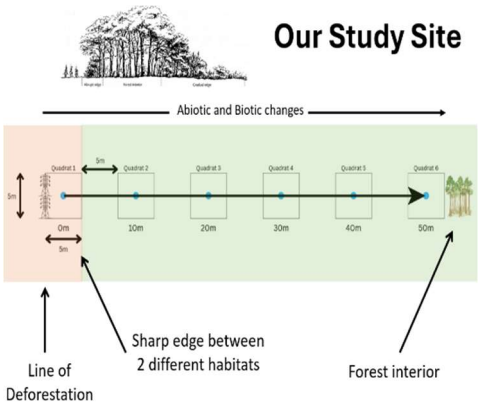
Bunyaville Environmental Education Centre

Igniting passion for the planet and inspiring action for a sustainable tomorrow



Secondary Programs 2027

Bunyaville Environmental Education Centre
Bunyaville Conservation Park
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Queensland Government

Bunyaville Environmental Education Centre

Galang nguruindhau teachers,

We are excited to welcome you to our special place, nestled in the forest of Bunyaville Conservation Park in Brisbane's north-west.

At Bunyaville Environmental Education Centre, our programs spark curiosity, have high engagement, and provide opportunities where your students can experience a sense of wonder and awe. These high-impact programs not only enhance student learning but also support and enrich your unit planning and teaching.

Through targeted teaching of key knowledge and skills, our excellent educators strengthen students' connections to learning. Learning is hands-on and guided by powerful pedagogies that draw on the unique features of our natural setting. We teach in, and respond to, our place – Bunyaville, helping students form meaningful connections with nature and empowering them to care for Country.

We deliver both full-day and half-day programs that align with the Australian Curriculum and Senior Syllabuses, and that are underpinned by a strong sustainability focus. Our core focus area is in the teaching of Geography, supporting students in their knowledge and understanding, as well as preparing them for their assessment tasks. We also prioritise the teaching of the cross-curricular priorities of Sustainability and Aboriginal and Torres Strait Islander Histories and Cultures, and teaching the general capabilities providing opportunities to develop self through outdoor learning.

All our programs connect the students to their learning and to the environment.

We look forward to sharing an inspiring and enriching experience with you and your students here at Bunyaville Environmental Education Centre.

Kind regards,

Ollie Narbey
Principal Bunyaville Environmental Education Centre

Year 8

Landscapes and Landforms

Students investigate the geomorphological (natural) and anthropogenic (human) processes occurring in the Bunyaville riverine landscape and then suggest solutions to mitigate the negative impacts.

Students will be able to:

- identify the geomorphological and anthropogenic processes impacting the riverine landscape at Bunyaville Conservation Park.
- collect and analyse abiotic and biotic data to investigate the impact the processes have on the riverine landscape.
- observe and understand the purpose of current management practices to mitigate negative impacts.
- problem solve solutions to manage the issues impacting the riverine landscape.

Overview of day

Students begin the day by learning about riverine landscapes, geomorphological and anthropogenic processes, and the positive and negative impacts these can have on the riverine landscape. Students then investigate two areas, comparing upper and lower catchments, by collecting abiotic and biotic data through field study investigations, site walks and freshwater testing over two sessions.

Upper catchment site session: Students collect abiotic and biotic data and observe evidence of geomorphological and anthropogenic processes. Students then undertake a guided site walk through the area observing these processes and the evidence of management techniques used to minimise the negative impacts.

Lower catchment site session: Students collect abiotic and biotic data and observe evidence of geomorphological and anthropogenic processes. Students then undertake an investigation into the 'health of the creek' to assess the anthropogenic impacts from both upper and lower catchments on the river system. They investigate water quality and macroinvertebrate frequencies.

The students come together at the end of the day to revisit their learnings and start to come up with solutions to manage the issues impacting the Park.

Web page: ***Landscapes and Landforms***

YEAR 8
Up to 2 classes /day

Full day program
9.15am – 2.15pm

Curriculum Links

- Geography
- Landscapes and Landforms:
  *geomorphological processes that produce different landscapes & significant landforms
  *the interconnections between human activity & geomorphological processes, & ways of managing distinctive landscapes
- Sustainability

High Impact Pedagogies

- Real-life forested riverine context
- Inquiry
- Authentic fieldwork

Year 10

Environmental Change and Management

Students compare a disturbed area with an undisturbed area of Bunyaville Conservation Park to investigate the impact of human induced changes. They learn about the management techniques employed to mitigate any negative impacts and devise solutions to support the management of the Park and its biodiversity.

Students will be able to:

- identify the geographical processes (natural and human induced) impacting the Bunyaville Conservation Park and its biodiversity.
- collect abiotic and biotic data at a disturbed and undisturbed site to analyse the impact people have on the Bunyaville forest.
- observe and understand current management practices that aim to mitigate anthropogenic negative impacts, and decide whether the Park is being managed effectively and sustainably.
- devise solutions to manage the anthropogenic issues impacting the Bunyaville Conservation Park and improve its sustainability.

Overview of day

Students start the day by learning about the anthropogenic processes and the impacts of these on the Bunyaville Conservation Park. They then head out into the forest, the real-life context, to collect data and observe and discuss what is happening in the Park.

Students investigate a disturbed and undisturbed site collecting abiotic and biotic data to assess the impact humans have on the environment. Students use a variety of techniques and equipment to collect the data.

Bunyaville teachers lead the students on a walk through the Park to observe and learn about anthropogenic issues and the management techniques used by Queensland Parks & Wildlife Service (QPWS) to reduce these impacts.

The students come together at the end of the day to revisit their learnings, identify trends and start to come up with solutions to manage the issues impacting the Park.

*Web page: **Environmental Change and Management***

YEAR 10
Up to 2 classes /day

Full day program
9.15am – 2.15pm

Curriculum Links

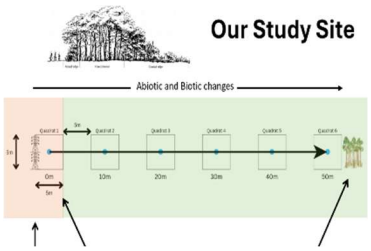
- Geography
- Environmental Change and Management:
  *the human-induced changes that challenge the sustainability of places & environments
  *causes & effects of a change in an identified environment at a local, national or global scale, & strategies to manage sustainability
- Sustainability

High Impact Pedagogies

- Real-life forest context
- Inquiry
- Authentic fieldwork

Year 11 - 12

Responding to Landcover Transformations



Students investigate the impact of a landcover transformation due to urbanisation that has occurred in the Bunyaville Conservation Park (powerline clearance). The geographical process of deforestation has occurred transforming the dry sclerophyll forest to a cleared area. Students learn about the geographical challenges this has created of edge effect, weed invasion and increased human activity and the impact of these on the site. Students undertake field work and collect data to assess the current state of the site to ultimately understand the impact on biodiversity and on people. They learn about the natural and human pressures from climate change, recreational activities and urbanisation that are impacting the Park and how they are currently managed by Queensland Parks and Wildlife Service (QPWS).

Landcover transformation focus: From dry sclerophyll forest to a cleared area.
Main impact being studied: Deforestation due to urbanisation (powerline clearance).
Geographical Challenges: Edge effect, weed invasion, urbanisation (increased activity in the Park).
Landcover Management Challenge: Threat to biodiversity, species endangerment and reduction of aesthetics.

Students collect primary data in the field by analysing survey sites along a transect line that follows the transformed site (cleared powerline) area into the forest interior. Abiotic and biotic data is collected in quadrats 10m apart along the transect line to find trends and patterns across this range. Scientific equipment and geospatial technologies such as Survey123 are used to collect the data.

Students will be able to:

- identify the geographical process that has resulted in a landcover change at Bunyaville Conservation Park.
- understand how geographical challenges shape the identity of the Park.
- learn how QPWS mitigates the negative impacts.
- start to formulate solutions that will improve the sustainability of the Park.
- undertake fieldwork to collect all data required to complete their IA2 and work out the impact the landcover transformation has had on biodiversity and people.

YEAR 11 – YEAR 12
Up to 2 classes /day

Full day program
9.15am – 2.15pm

Curriculum Links

- Geography IA2
- QCAA Geography General Senior Syllabus 2019 & 2025 version 1.3
- Sustainability

High Impact Pedagogies

- Set in context – Bunyaville Conservation Park
- Inquiry
- Hands on
- ArcGIS – Survey123

Program outline
Students come together at the beginning of the day to understand the purpose of the day/investigation, learn about Bunyaville Conservation Park and the transformation site, and practice the field techniques they will use when collecting data.

Students then go out to the transformation site and collect abiotic and biotic (plants) data following a transect line from the cleared area into the forest interior. As they collect the data they can consider how the geographical challenges (edge effect, weed invasion, increased human use) have a dynamic, ongoing impact across the transect line. Students will be able to look at trends and patterns within the data as the transect line follows from the disturbed area into the undisturbed area of the forest. The weed they come across most is Signal Grass (*Urochloa decumbens*). The students collect the data using Survey123 as well as a workbook.

Students are led on a walk through the Bunyaville Conservation Park to look at the impact that natural and human pressures have on the Park including weed dispersal, urbanisation, fire and erosion, and the management strategies used by QPWS to try to mitigate the negative impacts.

Students come back together at the end of the day, share their data and reflect on the days learning to start them thinking about their assessment.

Web page: ***Responding to Landcover Transformations***

Year 7 - 12

Indigenous Games - Incursion

Students respect and celebrate Aboriginal & Torres Strait Islander cultures and ways to stay healthy through physical activity playing traditional Aboriginal and Torres Strait Islander games.

Students will be able to:

- understand Aboriginal and Torres Strait Islander games and why they play them.
- develop teamwork skills.
- undertake physical activity by playing the games.

Overview of day

The Bunyaville teachers begin with an Acknowledgement of Country and an introduction to who, where and why games were played in all Aboriginal and Torres Strait Islander Countries across Australia.

Students are split into groups and rotated around several games. In each game they learn about:

- the name of the game and any Aboriginal or Torres Strait Islander language/s used in the game,
- where the game comes from,
- how the game is played, and
- the skills they are learning from the games.

The games selected are not only fun but they are also examples of how games are used to teach young people important life skills such as hunting, safety, navigation and how to work together for the benefit of the community.

N.B. The Indigenous games played during this session are sourced from the Yulunga Games book or www.sportaus.gov.au/yulunga.

*Web page: **Indigenous Games - Incursion***

YEAR 7 – YEAR 12
45 mins - 1 hour for each class
Up to 5 classes per day

Curriculum Links

- Aboriginal and Torres Strait Islander Histories and Cultures
- HPE
- Personal and Social capabilities
- Sustainability

High Impact Pedagogies

- Hands on
- Problem solving, collaboration, communication
- Authentic resources

Year 7 - 12

Nature Journaling - Incursion

Students participate in nature journaling enabling them to investigate the environment around them through art and develop a deeper connection with nature.

Students will be able to:

- understand nature journaling techniques.
- develop a deeper understanding of the natural environment.
- participate in a wellbeing activity.

Overview of day

This program introduces students to nature journaling. By recording their observations in their nature journals, students will express themselves visually while developing their connection with the natural world. Throughout the session, students will practise drawing different shapes, colours, textures, objects, plants etc. that they see in their environment.

Students will participate in 'Dadirri', an Indigenous mindfulness activity to slow them down and work on their attentiveness and inner/outer focus. This will also help the students relax and focus, fostering their wellbeing. They will then be guided through activities using magnifying loupes and different nature journaling techniques to represent their ideas. A number of natural resources will be provided by the Bunyaville EEC teacher for further stimulus (if required). At the end, students will be given an opportunity to share their work with the group.

*Web page: **Nature Journaling - Incursion***

This incursion reflects the Outdoor Learning curriculum connection:
"Experiences in natural environments promote personal growth and development, and health and wellbeing. Students experience the deep personal impact of immersion in nature, including how connection to Country/Place by First Nations Australians is a critical element of their identity. This includes the role of natural environments in providing a balance to modern, technologically intense living and in supporting physical, social, emotional, mental and spiritual wellbeing."

YEAR 7 – YEAR 12
2 hours for each class
Up to 2 classes per day

Curriculum Links

- Art
- HPE
- Science
- HASS (Geography)
- Sustainability

High Impact Pedagogies

- Set in the natural areas of your school
- Inquiry
- Hands on

Year 7 - 12

International Program – Full Day

Students enjoy a day filled with hands-on activities that allow them to experience the wonders of the Australian bush and immerse themselves in Australian culture.

Students will be able to:

- explore the Australian bush and learn how to care for it
- understand how Aboriginal and Torres Strait Islander peoples connect with and care for Country
- develop strategies and skills when exposed to new environments

Overview of day
Students meet the Bunyaville EEC teacher in the Bunyaville Conservation Park picnic area where they do Acknowledgment of Country before participating in a day full of fun activities. An iconic Australian morning tea and BBQ lunch is provided.

Activities:
Cooking: Students make damper/scones and see them cooked on an open fire. Once cooked they get to eat their hard work.

Earthwalk: Students are guided by the Bunyaville EEC teacher through the bush. They observe the natural wonders in our forests (plants and animals) honing their skills through dadirri and the use of magnifying loupes. Students learn about how Aboriginal and Torres Strait Islander people live on and care for Country sustainably.
and a choice of 2 of these:

Planting trees: Students get 'hands on' and learn how to plant native trees in the Conservation Park.
Ponding: Students have a go at 'ponding' for macroinvertebrates finding the small animals that live in the creek.
Indigenous Games: Students learn by playing some Aboriginal and Torres Strait Islander games. They learn where the games originate from, who played them and why.

Bunyaville Conservation Park is home to many plants and animals including wallabies, koalas and many Australian birds.

Web page: International Program

YEAR 7 – YEAR 12
Up to 60 students/day

Full day program
9.15am – 2.15pm

Curriculum Links

- English, Geography, Science
- Personal and Social Capability
- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

High Impact Pedagogies

- Real-life forest context
- Hand on activities

Year 7 - 12

International Program – 2 Hours

Students experience the wonders of the Australian bush and immerse themselves in Australian culture.

Students will be able to:

- explore the Australian bush and learn how to care for it
- understand how Aboriginal and Torres Strait Islander peoples connect with and care for Country
- develop strategies and skills when exposed to new environments.

Overview of day
Students meet the Bunyaville EEC teacher in the Bunyaville Conservation Park picnic area where they do Acknowledgment of Country before participating in engaging activities. Earthwalk, Indigenous Games and then the option of Ponding or Nature Journalling.

Activities
Earthwalk: Students are guided by the Bunyaville EEC teacher through the bush. They observe the natural wonders in our forests (plants and animals) honing their skills through dadirri and the use of magnifying loupes. Students learn about how Aboriginal and Torres Strait Islander people live on and care for Country sustainably.
Indigenous Games: Students learn by playing some Aboriginal and Torres Strait Islander games. They learn where the games originate from, who played them and why.

and
Ponding: Students have a go at 'ponding' for macroinvertebrates finding the small animals that live in the creek.
or
Nature Journaling: Students will participate in nature journaling creating a deeper connection with nature, enabling students to investigate the environment around them through art.

Bunyaville Conservation Park is home to many plants and animals including wallabies, koalas and many Australian birds.

Web page: International Program

YEAR 7 – YEAR 12
Up to 60 students/day

2 hours for each session
Up to 2 sessions per day

Curriculum Links

- English, Geography, Science
- Personal and Social Capability
- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

High Impact Pedagogies

- Real-life forest context
- Hand on activities

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