Principal’s Forward:- 2012 at a Glance

The 2012 school year was a year of change, challenge and new opportunities with the delayed relocation of the Centre from our home at Wynnum Central State School to our new purpose built Centre. The environmentally sustainable design features of the building have exceeded all expectations in the reduction of our ecological footprint, staff enthusiasm and client satisfaction. The new Centre has provided a range of new education opportunities, new ways of operating, new staff to maintain the facilities and a new Principal for the 2013 school year will set a new direction. These changes have had an impact on service delivery as reflected in the visitation statistics. However, there have been a number of highlights including:-

- Official Opening of the Centre in February by Hon. Paul Lucas Member of Parliament
- Alignment of existing programs to the Australian Curriculum
- Development of new programs for early childhood phase of learning
- Development of history programs for year 10 in partnership with Qld Parks and Wildlife Service that utilise a Theatre in Education Approach and the historic site of Fort Lytton
- Successful completion of Earth Smart Science projects for 15 school communities
- Accessed funding to develop a design brief and tender process to replace the Centre’s vessel MV Heritage
- The Centre was reviewed and re-banded to a Band 7 Centre
- Introduced online client survey tool utilising Survey Monkey
- Increased the number of qualified relief staff to support the delivery of Centre programs
- Successful Teaching and Learning Audit confirmed the Centre has maintained or improved teaching and learning across the 8 dimensions of the Audit Instrument

Explicit Improvement Agenda 2012

<table>
<thead>
<tr>
<th>Explicit Improvement Agenda 2012</th>
<th>Not Started</th>
<th>Started</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching and Learning Audit recommendations actioned with explicit centre school strategies focussed on improvement.</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>2. Align data capture to Teaching &amp; Learning outcomes across the 3 modes of service delivery.</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>3. Consolidation of One School as an operational environment for school data, plans and financial operations.</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>4. Implementation of Performance and Development Plans for administrators and teaching staff.</td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>5. Aligning our unique O&amp;EE programs with the Australian Curriculum with a specific focus on general capabilities and cross curricula priorities.</td>
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<td></td>
<td>√</td>
</tr>
</tbody>
</table>
2012 Service Delivery and Community Partnerships

**Service Delivery**

The trend of decline in service stabilised during 2012 and predicted service delivery for 2013 indicates a reversal of that trend. It is envisaged that the proposed replacement of the Centre’s vessel will reduce transport costs for schools and increase demand for programs.

Client satisfaction for our programs continues to be high and improvements in the 2012 Teaching and Learning Audit underlay a culture of quality education programs and client service. The Centre’s active participation in an ARC Research project has resulted in improvements in pedagogy and curriculum design. The main challenge for 2013 and beyond is to increase the level of service delivery while not impacting on the quality of education programs and reducing costs for students.

**Partnerships**

Community use of the Centre’s Facilities and services extends to adult learning through the delivery of an accreditation course for tour guides on St Helena Island in partnership with Queensland Parks and Wildlife Service (QPWS).

Other uses include

- TAFE Certificate IV Education Support Teacher Aide Course
- Indigenous Outreach and the Metropolitan Region Behaviour Services and other Community Service.
- Principals’ cluster meetings, Heads of Curriculum meetings
- Community service groups
- Teacher professional development sessions

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**Visitation Statistics**

**2012 Visitation by Education Phase**

- Early Phase (Prep -3): 31%
- Middle Primary (Years 3-6): 22%
- Lower Secondary (Years 7-9): 32%
- Upper Secondary (Years 10-12): 13%
- Special Education: 0%
- Multi-Phase (Across Phases): 0%
- Other: 0%

**2012 Visitation by School Sector**

- Special Education: 52%
- State School: 32%
- State High School: 13%
- Non State School: 2%
- Interstate: 1%
- International: 0%
- Distance Education: 0%

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**2012 Visitation by Education Region**

- Metropolitan: 72%
- South East: 25%
- Central Queensland: 3%
- North Coast: 0%
- Darling Downs South West: 2%
- Far North Queensland: 0%
- North Queensland: 0%
- Other: 1%

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**Teaching and Learning Audit Dimension**

<table>
<thead>
<tr>
<th>Component</th>
<th>2010</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explicit Improvement Agenda</td>
<td>Medium</td>
<td>High to medium</td>
</tr>
<tr>
<td>2. Analysis and Discussion of Data</td>
<td>Medium</td>
<td>High to medium</td>
</tr>
<tr>
<td>3. Culture that Promotes Learning</td>
<td>High</td>
<td>High to medium</td>
</tr>
<tr>
<td>4. Targeted Use of Resources</td>
<td>High</td>
<td>Outstanding to high</td>
</tr>
<tr>
<td>5. Expert Teaching Team</td>
<td>Medium</td>
<td>Medium to high</td>
</tr>
<tr>
<td>6. Systematic Curriculum Delivery</td>
<td>High</td>
<td>Medium to high</td>
</tr>
<tr>
<td>7. Differentiated Classroom Delivery</td>
<td>Medium</td>
<td>High to Medium</td>
</tr>
<tr>
<td>8. Effective Teaching Practice</td>
<td>Medium</td>
<td>High to Outstanding</td>
</tr>
</tbody>
</table>

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**Client Survey Responses**

- Excellent/Good
- Adequate
- Marginal
- Inadequate
**Organisational Capacity: Human Resources**

### Professional Development Expenditure

- Expenditure on Professional Development = $5435.00
- (22.49% of Core Grant)

### Development Focus Areas

- Maritime Safety Training - all staff
- Mapping the Australian Curriculum Staff induction new facilities
- ICT – Trace Board Training
- Mandated – e.g. First Aid, EQ updates

### ICT’s in MBEEC

- Digital Microscopes
- GPS
- GIS software
- Laptops
- Digital cameras
- Voice recording
- iPads and Applications
- Data loggers
- Wi Fi cameras

### Moreton Bay EEC Staff 2012

#### Teaching Staff – 8
- Teaching Principal Band 7
- 3 FTE Teachers
- Centre Funded Teacher (0.5 FTE)
- Earth Smart Science (0.5 FTE)

#### Non-Teaching Staff
- Admin Officer – AO2 (0.97 FTE)
- Cleaner (11.75 hours)
- Unit Support Officer (0.6 FTE Purchased)
- Teacher Aide (0.4 FTE Purchased)

#### Indigenous Staff
- 1 staff member

### Workforce ICT Capacity 2010 2011

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Digitally</td>
<td>AAA</td>
<td>AAA</td>
</tr>
<tr>
<td>Developing Professionals</td>
<td>Not Attained</td>
<td>Not Attained</td>
</tr>
<tr>
<td>Enabling Learners</td>
<td>A</td>
<td>AAA</td>
</tr>
<tr>
<td>Enterprise Platform</td>
<td>Not Attained</td>
<td>Not Attained</td>
</tr>
</tbody>
</table>
Finance:-
The Centre’s 2012 end of year financial situation continues to be very strong. The residual funds have been targeted to meet planned expenditure for purchase of support staff, facilities enhancement, new digital resources and fit out of the new vessel. The trend of declining service delivery has reduced Centre income which will be reversed when visitation increases. The Centre’s administration officer continues to be commended for very effective systems controls.

Facilities/Grounds:-
The environmental design features of the new facilities have exceeded expectations and the inclusion of additional solar voltaic cells under the Solar Schools Project will further decrease the Centre’s ecological footprint. Information on the Centre’s ecological footprint is limited to 6 months of electricity use at this stage but data collection will be a major strategy in 2013. The Centre has a number of build defects that will require rectification but we are still awaiting final hand-over of the building. Maintenance of the facilities and new grounds will be a drain on the Centre’s finances through the purchase of ground’s support staff.

Accessing additional funding for maintenance and support staff will be a key strategy for 2013.

Resourcing:-
The major challenge for the Centre during 2012 was adapting to the impacts of decommissioning the Centre’s vessel MV Heritage. The high cost of using commercial vessels to transport students and to deliver programs has resulted in an increase in program costs. Incidental client feedback has indicated that the increased cost is not sustainable as parents will not be able to afford excursion costs in the near future.

MBECC Staff have responded by developing alternative programs and adapting others to cater for the loss of the MV Heritage. The vessel was auctioned during 2012 and the Department of Education has committed funding to replace the vessel in 2013. Funding was provided to the Centre to develop a design brief and plans for a tender process which has required a significant amount of time and effort to complete towards the later part of 2012.

The department has committed further funding to replace the vessel with procurement processes completed by the end to Term 1 in 2013 and construction commenced in May 2013. The new vessel will be available to support programs by Term 4 2103.