>3 reviewers from 18 to 20 June 2025</p>	 <p>40 participants</p>	 <p>10 school staff</p>
 <p>17 students</p>	 <p>3 parents and carers</p>	 <p>10 community members and stakeholders</p>

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Formalise opportunities for collaboration in the future shared vision, values and aspirations of the centre to identify the purpose and ensure the perspectives of all stakeholders are considered.

Domain 3: Promoting a culture of learning
Collaboratively develop a clear and shared understanding of the centre’s role in capturing and communicating student learning to align with programs and enhance the learning culture.

Domain 1: Driving an explicit improvement agenda
Sharpen the key, agreed strategies in the improvement agenda, including measurable targets, to clarify actions and align with the shared vision and purpose.

Domain 2: Analysing and discussing data
Clarify a consistent set of data collection tools and processes to ensure data provides relevant information to guide program delivery and monitor effectiveness.

Domain 6: Leading systematic curriculum implementation
Refine the centre’s curriculum plan to ensure programs and activities reflect learning intentions for students and the agreed and documented vision.

Domain 4: Targeting school resources
Systematically enact a data-informed review of resource allocation and program offerings to ensure alignment with the vision and purpose of the centre.

Key affirmations



Staff appreciate how they work together to ensure experiences for students are effective, engaging and memorable.

Staff affirm that the successful implementation of programs is ‘a team effort’. They praise the supportiveness of colleagues and express a shared desire for each team member to succeed professionally. Teachers celebrate the efforts of team members to go beyond their usual role when required. Visiting teachers speak of how they are encouraged to participate in the programs, building a wider collegial team. Staff praise the principal for taking a lead role in being supportive and modelling effective teamwork.



Teachers recognise how positively engaging students in programs provides a unique opportunity to understand students’ needs and contribute to their outcomes.

Teachers emphasise that establishing a positive rapport with students and understanding their emotional needs is crucial to their successful progress through the program. Teachers highlight their focus on fostering student self-reflection and awareness of their own learning progress. Students describe how staff help them to feel comfortable stepping outside their comfort zones and committing to difficult tasks. They articulate any reasons for feeling ‘anxious/nervous’ and describe the actions of staff to build their confidence and enjoyment.



The principal celebrates beneficial partnerships with schools, centres and community that enrich students’ study of the environment and their understanding of connection to Country.

The principal describes actively engaging with local First Nations groups, environmental and conservation organisations, regional council, schools, and Outdoor and Environmental Education Centre clusters. Staff explain that the partnerships offer students direct involvement in scientific research and environmental conservation. Staff celebrate expanding partnerships with First Nations organisations, which are enriching the programs’ cultural connections. The principal emphasises the benefits of the close working partnership with other centres and schools to share ideas and practical advice.



Staff express a passion for ensuring all students have full access to programs, are appropriately challenged, and experience a sense of achievement.

Teachers celebrate the achievements of each student and articulate a belief that all students will learn successfully. Staff promote a centre-wide commitment to differentiated teaching, delivered through an engaging experiential program that cultivates students’ personal and social capabilities. Educators highlight how students with diverse needs often demonstrate significant growth and engagement within this setting. The principal conveys confidence that teachers intuitively differentiate their teaching to ensure every student is fully engaged. Staff proudly relay the incremental successes of individual students.

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