## Moreton Bay Environmental Education Centre Annual Implementation Plan - 2022



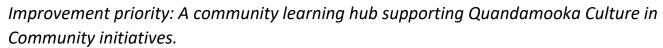
## **School Improvement Focus 2022**

Improvement priority: Informing curriculum delivery by evaluating Senior Biology and Geography field studies programs and accompanying resources.

| Strategy: Evaluate implementation of sec  |   |             | to the new                    |
|---|---|-------------|-------------------------------|
| senior assessment and tertiary entrance (   | SATE) systems for client scho   | ools.       |                               |
| Actions   | Targets   | Timelines   | Responsible Officer/s         |
| Review and evaluate the impact of how resources support schools for the new senior secondary programs (Biology and Geography).  | * Senior secondary field<br>studies programs (Biology and<br>Geography) support teachers<br>and students<br>* Headline Indicator data:<br>> 95% visiting staff:   | Term 1 – 2  | All                           |
| Evaluate implementation and progression of senior secondary programs (Biology and Geography).   |   | Term 1 – 3  | Principal                     |
| Capitalise on and monitor school opportunities where Moreton Bay EEC can support secondary schools in delivering programs aligned to SATE and mandatory practicum components into the future. | <ul> <li>report alignment</li> <li>highlight quality teaching and delivery</li> <li>indicate students achieve planned learning outcomes</li> <li>indicate resources provided support teachers resulting in enhanced student learning experiences</li> <li>highlight that the program provides opportunities to connect to place and develop unit skills and understandings</li> </ul> | Terms 3 – 4 | All                           |
| Strategy: Utilise data collection and analy   | sis to inform continuing exce   | llence.     |                               |
| Actions   | Targets   | Timelines   | Responsible<br>Officer/s      |
| Evaluate impact of senior secondary programs (Biology and Geography) by surveys and focus groups.   | <ul> <li>* Headline Indicator data:</li> <li>-&gt;95% visiting staff:</li> <li>• report quality teaching and delivery</li> <li>• indicate students achieve planned learning outcomes</li> <li>* Data sets informing practice</li> </ul>   | Terms 1 - 2 | Principal and<br>Lead teacher |





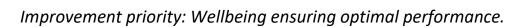


| Strategy: Liaise, strategise and create opportunities with Quandamooka Culture in Community at the centre.  |  |             |                          |  |
|---|--|-------------|--------------------------|--|
| Actions   | Targets  | Timelines   | Responsible<br>Officer/s |  |
| MBEEC staff to continue to have access to a range of opportunities supporting First Nations understandings and implementation.  | * 100% staff have PD plans which include opportunities with First Nations understanding of culture, histories and place.  * 'Guest' expert presenters supporting focus, alignment and precision in practice.  * School Opinion Survey data: 100% staff indicate:  • access to quality PD  • useful feedback about their work is provided | Term 2 – 4  | Principal and staff      |  |
| Coordinate identified professional learning, release time and support for staff to:  • engage in PD opportunities that continue to develop First Nations cultural understanding and authentic connections; and  • facilitate sharing of expertise locally, regionally, and beyond by being a hub for opportunities. |  | Terms 1 – 4 | Principal                |  |
| Extend the Centre's collegial coaching model supporting mentoring and teaching analysis.  |  | Terms 2 – 4 | Principal                |  |

## Improvement priority: Impact through community engagement.

| Strategy: Systematic evolution of partnership programs to teachers and community.   |   |             |                          |
|---|---|-------------|--------------------------|
| Actions   | Targets   | Timelines   | Responsible<br>Officer/s |
| Quandamooka Partners: Combine teacher and student data collected as part of Practitioner Research into a paper and presentation to be shared extensively.  Develop case studies with schools demonstrating enhanced student immersion and critical thinking with select programs, for example, 'First Contact'.  Community Partners: Promote and excel with citizen science programs including CoralWatch and UQ Moreton Bay Research Station to enhance students', teachers and community science and environmental understanding. | * Engage in practitioner research and 'Telling our Stories' for the year 4 First Contact Program.  * Facilitate PD opportunities.  * Headline Indicator data: >95% of visiting staff:  • indicate programs positively contribute to student education  • highlight quality teaching  • indicate students achieve planned outcomes  • highlight connection to place and development of skills and understandings  * Annual reports provided to external partners | Terms 2 – 4 | Principal / All          |
| Expand community engagement opportunities with established partners and facilitate primary teacher opportunities.   | *Pilot primary teacher outreach program to enhance and deepen cultural learning.  | Terms 2 – 4 | Principal / All          |





| Strategy: Develop practices to support the staff who support our students.  |  |             |                          |  |
|---|--|-------------|--------------------------|--|
| Actions   | Targets  | Timelines   | Responsible<br>Officer/s |  |
| Coordinate activities to support staff wellbeing and self-management which include connecting to place; hands-on experiences and embracing community. | * School Opinion Survey: - 100% staff indicate that the school is interested in their wellbeing - 100% staff indicate that there is good team spirit | Terms 1 - 4 | All                      |  |

## **Endorsement**

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

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