

TOOHEY FOREST ENVIRONMENTAL EDUCATION CENTRE  
2025 ANNUAL IMPLEMENTATION PLAN



Educational  
achievement



Wellbeing and  
engagement



Culture and  
inclusion

**Our Centre Vision:** *Inspiring science beyond the classroom*

**Mission Statement:** [Toohey Forest Environmental Education Centre](#) is committed to the development of students as responsible and informed citizens through scientific literacy. Improved scientific literacy enables informed decision-making about local, national and global issues. Scientifically literate citizens:

- Are interested in the world around them
- Are able to identify questions, investigate and draw evidence-based conclusions
- Reflect critically on information, data or the claims made by others
- Make informed personal decisions and choices

**Our Purpose:** Toohey Forest EEC provides students with engaging learning opportunities and experiences deeply immersed within the natural and built environments. Students experience connections within the various fields of STEM (Science, Technology, Engineering and Mathematics) and Geography. To ensure authenticity to real world science, Toohey Forest EEC partners with a variety of external agencies, including Griffith University, to provide learning opportunities relevant to P-12 school-aged students.



*Toohey Forest*  
**Environmental  
Education  
Centre**

**School priority 1:**

**Implementation of the [Australian Curriculum V9](#) programs** to ensure:

- Alignment with the curriculum
- Inclusion, including suitability for the intended audience e.g. EAL/D, high achieving students
- Functionality of sequencing, timing for individual activities etc.
- Resourcing / equipment requirements

**Actions & Responsible Officer/s:**

- Negotiate a process to review the programs, including roles, responsibilities, timelines *[PRINCIPAL & NICOLE]*
- Schedule review of individual programs at Teaching and Learning meetings *[ALL TEACHING STAFF]*
- Engage an external provider to review program content, resources and delivery *[PRINCIPAL]*

**Implementation Timeline**

T1	T2	T3	T4
✓			
✓	✓	✓	✓

**Targets / Measurables / Data Sources:**

- Scheduling 3+ Teaching & Learning meetings per term, including published summary of actions / outcomes
- Participating student work samples
- 80%+ satisfaction for V9 programs as evidenced in the visiting teacher survey
- 80%+ of participating schools requesting program support for 2026 (i.e. return rate)
- Feedback from external provider provided to centre teaching staff

**School priority 2:**

**Implement the revised 2025 QCAA senior [Biology](#) and [Geography](#) syllabuses** to ensure:

- Program alignment
- Suitability for the intended audience, with an emphasis on student engagement
- Functionality of sequencing, timing for individual activities etc.
- Resourcing / equipment requirements
- Program suitability for the International Baccalaureate (IB) course

**Actions & Responsible Officer/s:**

- Review the revised syllabus and supporting QCAA documentation *[THERESA & GABE]*
- Allocate program development time to support completion of work *[PRINCIPAL]*
- Consult with select EEC's to co-develop new activities and resources *[THERESA & GABE]*
- Implement revised programs
- Collate visiting teacher survey responses for individual senior programs *[PRINCIPAL]*

**Implementation Timeline**

T1	T2	T3	T4
✓			
✓	✓	✓	✓
			✓
			✓

**Targets / Measurables / Data Sources:**

- 2+ program development days designated for key staff during terms 2&3
- Provision for consultation / share opportunities with other EEC's
- Participating student work samples
- 80%+ satisfaction for senior Biology & Geography programs as evidenced in the visiting teacher survey
- 80%+ of participating schools requesting further program support for 2026

**School priority 3:**

**Establish the centre as a hub for STEM professional learning** including:

- Establishing a STEM teachers professional learning community for the Metropolitan education regions
- Identifying and prioritising teacher and / or student need
- Exploring opportunities to partner with select DoE (Education Futures Institute, Queensland Virtual Academy, other EEC's), university and industry contacts
- Providing for digital delivery, in addition to traditional face-to-face modes, to enable participation beyond SEQ

**Actions & Responsible Officer/s:**

- Establish secondary science Head of Department / key teacher network *[PRINCIPAL]*
- Establish primary Head of Curriculum / key teacher network *[PRINCIPAL]*
- Collaborate with Educational Futures Institute and other select professional learning providers *[PRINCIPAL]*
- Create work shadow opportunities for early career teachers with a focus on knowledge and pedagogy *[PRINCIPAL]*
- Installation of new AV to enable videoconferencing and recording capabilities, provide for virtual collaboration etc.

**Implementation Timeline**

T1	T2	T3	T4
		✓	✓
		✓	✓
		✓	✓
	✓		✓

**Targets / Measurables / Data Sources:**

- Creating a distribution list for key STEM teachers / curriculum leaders for (i) Primary (ii) Secondary school settings
- Participation in STEM events, and associated feedback
- Contributions from EFI, QVA and other external agencies