



Moreton Bay Environmental Education Centre

Annual Implementation Plan 2025

The benefits of connecting with nature are enormous. It begins with children developing healthy, resilient bodies from time spent exploring outdoors where they are stimulated cognitively and physically by sights and sounds. Our team of dedicated staff are passionate in supporting students by reconnecting them to each other and the natural world where they can become re-energised and have the opportunity to create new and meaningful memories.

Moreton Bay Environmental Education Centre is a dynamic and innovative place of connection committed to inspiring students, staff, partners and the community. Programs from Prep-Year 10 are linked to the Australian Curriculum with Year 11-12 offerings supporting the Senior Assessment and Tertiary Entrance Systems (SATE). These programs enable young people to explore the endless benefits of the natural world, and encounter special spaces to engage, discover and reflect. Our team consistently aim to ensure our organisation excels in meeting the needs of the Department, teachers, students and delivery of exceptional experiences for all.

Dedicated, passionate and expert teachers deliver programs to students across a range of immersive sites including Quandamooka (Moreton Bay), Manly foreshore, Wynnum mangrove boardwalk, Fort Lytton and St Helena Island National Parks, Minjerribah (North Stradbroke Island), Port of Brisbane, Newstead House and at our environmentally awarded centre. The cornerstone of our improvement strategy is an unwavering focus on reflecting and reviewing teaching methods, liaising with schools, and shared partner commitment to ensure best practice. The centre has a demonstrated capacity to plan, provide direction and revise practices for the benefit of visiting schools and students.

Our 2025 Annual Implementation Plan explains what we will do this year to play our part in creating 'Champions for the Bay' across numerous locations including cultural and heritage sites; natural coastal and marine environments; urban development and the Brisbane River Catchment; and First Nations history and culture of the Quandamooka people of Moreton Bay and surrounding islands.



Our Vision, Mission, Values and Culture

Our Vision: Inspiring Champions for the Bay

Our Mission: To inspire student growth through unique, place-based and hands-on immersive experiences that enrich the curriculum and showcase our ability to lead and support teachers, schools, community and the Department.

Our Values: 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.

- ◆ Innovative immersive experiences connected to place and linked to the Australian Curriculum and Senior Syllabus.
- ◆ Passionate and committed practitioners.
- ◆ Collaborative authentic partnerships.
- ◆ Respect for the environment to support sustainable futures.
- ◆ Inclusion of First Nations perspectives to promote a culture of respect and understanding.

Our Culture: The Moreton Bay Environmental Education Centre team embrace a culture that includes continuous growth, high expectations, trust, inclusivity, empowerment and privileging Aboriginal and Torres Strait Islander perspectives.

Moreton Bay Environmental Education Centre 2025 ANNUAL IMPLEMENTATION PLAN



Educational achievement



Wellbeing and engagement



Culture and inclusion

School priority 1:	Monitoring				Long term measurable / desired outcomes:	AIP measurable / desired outcomes:
<p>High impact strategies to enhance student outcomes: Engaging Science Grant – Inspiring Champions for the Bay <i>(Educational leadership and teaching expertise – Equity and Excellence)</i></p> <p>Strategies: Moreton Bay EEC development, delivery and evaluation of an extension STEM program (Engaging Science Grant)</p> <ol style="list-style-type: none"> Plan for delivery and implementation of a STEM initiative providing opportunities for year 5 students from a range of schools to engage in an excellence program. The program will: <ul style="list-style-type: none"> Engage students in activities utilising inquiry-based and experiential learning strategies utilise Citizen Science databases; Provide access to specialist personnel, equipment and facilities not readily available in schools; and Include teacher professional development component in the delivery. Deliver the STEM initiative to approximately 250 year 5 students across the metropolitan region. Differentiate learning experiences to support, develop and extend student learning outcomes. Evaluate the STEM initiative to assess deliverables based on the intent of the program. <p>Scientific investigation will include students: Annotating maps to identify ways rubbish moves through land and water systems / recording land use, observing marine debris and investigating possible impacts on marine environments / identifying and collecting data about marine debris using a national standard rubbish audit and record data on the Tangaroa Blue Australian Marine Debris Initiative Database to map trends and contribute to Citizen Science / investigating abundance of microplastics using a plankton trawl / proposing and evaluating management strategies and recommending ways to minimise marine debris.</p>	Term 1	Term 2	Term 3	Term 4	<p>By the end of 2025 Moreton Bay EEC will have delivered and evaluated an <i>Inspiring Champions for the Bay</i> extension STEM Program providing opportunities for high achieving year 5 students across multiple schools, in the role of Environment Managers, to explore marine and coastal environments.</p> <p>The program will see students link to authentic ‘real world’ science to enhance student engagement and connections to possible future STEM study. The <i>Inspiring Champions for the Bay</i> program will highlight the importance of Moreton Bay by immersing students into scientific investigations on this site.</p> <p>Data collected on student responses will evaluate:</p> <ul style="list-style-type: none"> Enhancement of STEM knowledge Interest and engagement Scientific extension of STEM beyond classrooms Recommendations of STEM to peers Interest in future STEM initiatives <p>Additionally, the program, through the teacher professional development component, will aim to increase teacher participation in citizen science back in the classroom to grow scientific literacy and contribute to scientific discovery.</p> <p>This model will become an annual STEM initiative.</p>	<p>STEM student data collected on student responses on completion of the program aiming for >90% of students indicating that the program:</p> <ul style="list-style-type: none"> Enhanced their STEM knowledge Provided scientific engaging and interesting activities Provided extension of STEM opportunities beyond their school classroom Recommendation of STEM to peers Inspired interest in future STEM initiatives <p>The program will have:</p> <ul style="list-style-type: none"> In excess of 250 students involved across >10 schools; A range of scientists and STEM professionals engaged in program delivery; Various methods utilised in promotion of the outcomes of the program; and Feedback from partners analysed and evaluated.
<p>Actions:</p> <ol style="list-style-type: none"> Engage a marine / environmental scientist to become the guest scientist on the program to assist with design, development and evaluation of the project. Develop information flyers / registration and program for distribution to schools to highlight the initiative. Finalise program for delivery to students and teacher professional development component. <ol style="list-style-type: none"> Plan program days for delivery of the <i>Champions for the Bay</i> program to in excess of 250 students across multiple schools Develop a range of inclusive learning experiences to cater for varying student levels. <ol style="list-style-type: none"> Evaluate the <i>Champions for the Bay</i> program by collecting data on: <ul style="list-style-type: none"> Numbers of student attendees / participants involved and geographic spread Number of scientists / STEM professionals involved in delivering the initiative Promotion of the initiative (media stories / newsletter / social media reach) Student surveys and focus groups Feedback from partners involved in the event, activity or project 					<p>Responsible Officers</p> <p>Principal Behaviours:</p> <ul style="list-style-type: none"> Model collegial engagement including commitment to open lines of communications with visiting school leaders, teachers and community partners to design and develop the program. Analyse and interpret data sets to identify trends. Empower the team to respond to school needs and celebrate success. <p>Teacher Behaviours:</p> <ul style="list-style-type: none"> Delivery and refinement of programs Seek feedback in follow up of programs Engage in professional development to support continued growth 	<p>Resources:</p> <p>Financial and Human - funding provided for:</p> <ul style="list-style-type: none"> Engagement of scientist Moreton Bay EEC staff to engage in professional development, collaborative planning and responding to data <p>Physical – surveys distributed to program teachers and focus groups formed to collect additional data.</p>

<p>School priority 2:</p> <p>A community learning hub supporting culture and inclusion</p> <p><i>Valuing culture and creating inclusive teaching and learning environments drives equity and excellence across every state school.</i></p>	<p>Monitoring</p> <table border="1"> <tr> <td>Term 1</td> <td>Term 2</td> <td>Term 3</td> <td>Term 4</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Term 1	Term 2	Term 3	Term 4					<p>Long term measurable / desired outcomes:</p> <p>By the end of 2025 Moreton Bay EEC teaching staff will have completed a Cultural Insights Workshop (or similar). The Centre will be a leader in the celebration of culturally significant events within our community, with 'Guest' expert presenters supporting alignment and precision in practice, including the facilitation of Professional Development opportunities on Wynnum (Winnam) and North Stradbroke Island (Minjerribah).</p> <p>Evaluation processes via focus groups and Teacher Surveys, completed at the conclusion of Centre programs.</p> <p>School Opinion Survey data: 100% staff indicate:</p> <ul style="list-style-type: none"> * Access to quality Professional Development * Useful feedback about their work is provided * Confident in embedding Aboriginal and Torres Strait Islander perspectives across the learning areas 	<p>AIP measurable / desired outcomes:</p> <p>School Opinion Survey data: 100% staff indicate:</p> <ul style="list-style-type: none"> * Access to quality Professional Development * Useful feedback about their work is provided * Confident in embedding Aboriginal and Torres Strait Islander perspectives across the learning areas <p>CENTRE SURVEY DATA on the following indicating:</p> <ul style="list-style-type: none"> * Student learning – the extent that our program has achieved the expected learning growth for students within subject areas / general capabilities / cross-curriculum priorities * Students' immersion in the program using a 1 to 10 rating scale measuring: <ul style="list-style-type: none"> ✓ Student engagement in learning ✓ Creation of inclusive teaching and learning environments ✓ Catering for a range of student cultures * Key enhancements for student learning and growth with respect to learning by doing / full sensory engagement / natural environment / life learning / local content and issues / adventure and challenge * Value of program support with respect to <ul style="list-style-type: none"> ✓ Program planning resources ✓ Program planning support ✓ Learning resources <p>Testimonials show that Moreton Bay EEC is a learning hub facilitating cultural growth for visiting staff, students and the Department.</p>
Term 1	Term 2	Term 3	Term 4								
<p>Strategies: Supporting culture and inclusion</p> <ol style="list-style-type: none"> 1. Liaise, strategise and create opportunities on Quandamooka Country for students, staff and community supporting Equity and Excellence and realising the potential of every student. 2. Support Principals, teachers, students and Departmental staff with 'truth telling' and developing cultural capability. 3. Systematic evaluation of programs to teachers and community including Quandamooka Culture in Community, Outdoor Classroom Days and professional development opportunities. 											
<p>Actions:</p> <ol style="list-style-type: none"> 1.1 Continue to build capacity of MBEEC staff by providing a range of opportunities supporting First Nations understandings and implementation. 1.2 Coordinate identified professional learning to support visiting teachers and students by: <ul style="list-style-type: none"> • Professional growth opportunities that continue to develop First Nations cultural understanding and authentic connections; and • Facilitation of sharing expertise and providing opportunities locally, regionally, and beyond. 2.0 As above. 3.1 Quandamooka Partners: Combine teacher and student data collected as part of evaluations processes. 3.2 Share outcomes extensively as a model for further engagement. 		<p>Responsible Officers</p> <p>Principal Behaviours:</p> <ul style="list-style-type: none"> * Provide on-going learning and engaging opportunities around First Nations Peoples and cultural diversity. * Lead the organisation for those involved in Bunya to the Bay for the Minjerribah component for 2025 and beyond. * Formalise the Moreton Bay EEC Reconciliation Action Plan. * Lead the Centre in the review and analysis of partnership programs. <p>Teacher Behaviours:</p> <ul style="list-style-type: none"> * Engage in professional conversations around inclusive practice and embracing diversity. * Support visiting students and teachers to engage and connect. * Engage in review and analysis of partnership programs. * Professional development provided in line with need. 	<p>Resources:</p> <p>Financial and Human – funding provided for:</p> <ul style="list-style-type: none"> * Professional development on Quandamooka Country to continue cultural understanding and growth * TRS provided to enable staff time to engage in professional development, collaborative planning and responding to data <p>Physical – surveys distributed to program teachers / leaders.</p>								
<p>Approvals</p> <p>This plan was developed in consultation with the school community and meets school needs and systemic requirements.</p> <p><i>D. Aylward</i></p> <p>Dianne Aylward Principal - Moreton Bay Environmental Education Centre</p> <p>Daniel Duke Supervisor</p>											