

# Moreton Bay Environmental Education Centre

## School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students’ learning and wellbeing. This evaluation is then validated by School and Region Reviews through community consultation.







### Acknowledgement of Country

Moreton Bay Environmental Education Centre is located at Winnam (Wynnum) – place of pandanus on Quandamooka Country. We acknowledge the shared lands of the Quandamooka nation and the Quandamooka people of the Jandai language region.

### About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 12
Enrolment	N/A
Indigenous enrolments	N/A
Students with disability	N/A
Index of Community Socio-Educational Advantage (ICSEA) value	1077

### About the review

 2 reviewers from 24 October 2024	 7 staff	 13 community stakeholders
 3 First Nations Elders and partners	 3 staff forums	 10 individual conversations

### Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and School and Region Review validation.

**Domain 2: Analysing and discussing data**  
Sharpen strategies for collecting and analysing student learning data, including timely student voice and feedback, to responsively refine pedagogical practice and improve student engagement and learning outcomes.

**Domain 9: Building school-community partnerships**  
Collaboratively refine communication and resource provision for partner schools, including virtual and digital approaches, to promote understanding of program offerings and creatively enhance seamless curriculum learning.

**Domain 5: Building an expert teaching team**  
Develop a professional learning plan, outlining a strategic, lifelong learning approach, to build staff capability aligned to centre priorities and ensure sustainability and succession planning.

### Key affirmations



**Centre programs are purposefully designed to align to the Australian Curriculum to support schools in curriculum delivery and enhance student learning.**

Centre staff express their commitment to designing programs that integrate seamlessly with students’ learning at their schools. Programs are developed to focus on connecting students and teachers to unique local environments and enable authentic, hands-on and enhanced student learning in Science, History and Geography. Staff provide resources, such as overviews including learning intentions, videos, pre- and post- learning ideas and risk assessments, to support classroom teachers. The staff team convey they welcome opportunities to co-design the learning activities they facilitate to maximise links to classroom learning. Staff communicate they capitalise on opportunities to engage with visiting teachers in collaborative discussions about curriculum and pedagogy. Visiting school staff articulate that this is a key reason the Environmental Education Centre is a preferred choice for offering authentic learning.



**A strongly embedded approach to choosing and utilising pedagogies that maximise engagement and learning underpins all aspects of the centre’s ways of working.**

Centre staff and leaders communicate a shared conviction that improved pedagogical practice is the key to stimulating deep learning, critical thinking and improved student learning. The principal explains they have recently led a collaborative refinement of the whole-school pedagogical approach which underpins program design, pedagogical choices and reflections on effectiveness and future improvements. Staff convey they regularly seek formal and informal feedback from students and visiting teachers on the impact of experiential and narrative-based approaches to continuously refine their practices.



**Strong networks and high-trust partnerships developed over several years are appreciated by community stakeholders who value the mutual impact for student learning and their own agencies’ missions.**

The principal and staff communicate they have sought, strengthened and nurtured partnerships with schools, system teams, external agencies, and community groups based on a foundational commitment to providing excellence in programming and content. They explain that partnerships forged with entities including Port of Brisbane, Queensland Parks and Wildlife, SeaLink, and Early Childhood Education and Care services enable broad learning in authentic contexts for children, young people and colleagues. Partners express they appreciate the mutually beneficial relationship. They comment, ‘We could not do our work effectively without this partnership’.



**First Nations partners describe the respectful relationships staff build with the Quandamooka community, enabling sharing of knowledge and enhancing cultural insights for school leaders, teachers and students.**

The principal communicates they have led staff in a long-term commitment to respectfully building partnerships with First Nations Elders and community members. They explain that through ongoing quality collaboration, authentic pedagogical practices to enhance cultural insights and deepen knowledge of Quandamooka lands and the Jandai language have been co-designed for students, school leaders and visiting teachers. Staff convey they model excellence in embedding cultural perspectives and truth-telling to visiting staff and students. The centre is valued by the system for providing learning opportunities in cultural capability and co-design for principals from across the state.



**Staff are recognised by colleagues and visiting peers for their highly effective teaching practices, commitment to excellence, and focus on continuous improvement and innovation.**

Staff express an unwavering commitment to continuously refining programs and teaching practices to ensure all students are engaged in authentic and purposeful experiences that maximise learning and personal growth. They speak of seeking feedback from colleagues and students, and watching each other work to learn and reflect on effectiveness to inform ongoing improvement of their professional skills. Principals and teaching colleagues from visiting schools describe their own learning from engaging in the programs with their students and the responsiveness of the centre in ensuring learning experiences meet the needs of their students.