



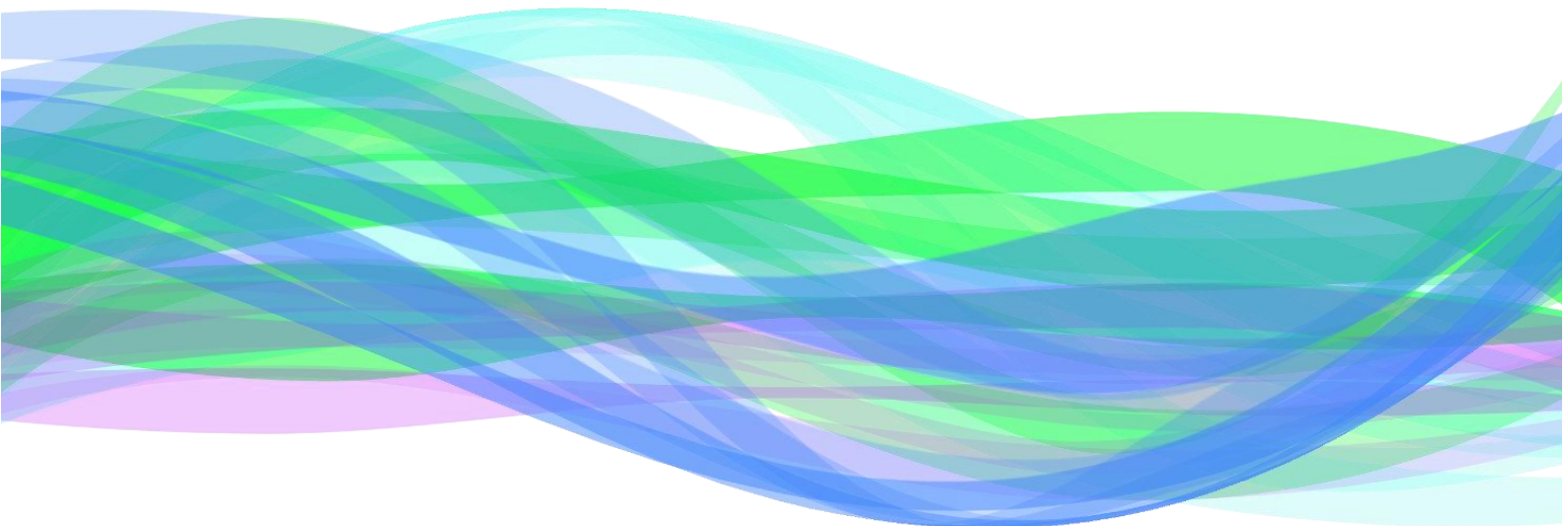
# Moreton Bay

ENVIRONMENTAL EDUCATION CENTRE

*Inspiring Champions for the Bay*

ANNUAL  
REPORT

2020



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### *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 through unique, place-based educational experiences and hands-on opportunities that enrich the curriculum through student exploration, discovery and critical thinking. Highlighting our ability to lead and meet the needs of classroom teachers, the centre community and the Department is paramount.

The cornerstone of our improvement strategy is an unwavering focus on reflecting and reviewing our programs, 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 for the final year of our 2017-2020 Strategic Plan and reflects on strengths, opportunities and future directions. Detailed information about centre priorities ensures that the centre is working towards achieving these strategies. This report is one component of a suite of strategic documents the centre develops and implements in collaboration with staff and the Department of Education. It reflects the development of the centre along with Headline Indicator Data, Data Plan, Professional Learning Plan, Pedagogical and Curriculum Framework, and Business Plan while drawing from the Annual Implementation Plan (AIP), Investing for Success Plan (I4S) and Strategic Plan.

The focus for centre improvement, as documented in the **2020 Annual Implementation Plan (AIP)** and supported by the **2017 – 2020 Strategic Plan**, remained on four key elements:

- **Maximising student learning** through effective teaching practice focussed on the achievement of every student guided by an explicit pedagogical framework.
- **Instructional leaders and capable workforce** through continuous passion and commitment to improve every aspect of operations and services in the pursuit of excellence.
- **Our Curriculum** through authentic student experiences aligned to the AC and connected to unique places where students are challenged to critically and creatively think about their learning.
- **Partnerships - A collaborative empowered community** through innovative partnerships enhancing student learning and community outcomes.

We are proud of our focussed results. A Centre Review was conducted in June 2020 by the Education Improvement Branch (EIB) team which evaluated the Centre's performance against the nine domains of the National School Improvement Tool. The results were exceptional and the team were commended on the alignment of the I4S and AIP to the big picture of the Strategic Plan.

MBEEC, along with Brisbane Urban and Toohey Forest EEC's, were recipients of the Peter Doherty STEM Education Partnership Award in 2019 for *STEM Horizons for High Achievers*. This recognition complemented the Healthy Land and Water Sustainable Education Award in 2018 for *Inspiring Bay Champions through STEM*. Our partnership program with Newstead House, *War Years: Americans at Newstead* was a finalist in the 2019 Queensland Museum and Galleries Awards. This was an incredible achievement and testament to the strength of this immersive program.

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These awards further supported our work in recent years when 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*.

Staff presented MBEEC's highlights and ways of working at various conferences throughout the state including the European Association for Practitioner Research on improving Learning (EAPRIL) on *Inspiring Bay Champions through STEM and beyond*, Queensland Museum and Galleries State Conference about the collaborative journey and richness of the museum theatre *War Years: Americans at Newstead* Program, the P&C State Conference and the State-wide Marine Teachers Association Conference titled *Waves of Change*. Our AIP highlights the impacts through partnerships and this is evident as we continually strive to work closely with our schools, partners and wider community to continue to improve our centre and its learning outcomes for all.

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



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## MBEEC Overview

### Centre Profile

MBEEC is a day visit centre located on Quandamooka Country at Wynnum that shares a location with the State School. The land-based 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.

Importantly, in addition to delivering scientific and cultural programs at the Centre and on-board *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
- 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 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. The centre, modelled on exemplary sustainable design principles, 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 carry forty students on board while actively carrying out projects to further their environmental education and sixty as a transport vessel.

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 surrounding islands. The centre's programs support cross-curricular priorities of indigenous histories and 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, 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.

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## Annual Implementation Plan 2020 Snapshot

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

Improvement Priorities	Started	Achieved
<b>Curriculum delivery – quality teaching through collaboration for the new senior assessment and tertiary entrance (SATE) systems</b> <b>Strategies:</b> <ul style="list-style-type: none"><li>Embed secondary programs to the new senior assessment and tertiary (SATE) systems communicating opportunities to client schools</li><li>Utilise data collection and analysis to inform continuing excellence.</li></ul>		✓
<b>Leadership through intentional collaboration</b> <ul style="list-style-type: none"><li>Review coaching and professional development (PD) opportunities that support teachers to deliver high yield strategies enhancing student engagement and thinking experiences.</li></ul>		✓
<b>Impact through partnerships</b> <ul style="list-style-type: none"><li>Systematic evaluation of partnership programs to measure enhanced student learning.</li></ul>		✓
<b>Wellbeing</b> <ul style="list-style-type: none"><li>Develop practices to support the staff who support our students.</li></ul>		✓

## Our Staff Profile

### 2020 Staffing

- Band 7 Teaching Principal
- 3 Teachers and 1 HOD (across 3 x FTE Teaching Positions)
- Business Services Manager A03 (0.97 FTE centre funded upgrade)
- Boat Officer (Funded)
- Cleaner (11.75 hours per week)
- Centre purchased Unit Support Officer (0.66 FTE)
- Centre purchased Administrative Officer A02

### Professional Development

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

- Aspiring Thinkers PD with Peter Ellerton (IMPACT Centre)
- Professional Development Network
- Wynnum Manly school education alliance (WMsea) professional development
- STEM Symposium and National Science Week initiatives
- UQ Moreton Bay Research Station science updates
- Biology Teachers Association UQ Open Day
- QCAA Senior Syllabus (Biology and Geography) professional development opportunities
- STAQ Senior Science Syllabus professional development opportunities with Dr Gurion Ang (UQ)

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Teaching staff have engaged in Aspiring Thinkers PD with Peter Ellerton to develop understanding and enhanced competence in looking for opportunities to enable students to critically and creatively think about responses within programs. An AIP focus was on embedding secondary programs (particularly Biology and Geography) to the new senior assessment and tertiary entrance systems, which has resulted in identified staff presenting to teachers across the state in a range of forums. The high demand and uptake of the newly developed programs highlights the exceptional product developed to support schools. With the learning@home environment, the suite of supporting videos ensured students were able to complete syllabus requirements. During 2021 evaluation and refinement will continue.

Identified 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.

### Staff Attendance and Retention

	2018	2019	2020
Staff attendance	99.4%	97.6%	98.7%

Staff at MBEEC are committed, passionate and dedicated practitioners and educators. With a small staff, a team environment where everyone will do whatever it takes to ensure optimal outcomes is essential. The proportion of teaching, administration and operational staff proudly retained from the previous year is 100%. The Head of Department position, which was a workplace reform from 2018-2020 (three years), will be reviewed for the 2021 year.



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## Vision, Mission and Values

### Vision

*'Inspiring Champions for the Bay'*

### Mission

To inspire students through unique, place-based education 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.

### Pedagogy

Moreton Bay Environmental Education Centre's pedagogical framework, collaboratively developed with our community, ensures consistent and effective teaching and learning practices focussed on successful student learners. *Our Journeys* embeds collaborative inquiry processes and supports critical evaluation of the impact of research-validated pedagogies within the context of the centre.

Place-based pedagogy features in all programs. *Elements of Place* include being in the natural environment / life learning in real places / exploring issues in local contexts / learning by doing / full sensory, mind and body engagement / adventure and challenge.

MBEEC operates across 10+ significant sites aligned to specific programs. Working within these authentic sites using *Elements of Place* ensures optimal engagement and learning.

- Natural sites including Moreton Bay, mangroves, foreshore, catchments, seagrass beds, coral reefs.
- Cultural sites including North Stradbroke Island.
- Historical sites including Fort Lytton National Park, St Helena Island National Park, Newstead House, North Stradbroke Island Museum.



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## Our School at a Glance

### Centre Snapshot

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels programs offered in 2019:	Prep – Year 12
Community programs:	Yes

### 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.

#### Trends 2017 - 2020

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) and *Immigration* (year 6) with consistent strong support for *War Years: Americans at Newstead* and *Frontline* (year 10).
- Increased engagement in upper secondary MBEEC programs – Biology and Geography.
- Reduction in the hours of student instruction due to the COVID-19 lockdowns. (Table 1).
- Stable student visitor numbers, considering implications due to the COVID pandemic. (Table 1).
- 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 CoralWatch, UQ Moreton Bay Research Station, Education Queensland International and Ocean Crusaders.

Table 1: Student visitation and instructional hours delivered by MBEEC staff from 2016 to 2020

Year	Student Visitation (no.)	Instructional Hours (hrs)
2016	16 568	41 951
2017	18 591	51 832
2018	16 435	53 295
2019	16 063	54 283
2020*	10 779*	34 876

\*COVID pandemic resulted in visiting schools unable to attend programs for Term 2 in 2020.

MBEEC has previously reached centre capacity on student visitation and instructional hours. With the 2020 term lockdown combined with COVID implications, we were extremely proud with the student visitation and instructional hours achieved. Principal and staff support for visiting teachers and students is significant.

MBEEC is an inclusive school. The range of schools visiting for programs is across state, independent and catholic, and is comprised of a diverse range of ethnicity and cultural backgrounds.

The centre welcomed and engaged with 10,779 students during 2020. The greatest number of visiting students were from state primary schools with 7,161 (65%) attending. Remaining numbers of students were from state high schools (1,503 / 14%); and non-state schools (2,115 / 21%). In regards to educational phases, the centre has predominantly connected with the early (Prep - 3) and middle primary (Years 3 - 6) phases.

*Table 2: MBEEC's most popular programs for 2020, by student numbers.*

Program	Number of Students
First Contact	894*
Minibeasts - Incursion	835
Overboard & Underwater	822^
Mangroves & the Environment	672
Immigration	628*
Habitat Heroes	625
Connect with Heritage	516*
History in a Box	438
The War Years	398
Moreton Bay Studies - Biology	395
Small Town, BIG History	376
Go With the Flow	360*
Frontline - WWII	307
Birds and Beaches, Dogs and Leashes	292
Wynnum SS - World Bee Day	258
Living By the Bay	192

\* Includes incursions

^ Includes primary and secondary students

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## 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).
- Delivery of teacher professional development including:
  - University teachers on STEM delivery on Moreton Bay.
  - Visiting school whole staff sessions on connecting to place and discovery of significant Brisbane historical events.
  - Non-teaching staff team building sessions.
- Staff presented MBEEC's highlights and ways of working at various conferences throughout the state during 2019 and 2020 including:
  - The European Association for Practitioner Research on improving Learning (EAPRIL) on *Inspiring Bay Champions through STEM and beyond*.
  - UQ Open Day – Biology and implementation of the new Syllabus.
  - Queensland Museum and Galleries State Conference about the collaborative journey and richness of the museum theatre *War Years: Americans at Newstead* Program.
  - P&C State Conference on sustainability initiatives.
  - State-wide Marine Teachers Association Conference titled *Waves of Change*.

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 2019

- Peter Doherty STEM Education Partnership Award for *STEM Horizons for High Achievers* which complemented the Healthy Land and Water Sustainable Education Award in 2018 for *Inspiring Bay Champions through STEM*.
- Finalist in the Queensland Museum and Galleries Awards for our Museum Theatre partnership program with Newstead House titled *The War Years: Americans at Newstead*.

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## Social Climate

### Our Impact: 2020 Headline Indicators

Headline indicators for MBEEC indicate positive student instruction and professional development (Table 3 and Diagram 1). Feedback survey results from partner schools and teachers indicate MBEEC offered highly engaging, safe and well organised programs. Survey results demonstrate high levels of satisfaction with quality of teaching and contribution of programs to student learning. The centre is explicit in learning outcomes and alignment of programs to the Australian and Queensland Curriculum. The MBEEC STEM Horizons programs and BSDE extension programs extend students beyond their year level. All data is Blue with indicating optimum outcomes (Diagram 1).

Table 3: 2020 Headline Indicator Teacher survey data in response to statement about MBEEC. Responses measured on a 6 point Likert Scale (1 = Strongly Disagree to 6 = Strongly Agree)

Headline Indicator Teacher Survey Questions	Mean Response
The centre was explicit about the alignment of the program to the Australian and Queensland curriculums.	5.8
Students achieved the learning outcomes identified for this program.	5.8
Students received quality teaching from the centre staff.	5.9
Students were highly engaged in the program.	5.7
The centre has positively contributed to the overall education of students.	5.8
Student safety was well managed by staff at this centre.	6.0
Student behaviour was well managed by staff at this centre.	5.9
The centre is well organized.	6.0
The centre is well resourced.	6.0
The centre is well maintained.	6.0

Additional information is sought from our visiting teachers. Survey results overwhelmingly indicated that the teachers agree or strongly agree that:

- program resources provided by MBEEC staff supported teachers resulting in **enhanced student learning experiences**;
- the program provided students the opportunity to **connect to place** and **develop additional skills and understandings** within your **curriculum unit**;
- the program supported students in **achieving the planned learning intentions** as identified in the MBEEC overviews and itineraries; and
- students were provided opportunities to **think critically and creatively** about the program learnings.

Data has been collected and utilised to inform continuing excellence. In-depth case studies have occurred with a selection of our Museum Theatre programs highlighting maximum engagement and teachers indicating transformational learning. The *War Years: Americans at Newstead* was recognised as a State Finalist in the Queensland Museum and Galleries Awards during 2019.

**Teachers have strongly indicated that they would recommend the education programs and services of MBEEC to other teachers.**

Diagram 1: 2020 Headline Indicator Data (instructional hours, SOS data and teacher survey)

2020 Headline indicator report			
Moreton Bay Environmental Education Centre (3567)			
Actual vs potential instruction	Satisfaction	Feedback survey	
Student instruction and professional development	I receive useful feedback about my work at this school.	This centre was explicit about the alignment of the program to the Australian and Queensland curriculums. Students achieved the learning outcomes identified for this program.	
	I feel that staff morale is positive at my school.	Students received quality teaching from the centre staff. Students were highly engaged in the program.	
	I have access to quality professional development.	This centre has positively contributed to the overall education of students.	
	I am aware of occupational health and safety procedures at my school.	Student safety was well managed by staff at this centre.	
	My school encourages coaching and mentoring activities.	Student behaviour was well managed by staff at this centre. This centre is well organised.	
	This is a good school.		This centre is well resourced.
			This centre is well maintained.

### School Opinion Survey (2019\*)

Percentage of school staff who agree that:	2017	2018	2019
...they enjoy working at their school (S2069)	100%	100%	100%
...they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
...they receive useful feedback about their work at their school (S2071)	100%	100%	100%
...students are encouraged to do their best at their school (S2072)	100%	100%	100%
...students are treated fairly at their school (S2073)	100%	100%	100%
...student behaviour is well managed at their school (S2074)	100%	100%	100%
...they feel well supported at their school (S2075)	100%	100%	100%
...their school takes staff opinions seriously (S2076)	100%	100%	100%
...their school looks for ways to improve (S2077)	100%	100%	100%
...their school is well maintained (S2078)	100%	100%	100%
...their school gives them opportunities to do interesting things (S2079)	100%	100%	100%
...staff morale is positive at their school (S2084)	100%	100%	100%
...they feel that social, cultural and racial diversity are respected (S2083)	100%	100%	100%
...they feel they have access to quality professional development (S2086)	100%	100%	100%
...they feel the school encourages coaching and mentoring activities (S2103)	100%	100%	100%

\*No 2020 data due to the COVID pandemic

## An in-depth Study: STEM Horizons for High Achievers

Positive survey data from teachers and partner schools is evident by analysis of student survey data collected via STEM Horizon programs and BSDE extension opportunities.

Feedback from students who attended MBEEC's day in the STEM Horizons for high achievers program (Year 9 n = 206, Year 7 n = 239, Year 6 n = 217) indicate that a large proportion of students found activities engaging and extended their knowledge and would recommend to a friend (Table 4 and Diagram 2).

Table 4: Student, Teacher and Parent voice from MBEEC's day on the STEM Horizons for High Achievers. Figures indicate the proportion of students who agree or strongly agree with the given statements.

Statements about Program	Yr. 6	Yr. 7	Yr. 9	Total
<b>Student Voice</b>				
<i>I found the activities scientifically interesting and engaging</i>	94%	91%	96%	<b>94%</b>
<i>I extended my STEM knowledge and understanding during activities</i>	94%	97%	96%	<b>95%</b>
<i>It has inspired continuation of STEM study to the end of schooling</i>	95%	95%	96%	<b>95%</b>
<i>I would be interested in participating in STEM education experiences on Inspiration at the MBEEC in the future</i>	92%	85%	91%	<b>89%</b>
<b>Teacher Voice</b>				
<i>Increased students engagement and motivation in STEM</i>	100%	100%	100%	<b>100%</b>
<i>Enabled valuable networking with scientists to build capacity</i>	100%	100%	100%	<b>100%</b>
<b>Parent voice</b>				
<i>Engaged their child to participate in STEM Horizons in the future</i>				<b>100%</b>
<i>A valuable experience</i>				<b>98%</b>

### Responses:

'This program was highly regarded by our students, and parents were very keen for their child to be involved. Thanks so much for offering such a rich experience for our students.' (Wondall Heights SS)

'Opportunities like this for students to participate in real world learning cannot be underestimated. Our capable students need challenges and opportunities to explore their perceived interests and strengths.' (Anglican Church Grammar)

'This program provided a wonderful opportunity for our high achieving students in Maths and Science to participate in extension activities which would at the same time provide them with possible STEM related career pathways in the future.' (Mt Gravatt SHS)

Diagram 2: STEM Horizons for High Achievers summary



# STEM Horizons

## for High Achievers

### What is STEM?

STEM is an acronym for **Science, Technology, Engineering** and **Mathematics** practice and education.

### Why STEM?

In the move towards a knowledge-based economy, a workforce of scientifically and technologically literate people is key.

In 2011-12, approximately 10.5% of the Australian workforce were directly employed in STEM-related occupations while 75% of the fastest growing occupations require STEM skills and knowledge.

*"A renewed national focus on STEM is critical to ensuring that young Australians are equipped with the necessary STEM skills and knowledge that they will need to succeed".*

#### VISION

To provide extraordinary STEM experiences for students through a range of diverse unique opportunities.

#### HOW

Ensure activities are hands-on and enable students to actively engage in critical and creative thinking and problem solving. Linked authentic 'real world' science enhances engagement and connection with possible future STEM careers.

#### PARTICIPATION

**1500+**  
Primary and Junior Secondary students

### OUTCOMES

#### PARENT VOICE

**STEM Horizons**



Engaged their child to participate in STEM Horizons in the future

**100%**

A valuable experience

**98%**

#### STUDENT VOICE

**STEM Horizons**



Provided opportunities not available in schools

**100%**

Enhanced their STEM knowledge and understanding

**97%**

Scientifically interesting and engaging

**100%**

Inspired continuation of STEM study to end of schooling

**95%**

#### TEACHER VOICE

**STEM Horizons**



Increased student engagement and motivation in STEM

**100%**

Enabled valuable networking with scientists to build capacity

**100%**





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## Executive Summary of 2020

Throughout 2020 the centre provided over 15 different programs for over 10,000 students from Prep through to Year 12. A result that the team are extremely proud of, especially due to the impact of COVID-19. A process of the addition of bespoke programs to meet the emerging needs of schools due to cancellation of camps, interstate trips and other unprecedented impacts due to the pandemic. Refinement of current programs characterised the year as well as being explicit in incorporating critical and creative thinking skills into programs (Diagram 3).

Our Museum Theatre partnerships programs continue to go from strength to strength. Adapting these programs to be delivered as incursions occurred and were highly successful. New schools joined us and due to the success of the program, ensured a follow up booking for 2021. The Museum Theatre programs have been highly recognised, receiving numerous 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*. A Regional Commendation was achieved in the 2018 Showcase Awards for Excellence in Community Engagement for *Inspiring curiosity through theatre-in-education*.

The Young Writers program, another successful initiative, continued with our high school, however, the cluster program was postponed in 2020 due to COVID. The Wynnum Manly school education alliance cluster schools will be back in 2021 where we will have another 70 primary school students become published authors. Over the past five years, the cluster school community has celebrated the achievements of over 500 students who have become published authors. The Duke of Edinburgh Awards program commenced in 2015 and we continue to 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 emerged as a key priority in 2020 along with the introduction of positive feedback and mentoring processes, group and targeted professional learning and networking opportunities. Targeted professional development for the new senior syllabus of Biology, Geography and Marine Science has continued and ensured staff capability to support schools in transition to these new programs. This investment developed staff competence and confidence resulting in enhanced student learnings and saw key staff present at the Science Teachers Association of Queensland Biology Conference in an on-line format.

The centre's wide 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 other environmental education centres, professional curriculum associations and experts in relevant fields. In 2020 MBEEC continued to serve its many partners within a mutually beneficial relationship.

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 satisfaction with the quality of teaching and the contribution of the programs to student learning. Additional surveys with the STEM Horizons and Brisbane School of Distance Education extension groups found exceptional student feedback indicating challenging curriculum within authentic experiences.

Diagram 3: Snapshot




# MORETON BAY EEC

## Inspiring Champions for the Bay

### SNAPSHOT


#### STUDENT ENGAGEMENT



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

Over  
**16,000**  
students

#### PROGRAMS: PREP – YEAR 12




15+

PLUS

International students,  
universities + the community

#### AWARDS AND GRANTS



- 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 Awards for Excellence in Industry Partnerships:  
STEM Horizons for High Achievers  
*(Moreton Bay, Toohey Forest, Brisbane Urban EEC's and SPARQ-ed)*

- 2016 Showcase Awards 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
- Collaboration Innovation Fund 2016

#### SPECIALTY PROGRAMS

- STEM Horizons
- Young Writers
- Young Leaders
- Solid Pathways
- Duke of Edinburgh

# 100%

Programs linked to the

## AUSTRALIAN CURRICULUM

#### STUDENT AND COMMUNITY ENGAGEMENT

OVER

54,200

student instructional hours

↑

35% increase since 2015

80+

dedicated schools over 4 regions

450

passionate community members

#### TEACHER VOICE

100% of visiting teachers highlight that students were:

- Highly engaged in discovery and exploration
- Provided with opportunities to think critically and creatively

- Connected to place achieving learning intentions
- 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
- St Helena Island
- Fort Lytton
- Wynnum Mangrove Boardwalk

- Stradbroke Island
- Manly foreshore
- Wellington Point foreshore
- Port of Brisbane

- Port of Brisbane Bird Hide
- Green Island
- Newstead House



**Moreton Bay**  
ENVIRONMENTAL EDUCATION CENTRE  
*Inspiring Champions for the Bay*

\* In 2020, due to the impact of COVID, student numbers were 10,779 and instructional hours were 34,876.

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## Overview – MBEEC progress towards its goals in 2021

### An Explicit Improvement Agenda

The MBEEC improvement agenda has been effective in focusing, and to some extent narrowing and sharpening the whole attention on inquiry and experiential learning priorities across programs. There is a strong and optimistic commitment by all staff to an improvement strategy and a clear belief that further improvement is possible.

#### The following key planning tools guided activities completed in 2020:

- Strategic plan from 2017 – 2020
- Annual implementation plan 2020 / Investing for Success 2020
- Annual Report 2019
- Data Plan
- Professional Learning Plan

### 2021 Future outlook

The new year provides further opportunities to build on achievements of the previous year. Demand for programs means it vital to continue to explore creatively ways of service delivery to meet client demands. Focus will be on continuing the MBEEC journey to ensure rich student learnings.

MBEEC is committed to the following in 2021:

- Reviewing the implementation of secondary programs to the new senior assessment and tertiary entrance (SATE) systems for schools by:
  - Reviewing:
    - resources supporting schools for Biology, Geography and Marine Science; and
    - implementation and progression of senior secondary programs.
  - Capitalising on and monitoring school opportunities where MBEEC can support.
  - Utilising data collection and analysis to inform continuing excellence.
- Supporting teachers to extend capabilities enhancing student engagement and thinking experiences by:
  - extending the centre’s collegial coaching model supporting mentoring, formal teaching analysis and annual performance review processes; and
  - coordinating identified professional learning, release time and support for staff to engage in PD opportunities that have demonstrated ‘transference of training’ (e.g. Aspiring Thinkers).
- Investigating the impact through partnerships by systematic evaluation of partnership programs to measure enhanced student learning with particular focus on Museum Theatre programs which feature significantly in our most attended programs.
- Developing practices to support the staff who support our students.

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## Further Information

If you require any further information in regards to this Annual Report, please contact the Principal as directed below:

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Postal address:	PO Box 373 Wynnum 4178
Email:	principal@moretoneec.eq.edu.au
Webpages:	Additional reporting information pertaining to the centre can be found on the MBEEC webpage: <a href="https://moretoneec.eq.edu.au">https://moretoneec.eq.edu.au</a>

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