The Moreton Bay Environmental Education Centre is a day visit Centre and shares a location with the Wynnum State School in the suburb of Wynnum. It is now in its fifth year of operation at this site.

The Moreton Bay Environmental Education Centre (MBEEC) began as the St Helena Island Field Study Centre in 1986, a joint venture between the Department of Education and Training and Queensland National Parks and Wildlife Service (QNPWS). The Education unit was upgraded to ‘Field Study Centre’ status under the guidance of the Agricultural Project Club branch and underwent a name change to the ‘St Helena Island Environmental Education Centre’ as part of the Environmental Education branch.

In July 1989, Fort Lytton National Park was added to the Centre’s area of responsibility. In 1993, the centre accepted responsibility for the vessel ‘MV Heritage’ and all of its programs and in 1994 became the Moreton Bay Environmental Education Centre.

In 2012 the Centre moved from Wynnum Central State School to the current purpose built Centre, still adjoining the school grounds. The environmentally sustainable design received an exceptional 6.5 star rating for Green Design. In October 2013, the Centre took delivery of a new $1.1 million marine research vessel ‘Inspiration’. The name ‘Inspiration’ reflects the Centre’s vision of ‘Inspiring Champions for the Bay’.

Today the centre offers programs across sectors including primary, secondary and special, as well as tertiary institutions, community organisations and other Government Departments. Programs are supported by the centre with landscaped outdoor areas, ‘Inspiration’, a 12 metre aluminium catamaran and ‘Janjari’, a 5.8 metre rigid inflatable.

The Annual Report outlines the school’s progress for this exciting, challenging adventure and includes future operational and strategic considerations.

Ms Dianne Aylward
Principal
Moreton Bay Environmental Education Centre
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Vision and purpose

Centre Vision: ‘Inspiring Champions for the Bay’. The core purpose of all programs within the centre focus on the learner with ‘Champions for the Bay’ being individuals who have developed a deep connection to Moreton Bay and actively care for its future.

This is achieved by:
• Providing opportunities for students to explore their place within the bay through immersion in natural, built and cultural places;
• Utilising science, history, story and drama to acknowledge the ‘champions’ of the past;
• Facilitating programs where students collaborate with the ‘champions’ of today through expert individuals and organisations, community action, environmental monitoring and protection; and
• Inspiring the ‘champions’ of tomorrow through environmental education with an explicit focus on Science, History, Marine Studies, Arts education and Geography.

Value

Moreton Bay Environmental Education Centre places the student at the heart of learning and engagement. Program design and implementation is guided by a focus on the following values and perspectives.
• Learning that is relevant, enjoyable and responsive to individual needs.
• The integrity of the natural and cultural environment.
• Indigenous knowledge and traditional land management strategies.
• The importance of sustainable development and sound environmental ethics.
• Active, informed and reflective citizenship.
• Democratic processes, social justice and personal responsibility.
• The right of each individual to have access to quality education experiences.

Pedagogical Framework

Our Journeys across the Edge (Diagram 1) form the learning and teaching journeys for students and staff with the resulting outcome of students who, having engaged in deep learning and connected to authentic places and experiences, become ‘Champions for the Bay’.

The learning journey to become ‘Champions for the Bay’ is based on three stages:
• Walking up to the edge where students adopt a role for the upcoming journey, accept the challenge that is posed and understand the purpose and learning goals of the program they are about to engage in.
• Stepping over the edge involves students exploring the edge, connecting to the place and engaging in the task to achieve each program’s learning goals.
• Looking back at the edge involves student reflection on the journey, challenging previous learnings, and demonstrating understanding and acknowledgement of their authentic educational experience.

The teaching journey to inspire ‘Champions of the Bay’ is based on three stages where teachers identify with the common terminology used with students within the framework.

These include:
• Walking up to the edge where teachers focus on:
  – Understanding the learner by using student centred planning within all programs;
  – Identifying the destination and ensuring aligned curriculum, pedagogy and assessment;
  – Planning the route utilizing targeted and scaffolded instruction; and
  – Inviting the learner to challenge their thinking with high expectations.
• Stepping over the edge involves facilitating and reflecting on the learning journey using engaging and connected experiences within a safe, supportive and inclusive environment.

• Looking back at the edge involves staff collecting and analysing data to inform evidence based decisions around program content, delivery methods and outcomes. The final output is staff reviewing, refining, adapting, adopting and renewing the pedagogy and programs to provide the best educational experiences for students.

Curriculum

Teaching and learning approaches (for P-12 students, focusing on Science, History and Geography) predominately utilised by the Centre include:

• Inquiry-based learning – science investigation, and scientific inquiry and critical thinking

• Utilisation of variety of natural and cultural sites in and around Moreton Bay

• Questioning techniques designed to challenge

• Theatre in education strategies and conventions

• Experiential learning strategies and hands-on learning experiences utilising relevant and familiar contexts

• Narrative pedagogy and play-based learning methods

• Information communication technology (ICT) to enhance the learning experience

Other activities

• Tour guide induction and certification for St Helena in partnership in with Queensland Parks and Wildlife Services (QPWS)

2015 Staffing

Band 7 Teaching Principal

4 Teachers (across 3 x FTE Teaching Positions)

Business Services Manager A03 (0.97 FTE Centre funded upgrade)

Cleaner (11.75 hours per week)

Centre purchased a Unit Support Officer (35 hours per week)

Boat Officer:

• Term one — centre purchased 0.6 FTE

• Term two — centre purchased 0.8 FTE

• Terms 3 and 4 funded 0.6 FTE and centre purchased 0.2 FTE

Environmental Education

Goals for Environmental Education

In 1977, the goals of environmental education were agreed in the Tbilisi Declaration at the Intergovernmental Conference on Environmental Education held at Tbilisi. They were amended at UNESCO meetings in the Asia-Pacific region in order to capture the notion of sustainability. Approaches to the Moreton Bay Environmental Education Centre program design and delivery are underpinned by these key principles of environmental education:

• To foster clear awareness of, and concern about, economic, social, political and economic interdependence at local, regional, national and international / global levels

• To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment

• To develop and reinforce new patterns of environmentally sensitive behavior among individuals, groups and society as a whole for a sustainable environment

Australian Curriculum – the Sustainability cross-curriculum priority

The Australian Curriculum places emphasis on Sustainability as a priority that connects and relates relevant aspects of content across learning areas and subjects. Sustainability addresses the ongoing capacity of Earth to maintain all life. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs.
Actions to improve sustainability are individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

The 5th Pedagogy

 Experienced-Based Learning, the 5th Pedagogy, proposed by Ballantyne and Packer in 2009, encapsulates the unique pedagogies that are most effective in facilitating learning in natural environments. The key items that define the 5th Pedagogy include active hands-on exploration; using all five senses to experience and appreciate the natural environment; undertaking authentic tasks; and investigating real-life issues in local contexts. The Items and Key Questions relevant to the 5th Pedagogy are highlighted in Table 1.

The greatest benefits for environmental education are therefore obtained from the use of experience-based learning strategies in natural environments. All programs at Moreton Bay EEC take into account the 5th Pedagogy and adhere to the principle items and key questions during design, delivery and reflection.

Experienced-based Learning

<table>
<thead>
<tr>
<th>Item</th>
<th>Key Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning by doing</td>
<td>Are students actively involved in hands on exploration and investigation?</td>
</tr>
<tr>
<td>Being in the environment</td>
<td>Are students encouraged to experience and appreciate the special characteristics of the natural environment?</td>
</tr>
<tr>
<td>Real life learning</td>
<td>Are learning activities based on real places, real issues, and authentic tasks?</td>
</tr>
<tr>
<td>Sensory engagement</td>
<td>Are opportunities provided to explore the environment using all five senses?</td>
</tr>
<tr>
<td>Local context</td>
<td>Are students encouraged to explore and investigate environmental problems and issues in ‘their own backyard’?</td>
</tr>
</tbody>
</table>

Table 1: A 5th Productive Pedagogy

Executive Summary of 2015

Throughout 2015 the centre provided over 15 different programs for over 16,000 students from Prep through to Year 12. The year was characterized by a process of reflection and refinement of current programs by all members of the MBEEC team. Staffing changes in 2015 provided greater opportunity for the renewal of program design and offerings during the latter half of the year. Pre-program visits were conducted in at least 75% of all programs offered which enhanced learning outcomes for students. The introduction of the Science, Technology, Engineering and Math (STEM) Horizons program for Years 6 and 9 students was successful beyond all expectations. Young Writers program was another successful initiative in 2015 and the delivery of Duke of Edinburgh awards commenced in Semester 2 and will continue into the coming years.

A new principal was permanently appointed in June 2015. There was a deliberate focus on consolidating existing programs. Working collaboratively, team members realigned programs with the Australian Curriculum. Program itineraries were reviewed and streamlined. Leaning goals were made more explicit and feedback processes introduced to collect greater data on student learning and experience.

A business plan completed during 2015 resulted in more sustainable funding and pricing models. This review resulted in the appointment of a fully funded 1.0 full-time boat officer for 2016. The professional development of staff emerged as a key priority in the 2015 staff survey along with the introduction of positive feedback and mentoring processes. This was addressed through the provision of more professional learning and networking opportunities in late 2015.

This Centre’s wide process of reflection resulted in a more targeted use of the building and grounds as a base for appropriate programs. Scheduling of programs was streamlined resulting in the provision of more instructional hours to students. Booking processes were improved through the use of the website and online booking portal.

There was a focus on building stronger external networks with other environmental education centres, professional curriculum associations and experts in relevant fields. In 2015, MBEEC continued to serve its many partners within a mutually beneficial relationship.

Feedback surveys from attending schools, teachers and school leaders are extremely positive indicating that MBEEC offered highly engaging, safe and well organised programs. These survey results demonstrate that high levels of satisfaction with the quality of teaching and the contribution of the programs to student learning. Additional surveys with the STEM Horizons and Brisbane School of Distance Education extension groups found exceptional student feedback indicating challenging curriculum within authentic experiences.
Overview – School progress towards its goals in 2015

This section of the report provides an overview of the MBEEC key activities in 2015. These activities are grouped under the nine domains adopted by the Australian Council of Educational Research (ACER) National School Improvement Tool and reflect the school’s strategic plan 2012 – 2016.

An Explicit Improvement Agenda

The MBEEC improvement agenda has been effective in focusing, and to some extent narrowing and sharpening the whole attention on inquiry and experiential learning priorities across programs.

There is a strong and optimistic commitment by all staff to an improvement strategy and a clear belief that further improvement is possible.

Activities completed in 2015 were guided by the following key planning tools:
- Strategic plan from 2014 to 2016
- Annual implementation plan 2015
- Business Plan 2015

Key highlights from 2015 focused on an explicit improvement agenda include:
- Business Plan completed and implemented including costings, funding of boat officer and review of pricing structures – 2015
- Review of programs to refine offerings
- Alignment of programs with the Australian Curriculum (AC)
- A new website highlighting overviews and sample itineraries, linked to the AC and learning goals.

Analysis and discussion of data

The principal and teaching staff view reliable and timely student data as essential to their effective delivery of programs. Time is set aside for the discussion of data and the implications of data for Centre policies and program development. These discussions occur at whole-centre and team levels. Data is used to identify priorities, take action and monitor progress.

Key highlights from 2015 focused on analysis and discussion of data include:
- Clear and accessible data on student attendance numbers
- Development of online feedback form for teachers
- Development of specific feedback forms for new programs

A culture that promotes learning

MBEEC programs demonstrate a commitment to purposeful, successful learning. There is a strong focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace. Individual talents are valued. Program ‘busy work’ is kept to a minimum, and an attempt is made to ensure that all students are engaged in challenging, meaningful learning.

Respectful and caring relationships are reflected in the ways in which staff, external partners, students and visiting teachers interact and in the language they use in both formal and informal settings. There are few obvious behavioural, attendance or engagement problems and behaviour management takes up very little, if any, time of Centre specialist educators and visiting classroom teachers.

The pre-program visits enable expectations to be determined prior to the learning day and this is a contributing factor to the exemplary behaviour experienced within programs.

There are agreed guidelines on such matters as greeting visitors, taking messages, and responding to queries promptly and respectfully.
Key highlights from 2015 focused on a culture that promotes learning includes:

- Over 75% of students and teachers participate in pre-program visits prior to coming to the centre. Pre-program visits build links with students and staff and begin the learning journey. Students arrive ready and prepared to learn on the program day
- Parents are welcome and utilised in programs where appropriate
- High expectations in learning outcomes underpin every program and are featured in program documentation
- Centre staff provide a welcoming and supportive learning environment
- Reflection on attainment of learning goals is an essential part of every program

Targeted use of school resources

The principal and other teaching staff have given a very high priority to understanding and addressing the learning needs of all students from visiting schools. This is reflected in the implementation of systematic strategies for identifying student needs and the development of creative solutions for addressing those needs prior to and during program delivery.

A range of initiatives (e.g. the sharing of specialist teachers with neighbouring schools) is being implemented to make more effective use of available resources to enhance teaching and learning. MBECC deploys staff in ways that make best use of their expertise (e.g. specialist history, science, drama and early childhood teachers)

Key highlights from 2015 focused on targeted use of resources include:

- Collection of quantitative statistics on number of schools and students accessing services
- 2015 targets for student attendance were surpassed
- Increase in instructional hours achieved through innovation in scheduling
- Development of a streamlined online booking process
- Consistent clarity around programs including itineraries featured on the website
- More effective use of instructional hours and the Centre as a location for programs
- Effective scheduling of programs enhanced levels of student attendance and the number of bookings
- Completion of the 2015 Business Plan resulted in more sustainable staffing models for operation of the centre and adjustment of pricing
- Enhanced use of the Centre as a base for programs enabled greater efficiencies in preparation for programs and reduced staff workload.

An expert teaching team

The teaching staff at MBECC are experts in the fields in which they teach and have very high levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies. In team meetings there is an emphasis on the joint analysis of program learning outcomes and on teaching strategies for improving student learning. Teachers collaboratively plan, deliver and review the effectiveness of programs.

The Centre places a very high priority on the ongoing professional learning of all staff and on the development of a self-reflective culture focused on improving program outcomes. The Centre implements a formal process for conducting professional discussions with staff annually.

MBECC teachers often co-create, co-teach and visit each other’s programs and welcome opportunities to have the principal and other visitors observe and discuss their work with them. Attention is paid to strengths and challenges in the teaching team, with strategies in place to recruit staff with particular expertise, to train staff to address particular needs, and to support staff in new areas. Teachers are encouraged to take opportunities for leadership roles outside of the Centre.

Key highlights from 2015 focused on the development of an expert teaching team include:

- Participation of staff in a range of professional development – thinking skills, learning preferences and science education
- Membership of professional associations established
- Participation in the Wynnum Manly Schools Education Alliance (WMsea) networking and professional development day
- Completion of ARC research report in partnership with Pullenvale EEC and University of Queensland
- Recruitment of new staff to strengthen areas of expertise in junior science and early childhood
- Utilising links with UQ, Griffith University and CSIRO specialists to provide informal professional development in the science area
Systematic curriculum development

MBEEC has a clearly documented plan for curriculum delivery. This plan is aligned with the Australian Curriculum or other approved curriculum and, where appropriate, system curriculum documents. The Centre places a priority on making the curriculum locally relevant and accessible to all students and values and builds on to students’ existing knowledge and varying backgrounds. The teaching team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers and that the curriculum plan is the reference against which flexible delivery is designed and evaluated.

Key highlights from 2015 focused on curriculum development include:

- Refinement of suite of curriculum offerings and eliminated some that were not working or needed
- Programs explicitly aligned with the Australian Curriculum
- Enhanced documentation of programs and alignment with learning goals and the Australian curriculum
- Staff aware of the requirements for each program and are able to teach it effectively

Differentiated teaching and learning

MBEEC teachers are encouraged to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression. Planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided (differentiated tasks and feedback). Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with disabilities and other particular needs.

Key highlights from 2015 focused on differentiated teaching and learning include:

- A broad range of learning preferences are addressed through multimodal and experiential learning opportunities within each program to cater for a broad range of students
- Development of processes to gain useful and timely information about students’ additional needs prior to program delivery
- Targeted programs for different cohort groups including STEM and Indigenous students

Effective pedagogical practices

The MBEEC principal and teachers have accepted personal responsibility for driving improvements in teaching and program delivery. They demonstrate a strong conviction that improved teaching and program design is the key to improved student learning and have clear and well-known positions on the kinds of teaching that they wish to see occurring.

All teachers are committed to identifying, understanding and implementing better teaching methods, and a high priority is given to evidence-based teaching strategies (strategies that have been demonstrated through research and practice to be highly effective).

Key highlights from 2015 focused on effective pedagogical practices:

- Implementation of ‘The Journey Across the Edge’ pedagogical framework in all planning documentation
- Positive client feedback on programs in external surveys (specifically teaching quality)
- Provided over 15 different programs for over 16,000 students from prep through to year 12
Centre/School — Community Partnerships

The principal, administration and teaching team makes deliberate and strategic use of partnerships with families, local businesses and community organisations to access intellectual, physical and/or other resources not available within the school for the purposes of improving student outcomes.

There is a range of currently operating partnerships, each carefully planned and designed to enhance student outcomes (for example, to broaden student knowledge, build new skills, develop more positive attitudes, increase engagement levels, create applied learning opportunities for students, or facilitate successful transitions to work or further education or training).

Each partnership has been established in response to an identified need. Considerable effort has been put into building a shared understanding the purpose of environmental education, identifying appropriate partners to address the focus on “Champions of the Bay”, planning the details of partnership programs and clarifying partner roles and responsibilities. Careful consideration has been given to the benefits of the partnership to each participating partner.

MBEEC has strong links with community on many levels which reflect the diversity and complexity of the Centre’s many areas of focus. Partnerships with schools, other government organisations and industry build a learning community which then provides access to a wide range of sites, delivery of expertise to schools and students and mutual sharing of expertise. Partner organisations also provide the potential for MBEEC to create links with the real world through data collection, transferable to ongoing government monitoring programs and links with industry development.

MBEEC has productive partnerships with schools within the Bayside hub and connections with like-minded community organisations and businesses including:

- Queensland Parks and Wildlife Service (QPWS)
- Newstead House Trust
- Port of Brisbane Environmental Management Team
- Wildlife Preservation Society of Queensland
- University of Queensland, School of Biological Sciences
- Moreton Bay Research Station (University of Queensland)
- Griffith University
- Great Barrier Reef Citizen Science Alliance
- National Science Week
- Mangrove Watch Citizen Science
- Metropolitan Region Behaviour Services and other Community Service
- The Wynnum Manly Schools Education Alliance (WMSea) Principals cluster
- The Wynnum Manly Schools Education Alliance (WMSea) Head of Curriculum cluster
- Queensland Wader Study Group volunteers
- Young Leaders program and Whites Hill State College school cluster
- Theatre-in-Education actors
- Help Enterprises
- Dunwich Museum and Wynnnum Historical Society
- Marine Parks and Wildlife
- Matt Burns from Minjirribah-Moorgumpin Council
- Redlands City Council - Indigiscapes

2015 Highlights

- Finalists in the Sustainable Education category of the 2015 Healthy Waterways Awards for the following:
  - Students on board for Mangrove Watch, a partnership with Whites Hill State College, and Mangrove Watch
  - Bunya to the Bay for collaborative work with Stanley River EEC and Barambah EEC
- Partnership grant awarded by the Port of Brisbane
- A Collaboration and Innovation Fund (CIF) Grant awarded for STEM Horizons for High Achievers, a 2015 collaborative initiative between Toohey Forest EEC, Brisbane Urban EEC, Moreton Bay EEC and SPARQ-ed. STEM Horizons for High Achievers aims to increase junior and secondary student engagement in science and mathematics, provide links to STEM tertiary education and careers and increase enrolments in senior STEM secondary subjects.
- Duke of Edinburgh grant awarded to facilitate award adventure journeys
- MBEEC provided over 15 different programs to over
16,000 students from prep through to year 12, exceeding the 2014 delivery by over 3600 students and 8000 instructional hours.

Our centre at a glance Analysis
This section of the report provides a summary of specific data with regards to attendance instructional hours, staff and visitor satisfaction ratings.

Trends 2012–2015
A review of the visitation data over the last three years indicates a number of trends:
- growing engagement of the prep to year three age group in programs
- decrease in the engagement of upper secondary in MBEEC programs
- increase in the number of hours of student instruction (2014 – 32,004 and 2015 – 40,307)
- increase in contact with numbers of students (Table 1)
- Continued strongest engagement from Metropolitan and South East Queensland

Experienced-based Learning

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Visitation</th>
<th>Instructional Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>4449</td>
<td>12315</td>
</tr>
<tr>
<td>2013</td>
<td>7859</td>
<td>18784</td>
</tr>
<tr>
<td>2014</td>
<td>12906</td>
<td>32004</td>
</tr>
<tr>
<td>2015</td>
<td>16595</td>
<td>40307</td>
</tr>
</tbody>
</table>

Table 1: Student visitation and instructional hours delivered by MBEEC staff

Moreton Bay EEC is an inclusive school. The range of schools visiting for programs is across state, independent and catholic, and is comprised of a diverse range of ethnicity and cultural backgrounds. In 2015 over 75% of students participated in pre-program activities at their school site.

There was a 28.6% increase in student visitation and a 25.9% increase in student instructional hours from 2014 to 2015. Student visitation and instructional hours have reached capacity, which is anticipated to hold during 2016.

Graph 1: Visitation by School Type

Graph 2: Visitation by Learning Phase

2015 Headline Indicators

Headline indicators for Moreton Bay EEC indicate positive student instruction and professional development (Table 2). Feedback survey results from partner schools and teachers indicate MBEEC offered highly engaging, safe and well organised programs. These survey results demonstrate high levels of satisfaction with the quality of teaching and the contribution of the programs to student learning. The Centre is explicit in learning outcomes and the alignment of programs to the Australian and the Queensland Curriculum. The MBEEC STEM Horizons programs and BSDE extension programs are not aligned to the Australian Curriculum as they have been developed to extend the students beyond their year level.

This positive survey data from teachers and partner schools is also supported by the analysis of student survey data collected throughout the year via STEM Horizons programs and BSDE extension opportunities.

Headline Indicator Teacher Survey Questions | % Agree
--- | ---
The centre was explicit about the alignment of the program to the Australian and QLD curriculums. | 93%
Students achieved the learning outcomes identified for this program. | 100%
Students received quality teaching from the Centre staff. | 100%
Students were highly engaged in the program. | 100%
The centre has positively contributed to the overall education of students. | 100%
Student safety was well managed by staff at this centre. | 100%
Student behaviour was well managed by staff at this centre. | 100%
The centre is well organized. | 100%
The centre is well resourced. | 100%
The centre is well maintained. | 100%

Table 2: Teacher Survey Data
Student feedback

Year 6 and 9 STEM High Achievers

Student feedback (Year 9 n.87 plus Year 6 n.44) data from STEM programs in 2015 indicate that 96.5 % of students would recommend MBEEC STEM programs to their peers.

Sample Student Comments

• I liked working in groups and gaining knowledge.
• Had a fantastic day and the hosts were amazing.
• Great equipment and crew. Very friendly environment.
• I found today very interesting and engaging. Being on the Inspiration has expanded my knowledge in marine science.

2016 Further Development

The new year of 2016 provides further opportunity to build on the achievements of the previous year in each of the nine domain areas included in the National School Improvement Tool. Drawing on the analysis, areas for further development have been identified. The following possible actions emerged from consultation with the MBEEC team on Friday 29 of January 2016.

Explicit improvement agenda

• Develop the 2017 to 2019 Strategic Plan in consultation with all key stakeholders at the end of 2016
• Further extension of marketing and communication opportunities to continue strong student and teacher engagement in 2016
• Continue to implement consultation process with all stakeholders throughout 2016

Analysis and discussion of data

• Collect, discuss and analyse data on teacher and student experiences and learning monthly
• Design and implement consistent additional feedback processes for student learning and engagement of programs, including the collection of testimonials from students and teachers
• Utilise the 2017 strategic plan development as opportunities for rich discussions and feedback from clients and partners to guide future directions
• Develop and implement a documented data plan for the Centre which ensures data is collected, analysed and used in a timely, responsive manner and is aligned to the improvement agenda

A culture that promotes learning

• Erect signs around the building showcasing sustainable features
• Install a functioning pond and fish tank cross section representative of the local area
• Develop a bush foods walk in existing gardens
• Create sculptures and artwork in partnership with the local community

Targeted use of Centre resources

• Continue to utilise the centre effectively for program delivery
• Source additional funding and hours for a USO
• Build a learning management system to support pre- and post- program activities in an efficient and effective manner

An expert teaching team

• Develop program delivery expertise in new staff to ensure sustainability across all programs
• Maintain effective staffing combinations across expertise
• Continue to provide opportunity for focussed and targeted individual professional development
• Continue to review exemplary pedagogical approaches for science, history and drama programs
• Maintain supportive environment for staff through Aus identities, coffees and regular gatherings
• Refine the teacher induction program that addresses mandatory training requirements, outlines mentoring processes, caters for beginning teachers and includes collaborative mentoring strategies
• Continue to refine professional learning plans linked to the schools improvement agenda including coaching, observation feedback cycle to create a culture of continuous professional improvement
• Develop a professional learning plan aligning the professional learning opportunities to each staff member’s individual performance development plan and the Centre improvement agenda
Systematic curriculum development

• Continue to refine program components / Itineraries throughout 2016
• Expand on the current pedagogical framework to build stronger constructive alignment of program planning, delivery and feedback processes
• Explore the use of virtual tours through built and natural sites to enhance or support program delivery
• Collaborate with partners to enhance scientific data collection processes and authenticity of the inquiry process embedded in programs
• Extend student learning through digital communications and classroom activities pre- and post- centre visit. Review the "looking back"/reflection part of the program and develop work that can be delivered to students back at school or by their teachers. This information can be given at the end of the excursion day or electronically.
• Design relevant assessment pieces, the 'looking back'/phase, by writing some pieces that link with the 3, 5, and 7 NAPLAN re: persuasive writing and historical narrative linked to our Education programs

Differentiated teaching and learning

• Continue to strengthen school community partnerships. (eg. establishment of an educational reference group focusing on the delivery of science, technology, engineering arts and mathematics (STEAM) and Theatre-in-Education
• Promote the Centre's positive education philosophy that addresses behaviour management in a proactive way through the website
• Ensure a diverse range of schools, students and age levels are catered for with current programs
• Continue to work with Aus Identities to better understand how different students learn best
• Explore the concept of older students setting their own learning goals prior to the excursion (pre-write any questions they may have about the topic and aim to have them answered by the end of the excursion day)

Effective pedagogical practices

• Strengthen common language and consistent understanding of the Centre’s pedagogical framework
• Create a St Helena Island information bank on a digital platform that can be accessed by schools, teachers, students and the community. (MBEEC is the only repository for St Helena Island educational material and is perfectly placed to showcase this uniqueness. Additionally, this will provide pre- and post- program material for schools, and provide rich research material for students studying justice, social history, local history and community members.)
• Articulate specific learning goals for each program and ensure they are achieved.
• Understand what students are expected to have learned in their previous year of schooling to build on current skills and knowledge
• Re-visit the principles of high quality environmental education teaching practice including time for effective feedback and processes for students to do so during programs (regular check-ins during the day)

Centre – school – community partnerships

• Enhance networking opportunities, partnerships and communications with key teachers, teacher networks, HOCs, teacher associations and the establishment of an educational reference group
• Develop support materials around the face to face program to value add such as teacher notes and curriculum support materials
• Centre staff provide professional support for classroom teachers, pre-service teachers and community volunteers
• Formalise existing links and partnerships with Tertiary specialists
MORETON BAY EEC
Inspiring Champions for the Bay

STUDENT NUMBERS

2014 – 12,906
2015 – 16,595

29% increase

PROGRAMS: PREP – YEAR 12

PLUS INTERNATIONAL students and universities

15+

AWARDS AND GRANTS

• Finalist – Healthy Waterways Awards: Sustainable Education Category
  – Students on board for Mangrove Watch 2014 and 2015
  – Bunya to Bay in partnership with Stanley River and Barambah EEC’s 2015

• Collaboration Innovation Fund Grant in partnership with Toohey Forest EEC, Brisbane Urban EEC and SPARQ-Ed

• Port of Brisbane Community Grant

100%

Programs linked to the AUSTRALIAN CURRICULUM

STUDENT INSTRUCTIONAL HOURS

2014
2015
32,004
40,307

26% increase

AWARDS AND GRANTS

State finalist
Showcase Awards for Excellence in Schools

As part of the Wynnum Manly school education alliance (WMsea) cluster for State Schools Leadership Team of the Year. Titled Powerful Empowering

EXTENSION PROGRAMS

STEM Horizons
Young Writers
DUKE OF EDINBURGH

10+

SPECIALISED LEARNING SITES

• Moreton Bay
• St Helena Island
• Fort Lytton
• Wynnum Boardwalk
• Wellington Point Foreshore
• Port of Brisbane Bird Hide
• Port of Brisbane
• Stradbroke Island
• Green Island
• Newstead House