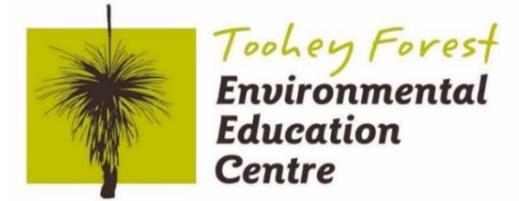


TOOHEY FOREST ENVIRONMENTAL EDUCATION CENTRE 2026 ANNUAL IMPLEMENTATION PLAN



Our Vision: *Inspiring scientific thinking beyond the classroom to empower informed, responsible global citizens*

Our Mission: *Toohey Forest Environmental Education Centre develops scientifically literate students who are equipped to engage critically with the world around them and make informed decisions about local, national and global issues. Through authentic, experiential learning experiences, we build students' capacity to:*

- Engage with curiosity and sustained interest in the natural and built environments
- Formulate meaningful questions and conduct purposeful investigations
- Analyse data and draw evidence-based conclusions
- Critically evaluate information and scientific claims
- Make informed personal and civic decisions grounded in evidence

Our Purpose: *Toohey Forest EEC provides high quality, curriculum aligned learning experiences that immerse students in real-world Geography and STEM contexts. We strengthen connections through:*

- Programs designed to meet the needs of P-12 learners and align with curriculum and assessment requirements
- Experiential learning in authentic natural and urban environments
- Explicit development of inquiry, analytical and critical thinking skills
- Partnerships with external individuals / organisations and tertiary institutions, including Griffith University, to ensure programs reflect contemporary scientific practice

<p>School priority 1: Strengthen the alignment, quality and impact of Australian Curriculum V9 program delivery</p> <p>Goal: Ensure all ACV9 programs are inclusive, coherently sequenced, appropriately resourced, and embed reading and language comprehension to improve student learning outcomes</p>	Key Actions & Responsible Officer/s:	Implementation Timeline			
	<ul style="list-style-type: none"> • Audit and refine programs to ensure they meet the needs of diverse learners, including EAL/D students and high-achieving students [TEACHING STAFF] • Review sequencing, timing and structure to ensure logical progression and optimal learning time [TEACHING STAFF] • Embed explicit instruction and support for reading and language comprehension within program delivery and associated pre and / or post visit materials [TEACHING STAFF] • Review data from visiting teacher survey [PRINCIPAL] • **OPTIONAL** Engage a peer reviewer to critique program content, links to AC, resources and pedagogy 	T1	T2	T3	T4
	<p>Success Indicators:</p> <ul style="list-style-type: none"> • Program documentation demonstrates clear differentiation, curriculum alignment and age appropriateness • Teaching sequences reflect coherent progression and effective time allocation • Teaching staff report high levels of satisfaction with program resources and delivery, including across a diversity of client schools • Evidence of explicit reading and language comprehension strategies within teaching materials • High levels of student engagement and learning outcomes as demonstrated through student work samples, internal observations and visiting teacher feedback • High levels of client satisfaction as demonstrated in the collective results of the visiting teacher survey 	✓	✓	✓	✓

<p>School priority 2: Strengthen the alignment, quality and impact of QCAA senior Biology and Geography programs</p> <p>Goal: Enhance the design and delivery of senior Biology and Geography programs to ensure alignment with school-based and external assessment, maximise student engagement, and ensure coherent sequencing and resourcing to improve student achievement outcomes.</p>	Key Actions & Responsible Officer/s:	Implementation Timeline			
	<ul style="list-style-type: none"> • Strengthen alignment between program resources and delivery, and QCAA assessment requirements, including internal assessment and external examination preparation [THERESA & GABE] • Review and refine program design and delivery to maximise suitability for the full range of learners [THERESA & GABE] • Evaluate sequencing, timing and structure to ensure logical progression and effective use of instructional time [THERESA & GABE] • Evaluate and align resourcing and equipment to support effective delivery and improved equity in roles / responsibilities [ALL STAFF] • Review data from visiting teacher survey [PRINCIPAL] 	T1	T2	T3	T4
	<p>Success Indicators:</p> <ul style="list-style-type: none"> • Documented alignment between program materials and QCAA syllabus objectives and assessment instruments • High levels of student engagement as evidenced through student work samples, internal observations and visiting teacher feedback • Teaching staff report high levels of satisfaction with program resources and delivery, including across a diversity of client schools • High levels of client satisfaction for senior Biology & Geography programs as evidenced in the visiting teacher survey 	✓	✓	✓	✓

<p>Reduction of red tape / minimising duplication include:</p> <ul style="list-style-type: none"> • Explore opportunities to collaborate with select Outdoor and Environmental Education Centres to reduce duplication of program planning, resource development, staff training / skills etc. • Where appropriate, utilising targeted email communications in order to reduce the frequency and / or duration of face-to-face meetings 	Supporting red tape reduction in Queensland state schools
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