Principal’s Forward: - 2013 at a Glance

The 2013 school year was a year of change with the successful completion of our Quadrennial School Review, development of a new vision and commencement of a 4 year strategic plan for the Centre. We also experienced the retirement of a number of long term staff members. The loss of 32% of staff impacted a great deal on our review agenda because of the need to train new teaching staff to be able to deliver curriculum programs.

The highlight of the year was the launching of the Centre’s new $1.1 million marine research vessel “Inspiration” in October 2013. The honour of naming the new vessel was awarded to Eileen “Mitch” Mitchell in recognition of her 29 years as Principal of the Centre. The name “Inspiration” reflects the Centre’s vision of “Inspiring Champions for the Bay”.

Other major successes for the 2013 school year include:-
• 50% increase in service delivery with the majority of growth from the public school sector.
• Development of programs with a specific focus on the new geography and history curricula.
• Review of all curriculum programs to align with the Australian curriculum.
• Received a $14500 community grant from the Port of Brisbane to relocate shelter sheds and establish a community garden.
• Providing opportunities for pre-service teachers to build their capacity through volunteering and supporting Centre staff to deliver programs.
• Supported an international exchange student and work experience students
• Continuation of existing partnerships with South Bank TAFE and Metropolitan Education Region to deliver programs on site for adults and students at risk.
• Enhancement of learning environments for visiting students.
• Introduction of online calendar system to increase efficiencies in operations and communications with client schools

Explicit Improvement Agenda 2013

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<tr>
<th>Explicit Improvement Agenda 2013</th>
<th>Not Started</th>
<th>Started</th>
<th>Achieved</th>
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<td>1. Centre programs to be reviewed and aligned with the Australian Curriculum with specific focus on Science and History</td>
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<td>2. Publish a Centre specific pedagogical framework that includes the 6 Principles outlined by Departmental guidelines</td>
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<td>3. Using data to inform teaching practice</td>
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<td>4. Develop productive partnerships with students, staff, parents, and the community to maintain a sustainable level of service delivery</td>
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<td>5. Enhance instructional leadership and workforce capability</td>
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<td>6. Develop 21st Century organisational capability</td>
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Service Delivery

The trend of decline in service evident from 2009 has been reversed and the Centre increased the level of service delivery by 50% and provided PD for 300 teachers during 2013. The number of individual students accessing education services is the highest for 6 years.

This trend has continued into 2014 and service provision will grow by another 50% with 9500 students participating in programs. The Centre’s active participation in an ARC Research project has resulted in improvements in pedagogy and curriculum design. With the publication of a pedagogy framework that will guide the review and development of all programs delivered by the Centre.

Partnerships

The Centre’s facilities continue to be utilised by a number of groups outside of mainstream service delivery including:-

- Tour guides on St Helena Island in partnership with Queensland Parks and Wildlife Service (QPWS).
- 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

Other partnerships include:-

- Mangrove Watch which sees students from Whites Hill State College being mentored by community volunteers and scientists in monitoring the health of Moreton Bay ecosystems.
- The Wynnum Manly Schools Education Alliance (WMSea) Young Leaders program in partnership with the Old Conservation Society
- Whites Hill State College whole school student learning profiling project and professional development for staff and parents.
Organisational Capacity: Human Resources

There has been a significant change in the staffing mix at Moreton Bay EEC during 2013 with 32% of staff retiring or changing careers. There had been a number of years of uncertainty brought on by relocation, loss of the Centre’s vessel and new leadership. The establishment of a new strategic direction resulting from a successful quadrennial school review and replacement of the Centre’s large marine vessel has provided certainty which is reflected in the staff opinion surveys from 2013.

There has been an increase in staff satisfaction across all areas in the survey and the Centre staff rated the workplace above the state average in all areas of the survey. Staff attendance has also increased from 96.7% to 98.6% indicating that Moreton Bay EEC is a supportive, happy and healthy work environment.

Professional Development

Total expenditure on Professional Development during 2013 was $5126.00 (15.82% of Core Grant)

Development Focus Areas

- Maritime Safety Training - all staff
- Australian Curriculum – Geography and History
- Staff induction new facilities
- ICT – Use of iPads in an Outdoor & Environmental Education context
- Mandated – e.g. First Aid, EQ updates
- Training of new teaching staff in programs and Heritage Interpretation
- Indigenous Frameworks for cultural interpretation

Moreton Bay EEC Staff 2013

Teaching Staff
- Teaching Principal Band 7
- 3 FTE Teachers

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)
- Boat Officer (.06 FTE Purchase)

Indigenous Staff
- 1 staff member

Total Number of Staff
- 7 teaching staff and 5 support staff

Staff Qualifications 2013

- Certificate IV 10%
- Diploma 10%
- Bachelor 40%
- Masters 40%
- Doctorate 0%

Staff Attendance and Retention

- 2010: 97.10%
- 2011: 97.20%
- 2012: 96.70%
- 2013: 98.60%

2013 All Staff Opinion Survey
Secondly, the decommissioning

Finance:
The Centre’s 2013 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 and the purchase of a small bus to enable students to access multiple sites. The key priority moving forward is to maximise the use of the Centre’s new vessel “Inspiration” with the view of cost neutral operations.

Facilities/Grounds:
The Centre was successful in accessing community grants to enhance the learning sites at the Centre. The major project is the establishment of a community garden to support early childhood programs. The Centre has begun to collect baseline data on the Centre’s ecological footprint including water and electricity consumption.

During 2013 the Centre used 14 455 kw of energy during the 2012/13 financial year compared to 1374 Kw used 2011/12 (Note:- only 2 months of usage from date of occupancy of new facilities)

Maintenance of the facilities and new grounds and gardens has been problematic with no resource allocation as the Wynnum SS has responsibility for the site. Continued enhancement of the area will require Centre finances to be committed for staff and consumables.

Resourcing:
The major project for the Centre during 2013 was the construction of our new vessel. The final cost of the project was $1.1 million and is a considerable financial commitment to environmental education by the Department of Education Training and Employment. The build was completed by Everingham Power Boats at Woongoolba and the quality and capacity of the vessel as a research and floating classroom has exceeded all expectations.

The major challenge for the Centre moving forward is to ensure the vessel is utilised to its maximum capacity and run on a cost neutral basis. A focus for 2014 is to secure a permanent berth for “Inspiration” and an increase to staffing allocation of a permanent boat officer to manage and operate the vessel on a full time basis. A number of potential partnerships have been identified for 2014 with the view of increased usage.

Term 4 of 2013 was dedicated to establishing operating guidelines and staff training to ensure safe and efficient running of this unique resource for students and community.