Moreton Bay
ENVIRONMENTAL EDUCATION CENTRE
Inspiring Champions for the Bay

Strategic Plan
2017–2020
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Endorsement: This plan was developed in consultation and meets school and systematic requirements.
From the Principal

Moreton Bay Environmental Education Centre is a day visit Centre committed to inspiring students, staff, partners and the community, ensuring our organisation excels in meeting the needs of classroom teachers, and delivering exceptional educational experiences for students.

The cornerstone of our improvement strategy is an unwavering focus on reflecting and reviewing our 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 our visiting schools and students.

The Strategic Plan is designed to provide an overview of the focus and direction of Moreton Bay Environmental Education Centre outlining the strategic direction, goals, plans, initiatives and key success indicators for the period 2017–2020. The plan provides detailed information about centre priorities and ensures the centre is working towards achieving these priorities.

This plan is one component of a suite of strategic documents the centre develops and implements in collaboration with staff and the Department of Education and Training. It informs the development of the centre’s Annual Implementation Plan and Investing for Success Plan and is supported by the centre’s Headline Indicator Data, Annual Report, Data Plan, Professional Learning Plan, Pedagogical Plan, Curriculum Framework and Business Plan.

We are proud of our focussed results to date. The centre was part of the Wynnum Manly school education alliance cluster that were awarded the Department of Education and Training 2016 Leadership Team of the Year. Additionally we were delighted to achieve a High Commendation for the 2016 Premiers Sustainability Award and were finalists for the Healthy Waterways Sustainable Education Award in 2014 and 2015 for the Students on-board for MangroveWatch and Bunya-to-the-Bay Adventure.

We look forward to working closely with our schools, partners and wider community to continue to improve our centre and its learning outcomes for all.

Ms Dianne Aylward
Principal
Moreton Bay Environmental Education Centre
School Profile

The Moreton Bay Environmental Education Centre is a day visit centre that shares a location with the Wynnum State School. The centre is located just a short walk from the Wynnum train station, and the vessel, Inspiration, a short walk from Manly train station, making it accessible for students.

The centre caters for students across all phases of learning from P-12 through day visit programs. The majority of students visit from schools in the Metropolitan and South East Region, however students from the North Coast and Darling Downs South West Regions also access centre programs.

Facilities at the centre provide an excellent stimulus for programs based on sustainable building design principles. The centre itself has been modelled on exemplary sustainable design principles and received an exceptional 6.5 star rating for Green Design. Unique to the centre is the state-of-the-art twelve-metre aluminium catamaran, Inspiration. Inspiration is a floating classroom that has the ability to transport forty students on board while they actively carry out projects to further their environmental education. Activities include analysing trawl samples under microscopes, deploying and analysing Baited Remote Underwater Video (BRUV), investigating and analysing sediment samples across the bay, identifying the bay floor using real time video glider as well as observing and identifying larger marine-dwelling animals above deck.

The centre uses environmental education to focus on heritage sites, natural coastal and marine environments, urban development, industry and the Brisbane River catchment as well as the indigenous history and culture of the Quandamooka people of Moreton Bay and islands. The centre’s programs support the cross curricular priorities of indigenous histories, culture and sustainability as well as the key Australian Curriculum learning areas of science, history and geography.

Unique partnerships with Queensland Parks and Wildlife Services, Newstead House and the Port of the Brisbane see centre staff deliver authentic programs connected to these sites.
Vision and Purpose

‘Inspiring Champions for the Bay’.

The core purpose of all programs within the centre is to focus on the learner and create ‘Champions for the Bay’. It is authentic learning in unique places that enables individuals to develop a deep connection to Moreton Bay and be ‘champions for future care’. This is achieved by:

- providing authentic 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, the arts and geography.

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.

- Authentic, hands-on experiences for students that promote a connection to place and a sense of social justice and personal responsibility
- Learning that is relevant, enjoyable and responsive to individual needs and makes explicit links to the Australian Curriculum
- Collaborative authentic partnerships
- The importance of sustainable development and sound environmental ethics to support the integrity of the natural environment and ensure sustainable futures
- Indigenous knowledge, traditional land management strategies and cultural history to give perspective on current practices within Moreton Bay

Commitment to Students and Services

Moreton Bay Environmental Education Centre is committed to supporting young Australians in becoming successful learners, confident and creative individuals and active and informed citizens. This is achieved by:

- delivering high quality environmental education learning experiences that use a multi-disciplinary approach to enhance classroom learning;
- providing professional support that builds the capacity of classroom teachers and pre-service teachers to educate for a sustainable future; and
- becoming a nucleus for creating effective community and school partnerships.
Vision

‘Inspiring Champions for the Bay’

Mission

To inspire students through unique, place-based educational experiences and hands-on opportunities that enrich curriculum and student learning while showcasing our ability to lead and meet the needs of classroom teachers, schools, community and the Department.

Values

- Innovative learning experiences connected to place and linked to the Australian Curriculum
- Passionate and committed practitioners
- Collaborative authentic partnerships
- Respect for the environment to support sustainable futures
- Inclusion of Indigenous perspectives to promote a culture of respect and understanding
Operations

Moreton Bay Environmental Education Centre is continuously working to improve every aspect of our operations and services and is united in our pursuit of excellence. The organisation runs modern operations that are efficient and responsive to client needs, while the staff are instructional leaders and a capable workforce focussed on continued improvement. Understanding why we do what we do is crucial to our operations and is considered before implementing plans, programs or projects.

As a result of this understanding and careful planning, visitors to the centre experience first-hand a dynamic and engaging learning environment that:

- demonstrates exemplary sustainable practices;
- models innovative indoor and outdoor teaching practice;
- exemplifies the use of technologies to support learning; and
- is readily accessible to the wider community as a learning hub.
Community Partnerships

Moreton Bay Environmental Education Centre is committed to engaging with identified partners to enhance educational experiences for students. Parents, carers, families and the broader community play a vital role in supporting successful learning outcomes for our students.

The Centre has well established and long term partnerships with:

• Queensland Parks and Wildlife Services through the Heritage Unit
• Wynnum Manly Schools Education Alliance Cluster
• Newstead House
• Port of Brisbane
• Mangrove Watch
• Reef Check and Reef Blitz Australia
• Coral Watch
• STEM Horizons for High Achievers
• Solid Pathways
• CSIRO
• Marine Parks
• University of Queensland
• Griffith University
• Quandamooka cultural officers and indigenous rangers
• Redlands City Council – Indigiscapes
• UQ Moreton Bay Research Station
Continuous Improvement Cycle

In Queensland, school improvement processes are guided and underpinned by the National School Improvement Tool. The National School Improvement Tool brings together findings from international research with the practices of highly effective schools and school leaders and was endorsed by the Standing Council on School Education and Early Childhood in December 2012. The tool assists schools to review and reflect on efforts to improve the quality of teaching and learning using the Teaching and Learning School Improvement Framework.

The nine domains of the Teaching and Learning School Improvement Framework are as follows:

- An Explicit Improvement Agenda
- Analysis and Discussion of Data
- A Culture that Promotes Learning
- Targeted Use of School Resources
- Expert Teaching Team
- Systematic Curriculum Delivery
- Differentiated Teaching and Learning
- Effective Pedagogical Practices
- Centre, School and Community Partnerships

Moreton Bay Environmental Education Centre will work to achieve the identified improvement targets within these domains. These targets will be monitored and measured, and outcomes shared with the Department and partners. This will enable the centre to examine its achievements, assess strategic plans and timeframes and make recommendations including the redistribution of resources appropriate to attaining the priorities.

This process will enable the community to monitor the progress of the Strategic Plan 2017–2020 and identified improvement targets and strategies to ensure our priorities are accomplished. It will also allow Moreton Bay Environmental Education Centre the chance to celebrate the successful milestones achieved through the duration of this plan in line with our continuous improvement cycle.
Priorities

School Priority: Our Curriculum

Our progress, aligned to the Australian Curriculum (AC), will be systematically delivered providing authentic learning experiences connected to place where students are challenged to critically think about their learning.

**GOALS**

1. Alignment of centre programs to the AC delivering consistent authentic learning journeys with an explicit focus on Science, Humanities and Social Sciences, History and Geography.

2. Curriculum planning documentation reflecting changes to Senior Syllabi (Biology, Marine Studies and Geography) to assist schools with meeting field work requirements and developing authentic assessment tasks.

3. Curriculum planning documentation reflecting updates and changes to the AC to assist schools with content changes P–10.

4. Explicit links to cross curricular priorities of Aboriginal and Torres Strait Island histories and culture, sustainability and general capabilities evident across all programs.

5. Triangulation of critical thinking skills with learning goals and achievement outcomes to enhance student learning during and post program.


**STRATEGIES**

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review centre programs alignment to the AC and adjust as AC and Senior Syllabi changes are released.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refine curriculum planning documentation to reflect links to the AC, cross curricular priorities, learning goals and achievement standards.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Collaborate with the Wynnum Manly school education alliance Heads of Curriculum to develop pre- and post- program materials, units of work and resource kits to enhance centre programs.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Develop professional learning communities to monitor opportunities for students to demonstrate critical thinking skills throughout programs.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Enable differentiated professional learning opportunities in digital technologies and cutting edge science.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**SUCCESS INDICATORS**

- 100% programs aligned with AC and Senior Syllabi
- 100% programs triangulate critical thinking skills with learning goals and achievement outcomes
- Headline Indicator data:
  - >95% visiting staff report quality teaching
  - >95% visiting staff report student engagement
  - >95% visiting staff indicate students achieved planned learning outcomes
  - >95% visiting staff indicate students developed additional skills, knowledge and understandings
- Professional Learning Community communicating outcomes to WMsea cluster
School Priority: Maximising Student Learning

Our effective teaching practice will be focussed on the achievement of every student and guided by an explicit pedagogical framework. Programs can be differentiated to meet the learning needs of individual students.

GOALS

1. Successful review of the Pedagogical Framework 'Our Journeys across the Edge' using learning beyond the classroom and connection to place pedagogies.

2. Pedagogical consistency and excellence evidenced through teacher triad feedback and school headline indicator data.

3. Consistent curriculum planning documentation reflected in common approach to enhancing student outcomes.

4. Use of critical thinking skills in programs to maximise student learning, observable change and personal growth evidenced through school headline indicator data.

5. Enhanced and innovative use of ICTs in the field as evidenced in programs, specifically in STEM and extension science programs.

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<tbody>
<tr>
<td>Revise pedagogical framework and communicate to staff and community.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilise consistent pedagogical framework in all student learning journeys.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Review planning documentation to ensure learning goals reflect critical thinking processes and achievement outcomes.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continue pre-program planning processes with classroom teachers to identify individual student learning needs and personalise programs to address these needs.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Enable differentiated professional learning opportunities in digital technologies and cutting edge science.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

SUCCESS INDICATORS

• Pedagogical Framework 'Our Journeys across the Edge' communicated to community and highlighted in centre

• 100% utilisation of 'Our Journeys across the Edge' by MBEEC staff in all programs

• Headline Indicator data:
  – >95% visiting staff report quality teaching
  – >95% visiting staff report student engagement
  – >95% visiting staff indicate students achieved planned learning outcomes
  – >95% visiting staff indicate students developed additional skills, knowledge and understandings

• Showcasing cutting edge science via delivery at teacher professional development opportunities, conferences and forums
School Priority: Partnerships – A collaborative, empowered community

Our partners value the quality of the educational and client services we provide. Key partnerships are strengthened and new partnerships are forged to promote student learning and outcomes.

**GOALS**

1. A range of extension programs implemented to maximise outcomes for students including STEM Horizons, Young Writers and Young Leaders Programs within the Wynnum Manly school education alliance cluster of schools and beyond.

2. A community learning hub which supports teacher professional development utilising partnerships with Queensland Parks and Wildlife Services (QPWS), Coral Watch, Reef Check, Mangrove Watch, Healthy Waterways and beyond.

3. Teacher opportunities to engage in professional learning with expert partners throughout each year.

4. Staff undertaking reciprocal teaching in school settings and at other environmental education centres as part of their ongoing professional growth and development.

5. Staff expertise utilised to present at conferences including Marine Teachers Association, Science Teachers Association and History Teachers Association, as well as within school clusters.

**STRATEGIES 2017 2018 2019 2020**

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<tbody>
<tr>
<td>Liaise with government agencies including QPWS and Newstead House to access resources, expertise and authentic learning sites.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Co-deliver, with identified partners, teacher professional development to expand service delivery.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Facilitate opportunities for staff to undertake reciprocal teaching in school centres and in other environmental education centres.</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborate with school clusters to continue to develop and implement an increasing range of specialist programs.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

**SUCCESS INDICATORS**

- Increased delivery of programs developed in partnerships with QPWS and Newstead House
- STEM Horizons student feedback indicating >90% found the activities scientifically meaningful and engaging
- Extension program student feedback indicating >90% extended their abilities during the program
- >95% visiting staff indicate program positively contributed to the education of students
- Professional development opportunities co-delivered with partners to enhance cutting-edge science and history knowledge, resources and teaching practices
- Delivery of presentations at conferences with excellent feedback from participants
**School Priority: Our Staff and Centre – Instructional leaders and capable workforce**

Our centre and staff continuously work to improve every aspect of our operations and services and are united in pursuit of excellence. Understanding why we do what we do is paramount to centre operations and the implementation of plans, programs and projects.

### GOALS

1. Comprehensive leadership and mentoring process guiding quality teaching practice.
2. Formalised and explicit teacher feedback supported by explicit practices, including the utilisation of experts in the field.
3. Government agencies and community groups providing additional support to enhance program delivery.
4. Triangulated data collection and analysis providing deep insight into program delivery and student outcomes.
5. Capacity building of staff to take on any roles as required and develop a pool of expert relief staff to support programs.
6. Professional development and team building activities are supporting staff wellbeing and optimum performance.

### STRATEGIES 2017-2020

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</tr>
</thead>
<tbody>
<tr>
<td>Review individual performance planning that is explicitly aligned to the AIP, role statements and position guidelines.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Develop, in-line with best practice, a formalised coaching model to reflect on teaching practice.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Review roles and responsibilities and provide opportunities for staff to take on leadership roles.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Continue to expand data collection and analysis processes to inform decision making, strategic planning and annual review of operations and services to improve performance.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### SUCCESS INDICATORS

- 100% of staff have individual professional plans with common and unique learning opportunities
- School Opinion Survey:
  - 100% staff indicate access to quality professional development
  - 100% staff indicate that they have the skills and knowledge to do their job effectively
  - 100% staff indicate that the school is interested in their wellbeing and that there is good team spirit
  - 100% staff indicate they receive useful feedback about their work
- Headline Indicator data:
  - >95% visiting staff indicate students received quality teaching from the Centre staff
  - 100% visiting staff indicate student behaviour is well maintained
  - >95% visiting staff report student engagement
  - >95% visiting staff indicate student behaviour is well maintained
  - >95% visiting staff indicate that the program supported students in achieving planned learning outcomes
  - >95% visiting staff recommend this education program and services to others
MORETON BAY EEC
Inspiring Champions for the Bay

STUDENT NUMBERS

PROGRAMS: PREP – YEAR 12

STUDENT INSTRUCTIONAL HOURS

AWARDS AND GRANTS

AWARDS AND GRANTS

WINNER

EXTENSION PROGRAMS

SPECIALISED LEARNING SITES