Curriculum (Catering for K – Year 12)

Destination Service Delivery Programs
Connecting the learning in the classroom, beyond the classroom to go back into the classroom, applying knowledge to real life situations.

- English – A context for using Language, Literacy, Literature
- Science – Supporting classroom teaching of science through practical, hands-on application of content knowledge (science understanding) and science inquiry skills across the P-12 curriculum
- SOSE – Citizenship, Protecting place and resources by applying sustainable practices
- Senior Geography – Managing the natural environment
- Senior Biology – Managing the natural environment
- HPE – Supporting learning self and others, leadership, working as a team, cooperation
- History of place over time
- General Capabilities – Literacy, Numeracy, Information and Communication Technology (ICT) capability, Critical and creative thinking, personal and social capability, ethical behaviour, intercultural understanding

History of place over time

Facilities
Facility development is critical to the long term delivery potential of Bunyaville EECC. The Learning Naturally Centre will be a multi-purpose teaching and learning community hub taking the learning beyond the classroom.

Proposed building of additional teaching and learning space and the retrofit of the existing space will accommodate a purpose built server room, sick bay, new entry, and redesigned administration area. Shade, landscapinf, vertical gardens, solar panel connection will enhance “The Learning Naturally Centre”.

Information and Communication Technologies
ICTs are utilised to support mobile technologies for student learning as part of curriculum delivery including:

- Data collection in the field
- Reflection
- Communication
- Assessment
- Narratives
- Evaluation

Digital devices used include:

- Data loggers
- GPS / GIS
- Digital cameras / flip videos, portable scanner
- Infrared camera
- iPads, iPhones, iPods
- Power Mates
- Voice recording

COMMS

Our Vision: a world where all people care for themselves, care for others and care for country – a sustainable world for all.

Our Purpose: Taking learning beyond the classroom delivering environmental sustainability. Experience – Enabling - Connecting

We Value: relationships, respect, resilience and reflection to enable deep understanding and connection between self, others and the nurturing of creativity; continued professional renewal and development for best practice in teaching and learning – teacher as researcher.

Environmental Education Centre

Strategic Plan 2012 - 2015

Bunyaville Conservation Park
Off Old Northern Road, Everton Hills
PO Box 294
Albany Creek QLD 4035
Ph: 3353 4356 Fax: 3353 2624
www.bunyaeecc.edu.au

We Value:

EXPERIENCING . ENABLING . CONNECTING

Connecting the learning in the classroom, beyond the classroom to go back into the classroom, applying knowledge to real life situations.

CURRICULUM – systematic delivery of education programs that are aligned to the Australian Curriculum and differentiated to meet the learning needs of individual students

- 100% of programs aligned to Australian Curriculum
- 100% systematic curriculum documentation
- 100% of centre programs differentiated
- 4 programs reviewed annually, realigned and updated with documentation of – overview includes Australian Curriculum, centre program design philosophy, learning in the classroom, beyond and back into the classroom, assessment, ICT embedded within documented program via learning pathways.
- Learnscape expand LBC exemplar for modelling and mentoring schools and delivery of centre curriculum
- 2 programs redesigned annually on expert model for capacity building of classroom teachers – Science, LBC
- Virtual content website – visual information, instructional videos, Learning Place – learning pathways, discussion forums, ed studio for teachers and students
- Mobile technologies as part of programs

WORKFORCE - Effective teaching practice guided by explicit pedagogical framework and supported by a context and capable workforce

- Comprehensive pedagogical framework in place that guides teachers and support staff in the development, delivery and innovation of unique learning experiences
- 100% centre teachers – teacher as researcher
- 100% of staff articulate LBC tools and Pedagogy and Place strategies
- 100% digital pedagogical licence
- 100% centre teachers receive feedback on teaching practice and performance
- Centre principal giving feedback to teachers about their pedagogy and practice
- Define, articulate and systematically document explicitly unique centre’s program design - Designed to Engage
- All centre staff building capacity science and LBC pedagogical practices of visiting teachers
- 100% of workforce satisfied and working safely
- Supporting each other
- Additional professional educators employed for early years learning

SERVICE DELIVERY - Expert teaching team building capacity in schools, other centres and the wider community

- Destination – 70%
- 2 teachers – shared part-time positions
- Unit Support Officer (0.6 FTE)
- Unit Support Officer (0.4 FTE Centre funded)
- 1 Admin Officer (30.75 hrs)
- Admin Officers – Centre funded (0.6FTE)
- Cleaner (10hrs)
- P & C Association
- Volunteers

Partnerships with: Bunyaville Creek State High School, Albany Hills State School, QPWS, QUT, local Aboriginal and Torres Strait Islander Community, Metropolitan HOC Network, University of Queensland, Nudgee Beach EECC and other OEECs.

Our Partners include, but are not limited to the following:
Bunyaville Bush Care Group, WPSQ, Bunya Residents

EDUCATION REGION DISTRIBUTION OF SCHOOLS

2012 Staff & Community

- Teaching Principal Band 9
- 2 Teachers – shared part-time positions
- Unit Support Officer (0.6 FTE)
- Unit Support Officer (0.4 FTE Centre funded)
- 1 Admin Officer (30.75 hrs)
- Admin Officers – Centre funded (0.6FTE)
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Sustainability Training – Teachers, students, citizens

Communication & PD - teachers students & community
- ed studio, learning pathways for teachers, one channel presentations, blogging
- Outdoor Environment Sustainability Training
- Newsletters

PRODUCTIVE ORGANISATION – Exciting, safe and engaging learning environments maintained through targeted recruiting and 21st century organisation collecting and analysing data to monitor student learning, inform decision making and support practice.

New community building modelling environmental best practice - Learning Naturally Centre

Whole centre data plan, systematic data collection, analysis for explicit improvement, informing centre business.

Diversifying income stream

Expansion of centre utilising minimal ecological footprints

On-line virtual presence communication, teaching and learning, promotions.