Background:
Boyne Island EEC, is located south of Gladstone on the central coast of Queensland. The Centre promotes, demonstrates and models environmental education for sustainability to students, teachers, schools and communities. In 2013, in excess of 5000 students from Prep to Year 12 visited the Centre. The Principal, Dr David Kopelke, was appointed in 1991.

Commendations:
- Since the previous Teaching and Learning Audit in 2010, considerable work by the Principal and staff members has led to improvement in most domains, but in particular: Analysis and Discussion of Data, A Culture that Promotes Learning, Systematic Curriculum Delivery and Effective Teaching Practices.
- The Principal and teachers have a very strong commitment to aligning school programs to the Australian Curriculum and Queensland Curriculum, Assessment and Reporting Framework (QCARF). This commitment is evidenced through the consistent enactment of the school Curriculum Plan.
- Implementation of the school’s pedagogical framework, The Boyne Way is ensuring the use of research based teaching practices and that students are engaged, challenged and learning successfully.
- The school has adjusted the pedagogical framework to include Explicit Instruction to better align with regional expectations and ensure a common language with visiting teachers.
- The school has developed unique teacher and student surveys to collect baseline data to formulate learning goals prior to visits and to monitor student and teacher satisfaction levels. These data sets are collated and analysed to identify trends and potential areas for improvement.
- Full or part funding of a number of staff positions and the continual upgrade and maintenance of specialist resources clearly demonstrates the school’s commitment to applying its’ human and financial resources in a targeted manner to maximise outcomes for visiting staff members and students.
- The school has strategically developed strong partnerships with a broad range of schools and other educational institutions, businesses, government agencies and community groups. These partnerships enhance student engagement and learning outcomes.

Affirmations:
- The school has a clear improvement agenda driven by the Annual Implementation Plan (AIP) and a set of measurable performance targets that are aligned with systemic and school priorities.
- School staff members liaise with teachers from visiting schools to identify specific goals for programs and to identify the learning needs of students. Teachers use this information to develop tailored learning experiences and assessment items.
- Data on the achievement levels of visiting students completing Curriculum to the Classroom (C2C) assessment tasks, as part of units delivered by the school, are collated and analysed by the Principal and teachers.
- The school has a very strong commitment to building the capacity of all staff members through targeted professional development, training and coaching.

Recommendations:
- Further align Developing Performance Framework (DPF) plans with the Collegial Coaching model and structured classroom observations to enhance teacher reflection of teaching and learning practice.
- Consider inducting visiting teachers into The Boyne Way to enhance alignment of practices and to maximise their learning associated with observing the school’s expert teachers delivering programs.
- In consultation with the pedagogical framework, review the whole school approach to differentiation to ensure that every student is provided with the individual adjustments they require to maximise their learning. Ensure differentiation for targeted students is evident in planning documents.
- Consult with partner schools to identify future C2C units to be developed.
- Review data plan to ensure both short and long cycle data is analysed and used to inform practice. Further utilise data to monitor the effectiveness of adjustments to policies and processes.
- Continue to build teacher data literacy to ensure frequent opportunities for teachers to use performance and achievement data to reflect on and adjust teaching and learning practice.
- Provide visiting schools with the outcomes of student and parent satisfaction survey results.