



Environmental Education Centre

...taking the learning beyond the classroom through experiencing, enabling and connecting

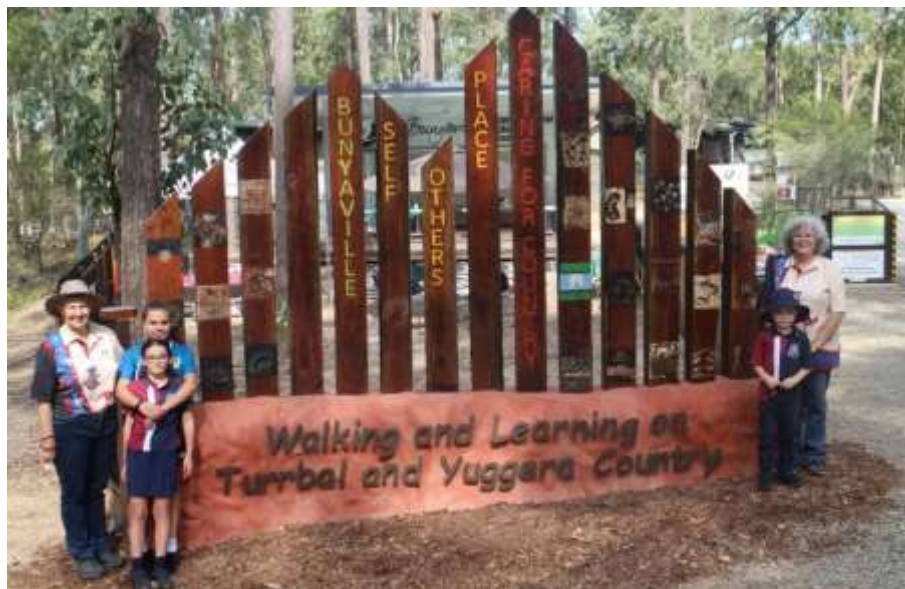
Annual Report 2020





CONTENTS

Principal’s Foreword.....	5
School Profile.....	6
Location.....	7
Ecological Footprint.....	7
Facilities.....	7
Vision.....	8
Purpose.....	8
Mission.....	8
Values.....	8
Culture.....	8
Staff Profile.....	9
A Culture that promotes Learning.....	9
Professional Development.....	9
Systemic Curriculum Delivery.....	10
Analysis and Discussion of Data.....	11
Headline Indicator Data.....	12
Data Snapshot.....	13
Strategy and Performance Report.....	13
Achievements 2020.....	14
Explicit Improvement Agenda.....	14
School/Community Partnerships.....	15





Principal's Foreword

In 2020, Bunyaville Environmental Education Centre's (Bunyaville EEC) dedicated and highly skilled teachers, continued to deliver innovating and inspiring programs to students from Kindergarten-Year 12 (K-12): in schools; local creek and river catchments or at our Centre in the forest. Being a Department of Education school, all our programs are linked to the Australian curriculum and our priority is to achieve the very best learning outcomes for ALL students. At Bunyaville EEC, students, teachers, parents and the wider community learn to care for self, others and place and ultimately care for the Turrbal and Yuggera peoples' Country we walk and learn upon.



The Centre 'hit the ground running' in Term 1 with the newly designed senior biology and geography programs to meet the changes in the mandatory practical work students were required to complete. Feedback was very positive and bookings increased in 2021.

Some challenging moments ensued when restrictions were enforced at the end of Term 1. The Centre was unable to welcome students for 12 weeks. Out of any challenge, possibilities emerge:

- Two local schools requested Centre teachers to visit their students (of essential workers) after lunch during the period schools were closed. The Principals were concerned about student wellbeing. Our teachers ran mindfulness activities such as exploring the school grounds; nature journaling and Dadirri as well as playing Traditional Indigenous Games;
- Centre teachers used their non-contact time wisely to design new incursions to add to the Centre suite of programs; and
- The Centre delivered online Professional Development over five sessions via TEAMS State wide, supporting over 100 educators to embark on their school's **School Environment Management Plans**.

The necessary re-scheduling of schools placed a lot of pressure on the Centre's Administration and teaching staff and I commend ALL staff on how we collaborated as a team to meet the challenge of servicing as many schools as possible.

A highlight of 2020 was the completion of our new entrance, which culminated in the opening of the Indigenous Art Installation during our National Aboriginal and Torres Strait Islander Children's Day celebrations with Indigenous students from Albany Hills State School and the Centre's Artist in Residence, Melinda Serico. Thank you to our amazing Unit Support Officers for your workmanship and dedicated to complete this major project.

We invite Principal's and their schools to continue to think of Bunyaville EEC as an extension of their school campus, and for students to continue their learning beyond their classroom through quality outdoor and environmental education experiences, authentic to their local context.

A handwritten signature in black ink, appearing to read 'Debbie Ledger'.

Debbie Ledger, Principal



School Profile

Bunyaville EEC is a Department of Education (DoE) school, situated in the Bunyaville Conservation Park on the northside of Brisbane about 14km from the CBD. Visiting Bunyaville EEC is like visiting another world, as you leave the hustle and bustle of roadways, traffic and city living, you enter the peace and slow time of the forest.

Bunyaville EEC takes learning beyond the classroom for students, teachers, visiting adults and community members, connecting the Australian Curriculum, QCE Senior Syllabi and the Early Years Learning Frameworks to real life context at:

- your school
- surrounding school environs i.e. local creek and river catchments and parks
- our Centre in the Bunyaville Conservation Park.

Bunyaville specializes in providing rich learning opportunities found in the forest and outside classrooms. Students discover, learn and apply new knowledge and multiple ways of knowing, by connecting to stories from our Aboriginal and Torres Strait Islander peoples, the land and real-life learning.

The strength of working with Bunyaville EEC is the innovative programs and the powerful pedagogy the Centre uses for student learning. Staff members have a deep local knowledge about the natural world, including catchments, management of natural resources and the opportunity for real-life student engagement across subject areas, wellbeing and leadership.

Classroom teachers from K–12 partner with Centre teachers to help students deepen their learning from the classroom. How students learn is critical to their success. Data collection around specific assessment foci is an important part of the classroom teacher and Centre partnership. Bunyaville EEC also provides powerful age appropriate pedagogies, enhancing, deepening and extending student learning through play and inquiry learning.



Bunyaville Environmental Education Centre

Location

Bunyaville Conservation Park – 640ha, 15km from CBD, Everton Hills

Study sites include:

- on site at Centre
- dry sclerophyll forest
- pond eco-systems
- nearby waterways
- corridors of vegetation
- an interactive water catchment
- schools.



Ecological Footprint

Water Consumption – 62 KL

Electricity KWh – 12.328 KWh

Solar rebate KWh – 244 KWh

Facilities



- New blinds were installed on the deck to enable better viewing of slide presentations (used mostly by High school students).
- Completion of the landscaping of new General Learning Area costing \$38 000 in Term 4.

Vision

A world where all people care for themselves, care for others and care for place – caring for Country – a sustainable world for all.

Purpose

All programs take the learning outside through experiencing, enabling and connecting to the world beyond the classroom. Bunyaville delivers effective teaching and learning about the environment and that facilitates children and students to become global citizens in an ever-changing world.

Mission

To deliver quality learning that empowers students to advocate for the environment and to provide leadership in education that inspires and engages students, educators and the wider community.

Values

The Centre staff value:

- The Bunyaville Ethos fosters relationships, respect, resilience, reflection and reconciliation to enable deep understanding and care of self, others and place - caring for Country
- The nurturing of creativity for a rapidly changing world
- Providing safe learning experiences where diversity is valued and wellbeing is enhanced for ALL and
- Continued professional renewal and development:
 - for best practice and high yield strategies in teaching and learning
 - through research.

Culture

- Trust
- High expectations
- Inclusive of ALL learners
- Enthusiastic and inspirational
- empowerment, agency, advocacy and capacity building—for environmental stewardship and
- Privileging Aboriginal and Torres Strait Islander culture.

**The
Bunyaville
Ethos**



We believe that all learners are:

- competent and capable with ideas, feelings, perspectives and awareness
- on individual learning journeys
- learning in different ways
- intergenerational influencers and
- global citizens.

Our Staff Profile

- School Level Code 2 - Principal
- 2 Teachers – shared part-time
- Unit Support Officer – 1 FTE (funded)
- Business Manager - .85 FTE (funded)
- Cleaner - .39 FTE (funded)
- Centre funded
 - Unit Support Officer 0.2 FTE
 - Admin Officers 0.76 FTE
 - Teacher 0.4 FTE

Average Staff Attendance during 2020 – 98.6%

Percentage Staff Retained 2020: - 100%



A Culture that Promotes Learning

Professional Development

An Expert Teaching Team

- **Progressing reconciliation** – teaching staff attended the following:
 - ‘Embedding Aboriginal and Torres Strait Islander Perspectives in Your School PD for School Leadership Teams’ workshop
 - Traditional Indigenous Games workshop
 - Discussions and learning circles with a focus on privileging Aboriginal and Torres Strait Islander cultures and history
- **Coaching & Mentoring**
 - ‘Coaching and Conversation for Change’ course focusing on the role of coaching and development of coaching skills in building staff capability
 - Familiarisation of new staff with Bunyaville EEC programs and upskilling of current staff for teaching new Senior Biology and Senior Geography programs
- Other professional development opportunities provided for teaching staff:
 - QASSP – The School Leadership Conference (Principal Debbie Ledger)
 - Place Responsive Pedagogy Workshop
 - Supervising Teacher Professional Development – Strategies and Tools for Effective Supervision
 - HAT certification modules/mentoring
 - QECSN Network Meetings
 - Curriculum Activity Risk Assessment and Workplace Health and Safety Training
 - School Environmental Management Plan Training
 - CPR/First Aid Training
 - Mandatory Training



Non-Teaching Staff

- Websites for Schools training
- Corporate Card Training
- Certificate III in Cleaning Operations
- Purchasing training > \$5000
- School Asset Stocktake training

Systemic Curriculum Delivery (Catering for students from K – Year 12)

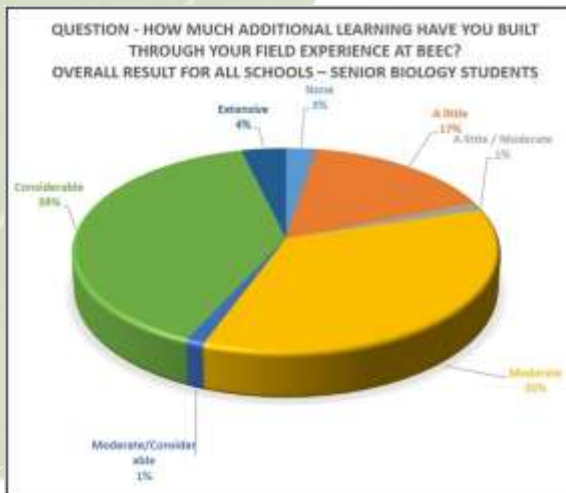
- Annual review of Centre program documentation (overview and activity plans) – to align with the most current version of the Australian Curriculum and QCAA Biology and Geography senior syllabi
- Continuation of the improvement and updating of Centre program design with respect to curriculum links and assessment opportunities for classroom teachers, before, during and after participating in Centre programs
- Continuation of local curriculum partnerships – Albany Creek SHS VET & Year 9 Science Excellence students, Albany Hills SS, Mitchelton Special School and a new partnership with Mt Nebo SS
- Began a partnership with Albany Creek State School to support the children of essential workers during the first COVID-19 lockdown, where Bunyaville staff created new incursion programs and activities aligned with the curriculum to promote engaging learning opportunities and wellbeing
- Roll out of the new Senior Biology program *Biodiversity and the Interconnectedness of Life* and the new Senior Geography program *Responding to Landcover Transformations* which center on field study investigations designed to complement the updated Senior Biology and Geography syllabi
- Design, development and trial of new incursion programs and for roll out in schools:
 - Nature Journaling
 - Mindfulness (Wellbeing)
 - Indigenous Games
 - Ghost Net Busters Get Creative
 - Here Today Gone Tomorrow



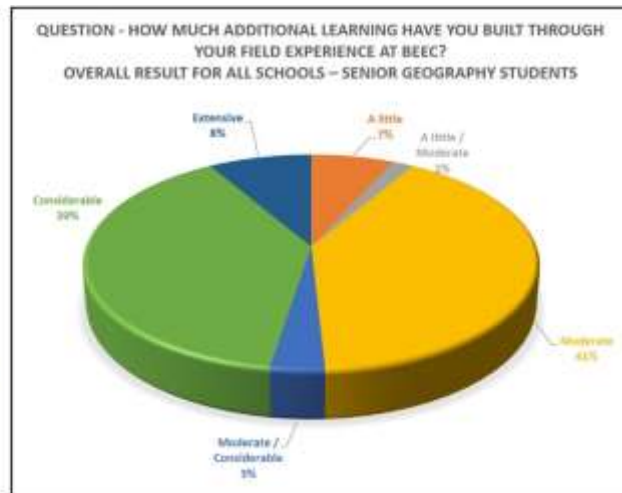
Analysis and Discussion of Data

- The Centre actioned a School Review recommendation to review and develop a new Centre data plan. Centre teachers were involved in this process.
- Pre and post senior student and teacher geography and biology surveys were analysed and used to improve student outcomes in 2020. Student feedback centred around practical applications of knowledge to collect data. Visiting teacher comments complimented Centre staff on their field work techniques and organisational skills.

Additional Learning Built by Senior Biology Students

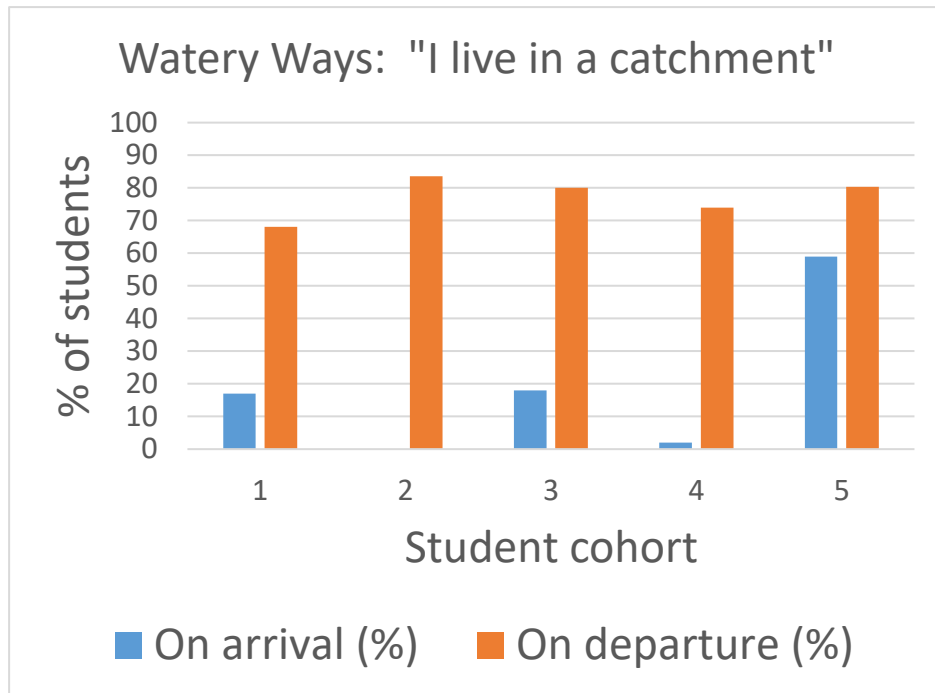


Additional Learning Built by Senior Geography Students



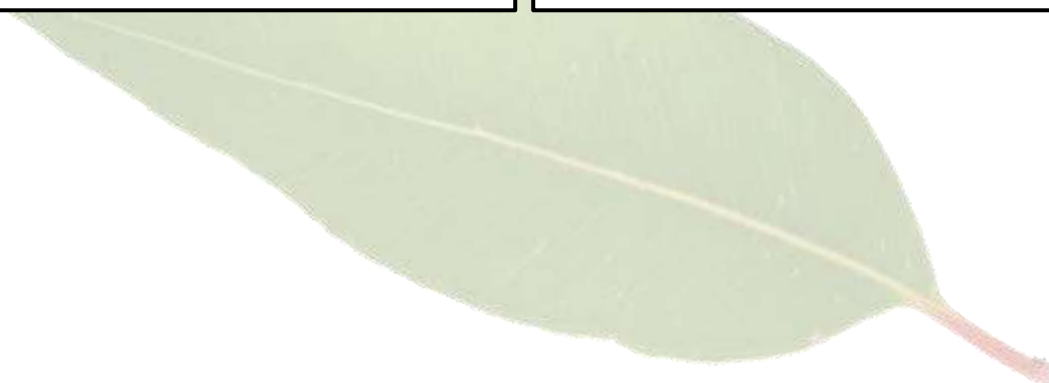
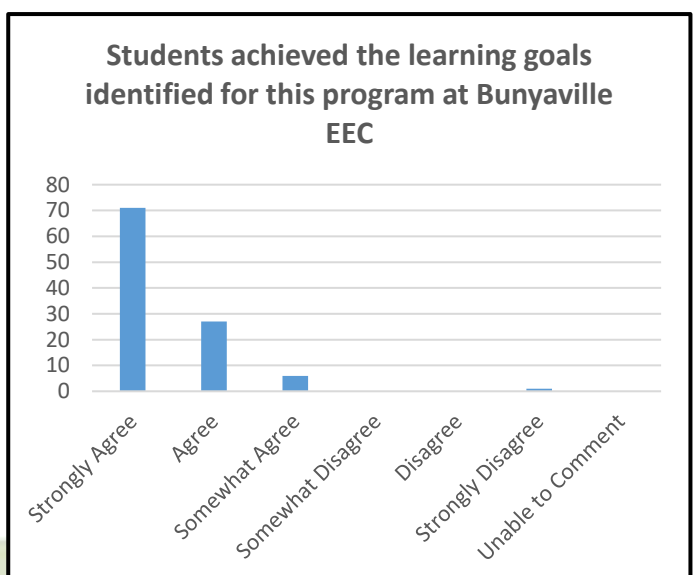
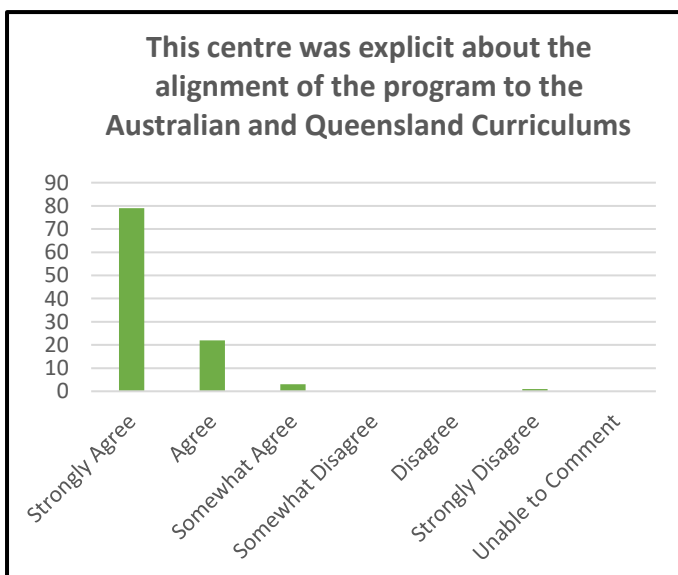
- A survey of visiting classroom teachers indicates that the *What to Expect Stories* for programs the Centre supplies, were shared by teacher aides/sent home to parents. They said the stories:
Prepared students for the visit, reduced anxiety and made them excited. Parents were aware of what students were doing.
Some teachers used the stories after their visit to help reinforce/extend learning.
- A survey was conducted with Mitchelton Special School teachers around the value of the Work Readiness Program with their Senior Pathway students. Responses were very positive:
How worthwhile is the program in terms of preparing students for work routines?
1. *Excellent. Within the Cert I Active Volunteering, students are taught the importance of showing up, doing whatever jobs need to be done as responsibilities and the rights of knowing how to do a task and working in a safe environment. This has been outstanding in helping them to achieve these outcomes practically.*
2. *The program was valuable in enabling students to follow set routines on a weekly basis.*
- Analysis of BEEC teacher observations of an early years program *Bush Play Adventure* for Age Appropriate Pedagogies (AAP) improved teachers' familiarity and understanding of the characteristics and approaches of AAP and identified the dominant approach and characteristics of the program were blended (predominantly play-based with inquiry, direct teaching & a little explicit instruction).

- Distance travelled for the day visit program *Watery Ways* from five schools. Students were asked the same question at the start of the program and then again at the end:



- Feedback survey of client schools and other headline indicator data were used to assess curriculum alignment, client satisfaction, effectiveness of teacher PDs and effectiveness of programs in students achieving learning intent.

Headline Indicator Data



Data Snapshot



Taught 1104 students about Indigenous perspectives

518 children

Bush Explorers,
Community Playgroup &
Bush Kindy



Taught 6414 students P-12



Strategy and Performance Report

Department of Education

Strategy and Performance
Analysis. Evidence. Insight.

Bunyaville Environmental Education Centre (3556)

Dataset	Measure	2018	2019	2020
SOS - Staff Survey	% total agreement: I enjoy working at this school (S2068)	100.0%	100.0%	
SOS - Staff Survey	% total agreement: I feel this school is a safe place in which to work (S2070)	100.0%	100.0%	
SOS - Staff Survey	% total agreement: I receive useful feedback about my work at this school (S2071)	100.0%	100.0%	
SOS - Staff Survey	% total agreement: Students are encouraged to do their best at this school (S2072)	100.0%	100.0%	
SOS - Staff Survey	% total agreement: Students are treated fairly at this school (S2073)	100.0%	100.0%	
SOS - Staff Survey	% total agreement: Student behaviour is well managed at this school (S2074)	100.0%	100.0%	
SOS - Staff Survey	% total agreement: Staff are well supported at this school (S2075)	100.0%	100.0%	
SOS - Staff Survey	% total agreement: This school takes staff opinions seriously (S2076)	100.0%	100.0%	
SOS - Staff Survey	% total agreement: This school looks for ways to improve (S2077)	100.0%	100.0%	
SOS - Staff Survey	% total agreement: This school is well maintained (S2078)	100.0%	100.0%	
SOS - Staff Survey	% total agreement: This school gives me opportunities to do interesting things (S2079)	100.0%	100.0%	
Utilities Consumption	Electricity kWh (as at end of financial year)	12,713	13,020	12,328
Utilities Consumption	Water kJ (as at end of financial year)	594	28	62
HR	Teaching Headcount	5	6	6
HR	Teaching FTE	3.0	3.1	3.1
HR	Non-Teaching Headcount	5	5	5
HR	Non-Teaching FTE	2.5	2.7	2.7
HR	Indigenous Staff Headcount	0	0	0
HR	Indigenous Staff FTE	0.0	0.0	0.0
HR	% Staff Attendance	98.4%	98.4%	98.6%
HR	% Staff Retention	100.0%	100.0%	100.0%
School Audit Report	Latest Audit Result: Effective (01/06/18)	-	-	-
Finance	Bank Balance: January	\$400,939	\$413,899	\$338,518
Finance	Bank Balance: February	\$408,992	\$415,702	\$346,819
Finance	Bank Balance: March	\$394,638	\$401,198	\$335,068
Finance	Bank Balance: April	\$406,462	\$401,774	\$336,366
Finance	Bank Balance: May	\$409,598	\$412,357	\$321,072
Finance	Bank Balance: June	\$416,413	\$431,018	\$321,582
Finance	Bank Balance: July	\$443,662	\$453,943	\$340,481
Finance	Bank Balance: August	\$432,384	\$455,390	\$331,437
Finance	Bank Balance: September	\$422,150	\$449,654	\$309,622
Finance	Bank Balance: October	\$420,508	\$405,664	\$320,775
Finance	Bank Balance: November	\$422,990	\$358,166	\$320,909
Finance	Bank Balance: December	\$416,399	\$347,111	\$271,598
Workcover	Claim Lodgement Rate (claims lodged per 100 FTE over 3 years)	9.9	4.8	4.4
Workcover	Cost Paid Rate (statutory costs paid per FTE over 3 years)	49.1	105.9	97.6

Notes:

In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

Achievements – 2020

Embracing Community

- Designed and delivered two new Centre programs for Senior Biology and Geography.
- The development of new incursions programs to respond to the home schooling in Term 2.
- Delivery of incursions in local schools in Term 2 due to restrictions placed on schools and the Centre.
- Showcased the Centre's transitions program *Bush Kindy – It's DEADLY!* to the Metropolitan Regional Director and Director of Early Childhood, Department of Education.
- The Centre has continued to share their expertise by delivering professional development:
 - 5, state-wide PD webinars for teachers getting schools started on their **School Environment Management Plans** for over 100 educators
 - school leadership teams around embedding Aboriginal and Torres Strait Islander perspective (EATSIP's)
 - EATSIPs PD for early childhood educators in partnership with the Department of Education's Transitions Officers from the Bramble Bay Cluster.
- Opened the new Centre entrance on National Aboriginal and Torres Strait Islander Children's Day with Albany Hills State School. This was an amazing effort from Centre's Unit Support Officers. Melinda Serico and the student's artwork proudly welcomes visitors to the Centre.
- Strengthened partnership with Mitchelton Special School:
 - teaching several year levels
 - weekly Senior Pathways program
 - work experience student.



Explicit Improvement Agenda

The Centre's Investing for Success funding was used to create opportunities to teach more senior students by :

- Attending Professional Development at Toohey Forest EEC on the new senior syllabus fieldwork requirements
- Collaboratively researching and designing new biology and geography Centre programs that align with the new QCE Senior Syllabi
- Conducting pre and post student and teacher surveys and
- Analysing data to assess evidence of impact and improve program delivery.



School /Community Partnerships



...as well as:

- Mt Nebo State School
- Metropolitan Northside Science Group
- Education Queensland International
- Save the Bilby Fund
- Australian Koala Foundation





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