

Moreton Bay Environmental Education Centre

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Moreton Bay Environmental Education Centre** from **11 to 12 June 2020**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Sue Gibson	Internal reviewer, EIB (review chair)
Lesley Vogan	Internal reviewer
Mark Cridland	Peer reviewer



1.2 School context

Location:	Stradbroke Avenue, Wynnum	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 12	
Enrolment:	n/a	
Indigenous enrolment percentage:	n/a	
Students with disability:	Education Adjustment Program (EAP) percentage:	n/a
	Nationally Consistent Collection of Data (NCCD) percentage:	n/a
Index of Community Socio-Educational Advantage (ICSEA) value:	n/a	
Year principal appointed:	2015	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department (HOD), three teachers, Business Manager (BM), administration officer, Unit Support Officer (USO), boat officer and cleaner.

Community and business groups:

- Newstead House communications and marketing manager, Science Under Sail director and manager CoralWatch.

Partner schools and other educational providers:

- Wynnum State School principal, Wondall Heights State School principal and deputy principal, Belmont State School principal, Aspley East State School principal, Wynnum West State School principal, Manly State School deputy principal, Brisbane Bayside State College deputy principal – acting, University of Queensland (UQ) associate professor, associate director and Wonder of Science director.

Government and departmental representatives:

- State Member for Lytton, Department of National Parks, Sport and Racing head ranger and ranger, and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2017-2020
Investing for Success 2020	Centre budget overview
Curriculum planning documents	Headline Indicators (May 2020 release)
Professional learning plan 2020	Professional development plans
Centre improvement targets	Centre newsletters and website
Centre pedagogical framework	Program Evaluation Documents
Centre data plan	Centre Facebook
School Opinion Survey	Reports to Partner Organisations
Centre based curriculum, assessment and reporting framework	Integrated Coaching and Program Review Process



2. Executive summary

2.1 Key findings

The centre principal is driven by the belief that all students have the right to be successful in their learning.

A strong collegial culture is built on high expectations, commitment to excellence, a clear understanding of the centre's mission, targeted support, transparency and celebration of success. High levels of mutual trust exist and all members of staff are viewed as active partners contributing to student learning. Staff members are passionate about the work that they do; morale is high and staff members express a sense of pride in the centre's achievements.

Staff members at the centre are committed to excellence and the continuous improvement of their teaching practice.

All staff speak confidently of their ability to deliver the centre vision and improvement agenda and are able to discuss their expertise in their fields and program delivery responsibilities. Client schools and partners speak highly of the expertise of centre staff in delivering quality curriculum programs and the strong leadership exhibited by the centre principal both within the centre and the Wynnum Manly school education alliance (WMsea) cluster.

Staff members are united and committed to improving learning outcomes for all students.

There are high expectations from centre leaders regarding continuous improvement in program and teaching quality, with these viewed as key to every student learning successfully. Conversations with cluster principals and partners indicate their interest in the centre's capacity and expertise to deliver and continue to develop high quality programs designed to give students a strong voice as environmental and social changemakers into the future.

The expertise of centre staff members to explore and embed cultural perspectives into programs has been recognised by client school leaders.

The centre has developed a number of education programs that use the 'Theatre-In-Education' approach to explore historic and cultural perspectives, acknowledge diversity and celebrate the contributions of different peoples to Australian history and culture. Client school leaders and centre partners express the possibility for the centre to play a pivotal role in supporting students to make sense of emerging global social and environmental issues and movements.



The centre places a priority on creating learning experiences that are accessible, challenging and engaging for all students.

Many of the centre learning programs have been developed over time with input from client schools, visiting teachers, partners and expert practitioners. Programs are regularly reviewed and refined to ensure they are meeting unit learning intentions. The principal articulates the need for constant innovation of program delivery. The development of the centre pedagogical framework has provided another lens for the review of centre programs with a focus on engaging students in learning through inquiry and critical and creative thinking.

Centre partnerships are strategically developed with the common purpose of enhancing learning outcomes for students whilst providing mutual benefits.

The centre principal acknowledges the skills and expertise of the centre's staff members to further support schools, their families and communities in the early years. Outdoor learning pedagogies to support children in the early years in the areas of personal and social capabilities, wellbeing and creative play are yet to be widely utilised.

Staff members take responsibility for their ongoing learning.

The principal is a strong advocate and leader in the WMsea cluster and staff members are encouraged to reach beyond the centre to participate in cluster Professional Development (PD) as a participant and as a facilitator. Leadership beyond the classroom is available for all teaching staff at the centre, and staff are encouraged to work closely with client schools, visiting teachers and centre partners. The principal is cognisant of developing further opportunity for staff members to build their expert knowledge and lead professional learning beyond the centre.

Curriculum programs are locally relevant based on the history of Quandamooka (Moreton Bay) and its marine environment.

The centre's pedagogical framework highlights the importance of connecting to 'Place' and the centre programs are distributed across 10 sites enabling outdoor learning opportunities, stimulating inquiry and providing a context for learning. A unique learning environment is the centre's research vessel and floating classroom, 'Inspiration', that provides access to the islands of Quandamooka and marine and shore environments. The boat is equipped with laptops, digital microscopes, internet connectivity and research equipment to facilitate student learning.

The centre principal has actively established and maintained an extensive range of partnerships with schools, school clusters, communities, government agencies and universities.

Partnerships have been sustained for decades and the achievements realised are recognised through multiple awards. Partners express high levels of satisfaction in relation to their involvement with the centre and attribute the success of the partnerships to the professionalism, energy, quality of expertise and personal commitment of the centre staff members and principal.



2.2 Key improvement strategies

Engage in collaborative discussions with staff members, WMsea cluster schools and partners to gain clarity regarding the centre's future role in supporting schools and the community.

Investigate and plan for centre staff members to play a lead role in supporting student valuing of diverse cultural backgrounds and understanding of emerging global social and environmental issues and movements.

Explore strategies that will support a futures focus for the centre enabling bespoke responses to changing student and school curriculum and pedagogical needs.

Engage with partner schools and the local community to support student learning and wellbeing in the early years.

Identify and embed opportunities for staff members to build their expert knowledge and lead professional learning beyond the centre.