



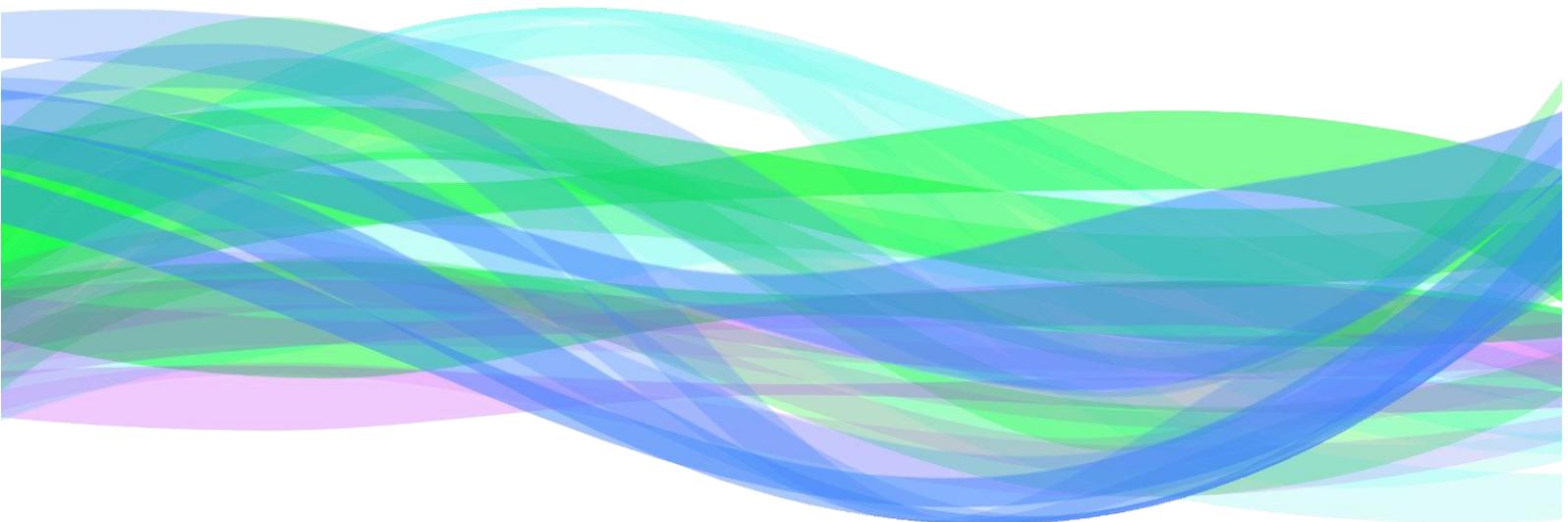
Moreton Bay

ENVIRONMENTAL EDUCATION CENTRE

Inspiring Champions for the Bay

ANNUAL REPORT

2024



Acknowledgement of Country

*We respectfully acknowledge the Quandamooka people
as the traditional custodians of the land on which we gather.*

*We pay respects to Elders, both past, present and to those into the future and
acknowledge their spiritual connection to the land and seas where we are learning on today.*

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Principal's Foreword

Moreton Bay Environmental Education Centre (MBEEC) is committed to inspiring students, staff and community through unique, place-based educational experiences and hands-on opportunities that enrich the curriculum through student exploration, discovery and critical thinking. The cornerstone of our improvement strategy is an unwavering focus on reflecting and reviewing program delivery 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 benefits of our visiting schools and students.

The Annual Report provides an overview of MBEEC's achievements and practices of the 2021-2024 Strategic Plan and reflects on strengths, opportunities and future directions. This report is one component of a suite of strategic documents the centre develops and implements in collaboration with staff, community and the Department of Education. It reflects the development of the centre along with Program Data, Professional Learning opportunities, Approach to Pedagogy and Curriculum Framework, and Business Plan while drawing from the Annual Implementation Plan (AIP) and Strategic Plan.

The focus for centre improvement, as documented in the **2024 Annual Implementation Plan (AIP)** and supported by the **2021 - 2024 Strategic Plan**, remained on four key elements:

1. Engaging and Learning - Our Curriculum



Authentic student experiences aligned to the Australian Curriculum, Senior Syllabi and Early Years Learning Framework. Client schools' needs are met through connecting to unique places using innovative modes of delivery where students are challenged to critically and creatively think about local, community and global perspectives.

2. Staff Capability - An Expert Team



Fostering passion and commitment to improve every aspect of operations (inclusiveness, safety and well-being) and services in the pursuit of excellence.

3. Maximising Student Growth



Collaborative program development aligned with effective teaching practice and comprehensive reflection, focused on the achievement of every student guided by an explicit pedagogical framework.

4. Partnerships - A Collaborative, Empowered Community



Innovative strategic partnerships enhancing student and teacher growth and community outcomes.

We invite Principals, teachers and their schools to continue to engage with MBEEC and to view us as an extension of their school campus where students engage in hands-on discovery beyond the classroom, with authentic partner input, to become *Champions for the Bay*.



Di Aylward, proud Principal



MBEEC Overview

Centre Profile

MBEEC is a day visit centre located at Winnam (Wynnum) on Quandamooka Country. In addition to delivering scientific and cultural programs at the Centre and on-board our vessel, *Inspiration*, out on Quandamooka (Moreton Bay), rich and diverse partnerships have the team delivering programs on other cultural and historic sites which include:

- Fort Lytton National Park
- St Helena Island National Park (Noogoon)
- Newstead House, the oldest residential property in Brisbane
- Minjerribah (North Stradbroke Island)
- Manly foreshore / Wynnum Mangrove boardwalk / Green Island
- Port of Brisbane

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 Southeast Region, however students from the North Coast and Darling Downs South West Regions continue to access centre programs. Facilities at the centre provide an excellent stimulus for programs. The centre is modelled on exemplary sustainable design principles with the learnscape designed to ensure a culturally safe place, with emphasis on Aboriginal and Torres Strait Islander perspectives. Indigenous plants and their uses highlight the oldest living culture. 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 carry forty students on board while actively carrying out projects to further their environmental education.

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 Aboriginal and Torres Strait Islander true histories and culture of the Quandamooka people of the bay and surrounding islands. The centre's programs support cross-curricular priorities of Aboriginal and Torres Strait Islander histories and culture, sustainability, critical and creative thinking, as well as the key Australian Curriculum learning areas of science, history and geography. Unique partnerships with Queensland Parks and Wildlife Services, Newstead House, Port of Brisbane and Universities see centre staff deliver authentic programs connected to place.

MBEEC 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 supporting a nucleus for creating effective community and school partnerships.

Annual Implementation Plan 2024 Snapshot

Improvement priorities, strategies and actions to achieve them with accompanying targets are discussed throughout this report.

Improvement Priorities	Achieved
<p><i>Knowing and Engaging students - Created, Connected, Immersed, Engaged</i> <i>(Educational leadership and teaching expertise - Equity and Excellence)</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Strengthen teacher capability in identifying new opportunities for design and implementation of immersive engaging programs connected to place, ensuring high levels of student thinking and creativity. • Review program impact through teacher surveys, focus groups and case study analysis utilising data collection to inform continuing excellence - deep thinking, connected, immersed and engaged students achieving. 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>
<p><i>A community learning hub supporting culture and inclusion</i> <i>(Valuing culture and creating inclusive teaching and learning environments driving equity and excellence across every state school)</i></p> <ul style="list-style-type: none"> • Liaise, strategise and create opportunities on Quandamooka Country for students, staff and community supporting Equity and Excellence and realising the potential of every student. <ul style="list-style-type: none"> ○ Support Principals, teachers, students and Departmental staff with ‘truth telling’ and developing cultural capability on Quandamooka Country • Systematic evolution of partnership programs to teachers and community including: <ul style="list-style-type: none"> ○ Quandamooka Culture in Community ○ Queensland Parks and Wildlife Services partnership programs ○ Port of Brisbane and links to specifically Senior Geography 	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>

Professional Development

Expenditure on and teacher participation in PD include the following major initiatives:

- Queensland Association of State School Principals (QASSP) opportunities
- Quandamooka Culture in Community
- Cultural Insights workshops
- Cultural immersion opportunities - Yura Tours / Minjerribah Moorgumpin Elders in Council / Aunty Becky Thomson / Matt Burns
- STEM Symposium and National Science Week initiatives
- Science Teachers Association of Queensland (STAQ) presenting and engagement
- UQ Moreton Bay Research Station science professional development days
- Biology Teachers Association UQ Open Day
- QCAA Senior Syllabus (Biology and Geography) professional development opportunities
- Practitioner Research with Hilton Education Consultancy

Quandamooka Culture in Community enables staff to have opportunities to engage in *Cultural Insights Workshops* and *Cultural Immersion Days*. During 2024 cultural opportunities were enormous with Moreton Bay EEC supporting Outdoor Classroom Days for Early Childhood Education Centres, P-year 2 initiatives and staff professional development across multiple schools.

Professional learning and development opportunities were identified by staff to support targeted programs in Museum Theatre and to optimally position the Centre as an innovative place of student, staff and community learning.

Walking and Learning on Quandamooka Country

Event / Program	Participants	No. of Attendees
School Staff Professional Development	3 Schools	139 participants
Beginning Principals - Capability Branch EFI Cultural Insights	Beginning Principals from schools across Queensland	197 participants
Department of Education Staff	Early Childhood Regulatory Authority School Review Team	93 participants
Quandamooka Culture in Community Meetings (four in 2024)	ECECs / Schools / DoE	86 participants
Science Teachers Association of Qld STAQ Conference	Multiple Schools	57 participants
Community Celebrations (incl. NAIDOC)	Partners	52 participants
Outdoor Classroom Days	ECECs and schools	291 students
NAIDOC Cultural Celebrations	2 Schools	521 students
		1,436

Centre Analysis

This section of the report provides a summary of specific data including student, staff and community attendance, instructional hours, staff and visitor satisfaction ratings. It is important to note that MBEEC were the Showcase Award State Winner (2022) for Excellence in Aboriginal and Torres Strait Islander Education for *Building cultural understanding and capabilities on Quandamooka Country*.

We are honoured to receive a Port of Brisbane Grant education grant which is invaluable for supporting our continued program offerings.

Trends 2024

A review of the visitation data over the last four years indicates a number of trends:

- Growing engagement of the prep to year three age group in programs.
- Continued high demand of the *Habitat Heroes* program (year 1) with not all schools able to be accommodated.
- Strong growth in the museum theatre programs *Connect with Heritage* (year 1 and 2), *History in a Box* (year 3), *St Helena Stories* (year 5) and *Immigration* (year 6).
- Increased engagement in upper secondary MBEEC programs - Geography.
- Continued strongest engagement from Metropolitan and South East Queensland.
- Partnership opportunities continue to be strong and focussed with Community Events **Inspiring Champions for the Bay** through UQ Moreton Bay Research Station and STAQ.
- Quandamooka Culture in Community continues to grow from strength to strength.
- Facilitating staff PD - Walking and Learning on Quandamooka Country through:
 - Cultural Insights full day PD
 - Whole staff PD during student free days:
 - Four primary schools in excess of 250 staff
- Outdoor Classroom Days with ECECs: three during the year - in excess of 300 children supported by staff and families.

Student visitation and instructional hours delivered by MBEEC staff from 2019 to 2024

Year	Student Visitation (no.)	Instructional Hours (hrs)
2019	16,063	54,283
2020*	10,779	34,876
2021*	13,675	54,578
2022	13,622	54,926
2023	16,622	65,419
2024	15,833	65,463

* Numbers affected by COVID-19

MBEEC's most popular programs for 2024

Program	Number of Students
Connect with Heritage - Incursion	1,601
Habitat Heroes	1,421
First Contact V2	1,402
Immigration	1,338
St Helena Stories	1,071
Mangroves & the Environment	864
History in a Box	792
First Contact	745
Overboard & Underwater	611
Water in our World	578
Minibeasts	574
Go With the Flow	468
Moreton Bay Studies - Biology	416
Connect with Heritage - Newstead House Term 4	369
Living By the Bay	340
Small Town, BIG History	307
Birds and Beaches, Dogs and Leashes	239
Port of Brisbane Studies - Land Cover Transformations	220

Curriculum Delivery

Teaching and learning approaches (for P-12 students, focusing on Science, History and Geography) included:

- Inquiry-based learning - science investigation, scientific inquiry and critical thinking.
- Utilisation of variety of natural and cultural sites in and around Moreton Bay.
- Critical thinking activities 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.

These reflect the Centres Pedagogical Framework of Connecting to Place; Hands on Experiences; Curiosity and Thinking; Authentic Partnerships and Relationships and the Learning Journey.

Other activities

- Tour guide induction and certification for St Helena Island National Park in partnership in with Queensland Parks and Wildlife Services (QPWS).
- Staff presented MBEEC's highlights and ways of working at various conferences throughout the state during 2024 including:
 - University teachers on STEM delivery on Moreton Bay.
 - Science Teachers Association of Queensland (STAQ) primary science professional development days using Moreton Bay EEC learnscape.
 - Visiting school whole staff sessions on *Connecting to Place and sharing true histories on Quandamooka Country*.
 - Non-teaching staff team building sessions.
- Quandamooka Culture in Community in partnership with Metropolitan Early Childhood Education Centres (ECECs) facilitating a collaborative approach towards creating a culturally safe and secure community. It fosters an enriched appreciation of Australia's cultural heritage for ALL children and families and builds the confidence and competence of educators to embed these perspectives in the Queensland Kindergarten Learning Guideline and the AC.
- Outdoor Classroom Days - MBEEC facilitated Outdoor Classroom Days for ECECs in partnership with Quandamooka Culture in Community. Children from various ECECs made their way to the Centre to enjoy experiences in the great outdoors. Engaging in the excitement of outdoor learning is key to the mental and physical well-being of children and the development of life long skills.

In summary, we strive to work closely with our schools, partners and wider community to continue to improve our centre and its learning outcomes for all.

Awards

- Showcase 2022 Award for Excellence in Schools - Excellence in Aboriginal and Torres Strait Islander Education for *Building cultural understandings and capabilities on Quandamooka Country*.
- MBEEC (with Brisbane Urban and Toohey Forest EEC's) were recipients of the Peter Doherty STEM Education Partnership Award 2019 for *STEM Horizons for High Achievers*.
- Finalists in the Queensland Museum and Galleries Awards (2019) for our Museum Theatre partnership program with Newstead House titled *The War Years: Americans at Newstead*.
- Healthy Land and Water Sustainable Education Award for *Inspiring Bay Champions through STEM*
- In 2017 MBEEC was awarded the Department of Education and Training Showcase Award for Industry Partnerships for the *STEM Horizons for High Achievers* Program and a Metropolitan Regional Showcase Award Commendation for *Inspiring Curiosity through Theatre-In-Education*.

Our Impact: 2024 Teacher Surveys

The Queensland Association of Outdoor and Environmental Education Centre Leaders, in consultation with the Department of Education, developed a survey for distribution to visiting teachers. The survey was designed to collect data and analyse the following:

- Student learning - the extent that our program has achieved the expected learning growth for students with in subject areas / general capabilities / cross-curriculum priorities
- Students' immersion in the program using a 1 to 10 rating scale measuring:
 - ✓ 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
 - ✓ Program planning resources
 - ✓ Program planning support
 - ✓ Learning resources

Student Learning

Extent that the program achieved the EXPECTED learning growth for students.

Science Programs: Teachers indicate that 100% of programs met expectations with 89% exceeding or significantly exceeding expectations.

Humanities and Social Science Programs: Teachers indicate that 95% of programs met expectations and learning intentions with 80% exceeding or significantly exceeding expectations.

Student Immersion

The 1 to 10 Rating Scale, known as an Option Scale Survey or Likert Scale Survey, captures quantitative data. This research data informs Moreton Bay EEC about how visiting teachers view their students' engagement in program and whether the Moreton Bay EEC team creates and caters for an inclusive teaching and learning environment.

Note on Scale: **5 = neutral**  **10 = Extremely Successful**

On a Scale from 1 to 10, MBEEC achieved:		
	Student Engagement in Learning	8 and above = 90%
	Creation of Inclusive Teaching & Learning Environments	8 and above = 92%
	Cater for a range of Student Cultures	8 and above = 90%

*97% of respondents rated 7 and above / No ratings were below 5 (neutral)

Key Enhancements for Student Learning and Growth

Key elements and enhancements for student learning and growth from the responses are detailed below.

Key Elements	Agree / Strongly Agree	% of Respondents
 Learning by doing	✓	99%
 Full sensory engagement	✓	96%
 Natural environment	✓	97%
 Life learning	✓	95%
 Local content and issues	✓	95%
 Adventure and challenge	✓	90%

* The remaining surveys indicated the “Somewhat Agree” category.

These results match the **Moreton Bay EEC Approach to Pedagogy** and provide deeper insights from teachers when analysing this data.

Five key pedagogical practices for learning underpin program design and delivery at the centre:

- Connect to Place
- Curiosity and Thinking
- Hands On Experiences
- Authentic Issues
- Supporting Engagement

Program Support

Pre- and post-program support plays a crucial role in enhancing the overall effectiveness of educational programs. Providing pre-program learning resources helps teachers and students familiarise themselves with key concepts and prepare for active engagement, making the learning experience more impactful. Planning resources ensure that educators can tailor the program to meet specific goals, align with curriculum standards, and accommodate student needs. Post-program resources reinforce learning by allowing students to reflect on and apply their new knowledge, fostering deeper understanding and retention. This comprehensive support structure maximises the educational value, ensures continuity in learning, and encourages long-term application of program outcomes.

Analysis of the Visiting Teacher Survey found that, in regards to program support, the value of the pre- and post-program support / learning resources and program planning resources were found to be of high value.

	Valuable / Very Valuable	% of Respondents
 Program planning support	✓	97%
 Program planning resources (pre- and post- program)	✓	98%
 Learning resources on the day	✓	92%

School Opinion Survey (2024)

Highlights report for (3567) Moreton Bay Environmental Education Centre, 2024



11
Staff
(90.9%) participated.

Most positive items

Agreement

The wellbeing of employees is a priority for this school.	100.0
I am supported to manage the pressures of my workload.	100.0
I receive useful feedback about my work at this school.	100.0

Highlights report for (3567) Moreton Bay Environmental Education Centre, 2024 (continued)

	Staff Agreement			
	Your school	Your region	Qld state schools	Last year
Common items				
...student behaviour is well managed...	100.0	25.4	25.6	0.0
...students are treated fairly...	100.0	10.8	11.5	0.0
...expectations and rules are clear...	100.0	12.3	12.2	0.0
...respectful student relationships fostered...	100.0	8.2	8.8	0.0
...gender equality at school...	100.0	5.1	5.3	0.0
...this is a good school...	100.0	8.7	8.8	0.0
...opinions are taken seriously...	100.0	22.3	22.5	0.0
...like being at school...	100.0	8.9	9.2	0.0
...feel safe at school...	100.0	12.0	12.3	0.0
...students are interested in school work...	100.0	13.6	16.7	0.0
Concepts				
Fairness / Clarity of rules	100.0	14.7	15.0	0.0
Safety	100.0	9.5	9.5	0.0
Partnerships	100.0	15.0	15.2	0.0
School culture	100.0	9.8	10.0	0.0
Teaching and learning	100.0	7.9	8.9	0.0
Staff wellbeing	100.0	23.8	24.1	0.0
Staff development	100.0	16.4	16.4	0.0
Workplace culture*	100.0	19.7	19.7	0.0

Agreement presents the aggregation of positive responses as a percentage; i.e.: "Somewhat agree", "Agree", and "Strongly agree".

Common items are asked in the Parent/Caregiver Survey, the Student Survey and the Staff Survey.

Concepts show the overall result for items that belong to a concept.

A **green reference result** means your school received a result more positive than the reference result, shown as the percentage point difference of **Agreement**.

* The result for 'Workplace culture' does not include responses in relation to staff interactions in the Staff Survey.

Executive Summary of 2024

Throughout 2024 the centre provided over 15 different programs for over 15,000 students from Prep through to Year 12. A process of developing bespoke programs to address the evolving needs of schools, driven by the impacts of current financial challenges affecting both schools and families. Refinement of current programs characterised the year as well as being explicit in the General Capabilities, Aboriginal and Torres Strait Islander Perspectives and ensuring critical and creative thinking skills are incorporated into programs.

Our Museum Theatre partnerships programs continue to go from strength to strength. Adapting the *Connect with Heritage* Program as an incursion occurred due to the ongoing restoration work at Newstead House. This incursion exceeded expectations and was highly successful with exceptional feedback. Our *Immigration, History in a Box* and *St Helena Stories* program continue to thrive with new schools joining and repeat business evident. The Museum Theatre programs have been recognised, receiving awards including finalist in the 2019 Queensland Museum and Galleries Awards for the partnership program with Newstead House titled *The War Years: Americans at Newstead* and a Showcase Regional Award in 2018.

The Young Writers program, another successful initiative, continued with the Springwood cluster group and select schools within the area. Over the past five years, the Wynnum Manly school cluster has celebrated the achievements of over 500 student authors. The Duke of Edinburgh Awards program continues to successfully deliver the Bronze Adventurous Journey Awards and Bridge Level 1 and 2 Awards.

The deliberate focus on consolidating existing programs ensured alignment with the Australian Curriculum and included critical thinking opportunities for students. All staff have attending Aspiring Thinkers Workshops with Dr Peter Ellerton. Program Itineraries, reviewed and streamlined, ensured explicit learning intentions. Feedback processes, utilised to collect greater data on student learning and experience, informed program refinement.

Professional development of staff, always a key priority, continued with opportunities to develop cultural awareness with varied and multiple sessions, including those on Minjerribah. Targeted professional development for the senior syllabus of Geography has continued and ensured staff capability to support schools in transitioning to these new programs. This investment developed staff competence and confidence resulting in enhanced student learnings and saw staff present at the Science Teachers Association of Queensland Primary PD Day.

The centre's process of reflection resulted in a more targeted use of the building and grounds as a base for appropriate programs. Streamlined and enhanced scheduling of programs achieved through the online booking portal has been evident. A focus has continued on building stronger external networks with professional curriculum associations and experts in relevant fields. In 2023 MBEEC continued to serve its many partners within a mutually beneficial relationship as evident with Port of Brisbane and Queensland Parks and Wildlife Services.

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 demonstrated high levels of expertise with the quality of teaching and the contribution of the programs to student engagement, critical thinking and learning.



MORETON BAY EEC

Inspiring Champions for the Bay

STUDENT ENGAGEMENT



connecting to place
and immersed in
authentic learning
experiences inspiring
curiosity and thinking

Over
16,500
students

PROGRAMS: PREP – YEAR 12



15+

PLUS International students,
universities + the community

AWARDS AND GRANTS



- 2022 Showcase Award for Excellence in Aboriginal and Torres Strait Islander Education
- 2019 Peter Doherty STEM Partnership Award
STEM Horizons for High Achievers
- 2018 Healthy Land and Water Sustainable Education Award
Inspiring Bay Champions through STEM
- 2017 Showcase Award for Excellence in Industry Partnerships
STEM Horizons for High Achievers
- 2016 Showcase Award for Excellence in Schools
State School Leadership Team of the Year (as part of the WMsea cluster) titled *Powerful Empowering Partnerships*
- 2016 Premier's Sustainability Awards
Highly Commended Sustainability in Education Award
- Port of Brisbane Community Grant
- Engaging Science Grant/ Collaboration Innovation Fund

EXTENSION OUTREACH

- ✓ Young Writers
- ✓ Young Leaders
- ✓ STEM
- ✓ Duke of Edinburgh
- ✓ Quandamooka Culture in Community

100%

Programs linked to the
AUSTRALIAN CURRICULUM

STUDENT, VISITING STAFF AND COMMUNITY ENGAGEMENT



OVER **54,200** student instructional hours

↑ 42% increase since 2015

90+ dedicated schools over 4 regions

1000+ passionate educators and community members

TEACHER VOICE

100% of visiting teachers highlight that students were:

- Highly engaged in discovery and exploration
- Connected to place achieving learning intentions
- Provided with opportunities to think critically and creatively
- Immersed in quality teaching inspiring 'Champions for the Bay'

Teachers indicated pre- and post- resources were valuable in extending student learning journeys



10+

SPECIALISED LEARNING SITES

- Moreton Bay (Quandamooka)
- Fort Lytton National Park
- Port of Brisbane bird hide
- St Helena Island (Noogoon)
- North Stradbroke Island (Minjerrabah)
- Wynnum Mangrove Boardwalk
- Wynnum (Winnam)
- Manly foreshore
- Port of Brisbane



Moreton Bay
ENVIRONMENTAL EDUCATION CENTRE
Inspiring Champions for the Bay



Moreton Bay
ENVIRONMENTAL EDUCATION CENTRE

Strategic Plan

2021–2024

VISION

Inspiring Champions for the Bay.

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.

VALUES

- Innovative immersive experiences connected to place and linked to the Australian Curriculum (AC) 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.

CULTURE

The Moreton Bay EEC team embrace a culture that includes continuous growth, high expectations, trust, inclusivity, empowerment and privileging Aboriginal and Torres Strait Islander perspectives.

ENGAGING AND LEARNING - OUR CURRICULUM

Authentic student experiences aligned to the Australian Curriculum (AC), Senior Syllabi and Early Years Learning Framework. Client schools' needs are met through connecting to unique places using innovative modes of delivery where students are challenged to critically and creatively think about local, community and global perspectives.

MORETON BAY EEC STRIVES FOR:

Curriculum planning, documentation and delivery of Senior Syllabi (Biology, Geography and Marine Studies) to meet fieldwork and student experiment requirements for students, schools and associations.



Explicit links to cross curricular priorities (ATSI Histories and Sustainability) and General Capabilities.



Alignment of P-10 centre programs to the re-developed AC with explicit focus on Science, Humanities and Social Science.



Continuous exploration for alternative sites for program delivery including expansion of incursion and bespoke offerings.

STAFF CAPABILITY - AN EXPERT TEAM

Fostering passion and commitment to improve every aspect of operations (inclusiveness, safety and well-being) and services in the pursuit of excellence.

MORETON BAY EEC WILL SUPPORT:

Comprehensive leadership and mentoring processes guiding development of quality programs.



Intentional collaboration, practitioner research, triangulated data collection and analysis, and 'telling our stories' to provide deep insight into program design, development, delivery and corresponding student growth.



Expert professional groups and Government agencies providing support to enhance program design, development and delivery.

Professional development activities resulting in optimum engagement, learning and improving together aligned with well-being.



MAXIMISING STUDENT GROWTH

Collaborative program development aligned with effective teaching practice and comprehensive reflection, focussed on the achievement of every student guided by an explicit pedagogical framework.

MORETON BAY EEC STRIVES FOR:

Consistent curriculum planning documentation reflected in a common approach to engaging students in programs.



Innovative use of narrative, museum theatre and ICT's in the field to immerse students in unique places.



Critical and creative thinking skills used to maximise student engagement and learning, observable change and personal growth.



Comprehensive reflection and review process of programs to identify opportunities to further enhance delivery and student outcomes.

PARTNERSHIPS - A COLLABORATIVE, EMPOWERED COMMUNITY

Innovative strategic partnerships enhancing student and teacher growth and community outcomes.

MORETON BAY EEC WILL SUPPORT:



Innovative strategic partnerships enhancing student and teacher growth and community outcomes.

A community learning hub with key partners including First Nations and Quandamooka peoples, Port of Brisbane Environmental Management Team, QPWS, Newstead House, UQMBRS, CoralWatch, Healthy Waterways and beyond.



School and community out-reach to deliver personally designed bespoke programs to meet emerging needs of organisations and provide solutions to complex issues.



Centre expertise utilised to present at conferences, workshops, associations and within school clusters (locally, state-wide, nationally and internationally).



Appendix I - Community Feedback

School staff professional development

'Tingalpa State School has worked with Moreton Bay EEC developing our staffs' knowledge and understanding of First Nations people and how to incorporate this into our units of work. Moreton Bay EEC have facilitated sessions with our staff with Matt, a proud Quandamooka man.

Matt has provided our staff with greater awareness of Quandamooka culture. The true histories or the Quandamooka people have been shared in a respectful and enlightening way. Through our work with Moreton Bay EEC and Matt, our teachers are developing confidence with incorporating indigenous perspectives into our units of work.'

Donna O'Keeffe - Principal, Tingalpa State School

Beginning Principals

'Congratulations and thank you to everyone at the Moreton Bay Environmental Education Centre for hosting our beginning principals recently as part of our Beginning Principal Program Phase 1 Strong foundations program. We sincerely appreciated your expertise and leadership to co-design and deliver the First Nations cultural capability and immersion elements of the program. The sessions and experiences that you provided were greatly valued by participants. The cultural connections and learnings from the traditional owners and special guests were particularly welcomed and insightful. Please pass on our gratitude and thanks to all who were involved, including special guests.

Your efforts in ensuring all aspects of our visit were inviting, collaborative and professional, and provided an authentic and enriching cultural capability experience for all. Our initial anecdotal feedback from participants has been overwhelmingly supportive and grateful.

Thank you again for the collaborative opportunity to strengthen the capability of our beginning principals and contribute to their leadership journey. We look forward to continuing our partnership with future opportunities to connect and support leadership development programs.

Wishing you all the best for a productive, fulfilling and successful Term 4, and looking forward to connecting again in the new year.'

Anthony Palmer

Senior Principal Capability - Education Futures Institute

Department of Education Staff

'I had the pleasure of attending your centre yesterday for the Walking and Learning on Country session. I just want say what a positive and enjoyable day this was. The quality of all of the sessions, the presenters and also the centre was extremely high. All of my staff had nothing but positive feedback on the day.

I also want to say how it was great to see a leader such as yourself participate in the day and leading from the front. Your passion and dedication was obvious to all who attended the day. The session was so good I am coming again with my other team.'

Chris Carey - Director Compliance (Early Childhood Regulatory Authority)

Early Childhood DoE

Science Teachers Association of Queensland (STAQ)

'It is difficult to believe that a week has passed since our incredible professional learning day with you at the Moreton Bay Environmental Education Centre. I thoroughly enjoyed the day and I am so grateful for the hospitality shown by you and your staff.'

I believe that all the attendees gained a new perspective on the custodianship of our land and water by Aboriginal people. I am also amazed at the relationships you have built with Quandamooka people and their extended networks. Your suggestions regarding catering were greatly appreciated and the never empty pot of Lemon Myrtle Tea will live on as a delightful reminder of the experience.

Thank you and we'll be back!'

Dr Mary Rafter

President - Science Teachers' Association Queensland

School of Education | The University of Queensland

'Thank you so much for your warm welcome and generous hospitality and support in the lead up to and the seamless running of today. The venue was stunningly beautiful and many delegates commented on this. I expect you may have a surge of bookings for MBEEC in the future!'

Your presentation was perfect all round. I am going to thoroughly recommend Bunya to the Bay for both our indigenous and non-indigenous students at our school. It was also interesting to learn that you host senior science students as well - I thought your programs were only for primary. Thank you also for organising the Quandamooka rituals and the esteemed guests - Matt Burns and Aunty Merle Cashman. I can see how good Matt would be for engaging youth and children with his easy manner and abundant knowledge to share. Our audience today was enthralled and could all see obvious applications for their science teaching.'

Thank you again for the supreme efforts of you and your team in making today such a success.

Susan Stevens - Science and Maths Teacher

Quandamooka Culture in Community

'Being a part of the Quandamooka Culture in Community network has been an empowering and rewarding journey. Attending the meetings and Cultural Insights workshop has profoundly strengthened my knowledge of Aboriginal and Torres Strait Islander cultural and history, allowing me to embed my new understandings and skills into my classroom and school community.'

The facilitators have created a safe and welcoming space where sharing is embraced. We are constantly learning from Aunty Merle and each other. This community has given me a deeper understanding of Quandamooka Country and created a team of educators who proudly embrace and act as champions for our First Nation Peoples.'

Casey Flack, teacher and member of Quandamooka in Community

Engaging authentically - Matt Burns, Quandamooka Cultural Officer and Traditional Owner

'When I have the opportunity to share Quandamooka culture with students, teachers and the community, they walk away with different perspectives. They learn things they really did not know, or understand or appreciate.'

It is vital to empower the young generation for they are the vehicle for sharing the knowledge, spreading the work and the future going forward. It is essential to hear the truth and authentically from the right people.'