

# Bunyaville Environmental Education Centre



Empowering people to care for Country – a sustainable world for all.

## Secondary Programs 2025



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# Bunyaville Environmental Education Centre

Wunya Educators,

Here at Bunyaville Environmental Education Centre we enrich student learning through targeted teaching of key knowledge and skills, creating a connection with nature, and empowering students to care for Country.

We deliver full and half day programs that align with the Australian Curriculum and Senior Syllabi, and have a 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.

Our excellent teachers strengthen students' connection to their learning by using powerful pedagogies within our natural setting, the Bunyaville Conservation Park. We learn in and respond to our place, student learning is experiential and hands-on, and it is age-appropriate.

We look forward to seeing you here at Bunyaville Environmental Education Centre for an amazing experience for all of your staff and students.

Kind regards,



Ollie Narbey  
Principal Bunyaville Environmental Education Centre



# Secondary Excursions

At Bunyaville Environmental Education Centre  
All programs link to the cross-curriculum priority of Sustainability

## Landscapes and Landforms

Year 8

Full day for up to 2 classes

**Curriculum Focus:** *How do environmental and human processes affect the characteristics of places and environments? What are the consequences of changes to places and environments and how can these changes be managed?*

**Curriculum Links:** *Geography, Cross curricular priority of Sustainability*



**Aim:** For students to understand a riverine landscape by learning within Bunyaville Conservation Park, the positive and negative issues that impact the Park, and the strategies used to address these issues.

### **Overview of day**

Students begin the day with an overview of Bunyaville Conservation Park, its history and priorities. Students then do two sessions throughout the day:

Session 1: Comparison of the ridgeline and gully environment in a riverine landscape. Students investigate each site collecting abiotic and biotic data, as well as learning about the issues impacting each site and the strategies employed to mitigate these issues.

Session 2: Students investigate the health of the ponds in the Picnic area by looking at the number of macroinvertebrates and their diversity. Students also investigate the issues impacting the area and the strategies employed to mitigate these issues.

## Environmental Change and Management

Year 10

Full day for up to 2 classes

**Curriculum Focus:** *Human induced environmental changes, and management of Bunyaville Conservation Park*

**Curriculum Links:** *Geography, Cross curricular priority of Sustainability*

**Aim:** For students to learn how to gather primary data about biophysical processes. For students to identify human-induced environmental changes, how they impact biodiversity and consider if the Conservation Park is being managed sustainably.



### **Overview of day**

Students start the day by learning about the issues and impacts on Bunyaville Conservation Park. They then head out in to the forest, the real-life context, to collect data and observe and discuss what is happening in the Park. Students investigate each site collecting abiotic and biotic data, as well as learning about the issues impacting each site and the strategies employed to mitigate these issues.

## Responding to Landcover Transformations

Year 11 – 12

Full day for 1 class

**Curriculum Focus:** IA2 field work data collection

**Curriculum Links:** QCAA Geography General Senior Syllabus 2019 & 2025 version 1.1

**Aim:** For students to undertake field work to investigate the impact and management of the environmental issues of weeds, erosion and urbanisation at different sites within the Bunyaville Conservation Park. Students are provided with a number of hands-on opportunities to collect primary data, including the use of geospatial technologies such as ArcGIS QuickCapture and Survey123, to determine the environmental impact of a local land cover transformation and to propose how this challenge can be managed.

### **Overview of day**

Students begin the day with an overview of Bunyaville Conservation Park's history, priorities, and issues that impact the Park. Students then do two sessions throughout the day:

Session 1: Comparison of an undisturbed site (forest) and a disturbed site (powerlines). Students investigate each site collecting abiotic and biotic data in each quadrat along a transect line running from the ridgeline to the creek. Students use workbooks and ArcGIS technologies to collect their information.

Session 2: Students walk to the dam to collect and map data about erosion, the impacts of human activity and current management practices in the Park. Soil samples are taken in both a highly eroded (mountain bike track) and not eroded (forest) site. Students then analyse the soil from these sites by undertaking soil tests (including soil stability, pH, soil profile) back at the Centre.



# Secondary Incursions

At your school or a natural environment nearby  
All programs link to the cross-curriculum priority of Sustainability

## Indigenous Games

Prep – Year 12

1 hour for 1 class



**Curriculum Focus:** *Appreciation of Aboriginal and Torres Strait Islander Histories and Culture by learning about and playing Aboriginal and Torres Strait Islander games*

**Curriculum Links:** *Cross-curriculum priority of Aboriginal & Torres Strait Islander Histories and Cultures, HPE, Personal & Social capability (General Capabilities)*

**Aim:** Appreciate, respect and celebrate Aboriginal & Torres Strait Islander cultures and ways to stay healthy through physical activity playing traditional Aboriginal and Torres Strait Islander games.

### **Overview of the program**

The Bunyaville teachers begin with an Acknowledgement of Country, then share an Australian Indigenous language map to help students understand that our First Nations Peoples live in all corners of Australia. The role of games in developing skills and why children play these games is also discussed.

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. Teachers can choose these or alternative Indigenous games in future lessons by visiting [www.sportaus.gov.au/yulunga](http://www.sportaus.gov.au/yulunga).

## Mindfulness

Prep – Year 12

1 hour for 1 class

**Curriculum Focus:** *Fostering a strong sense of wellbeing and developing student's connection with self and nature*

**Curriculum Links:** *Wellbeing, General Capabilities (Personal & Social), Cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures*

**Aim:** For students to learn about and try mindfulness strategies within, and connecting with the natural world. This can help them become calm in times of stress, focus on learning and can lead to feeling happier. The attentiveness of mindfulness is also a key skill needed in inquiry processes.

### **Overview of day**

Your students will gain a deeper connection with the environment and themselves by undertaking different nature connected mindfulness activities such as rainbow chips, ochre art, nature journaling or string weaving. Students will also participate in 'Dadirri', an Indigenous mindfulness activity to slow them down and work on their attentiveness and inner/outer focus.