



# Bunyaville Environmental Education Centre

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

## Secondary Programs

# 2026

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 forests 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.

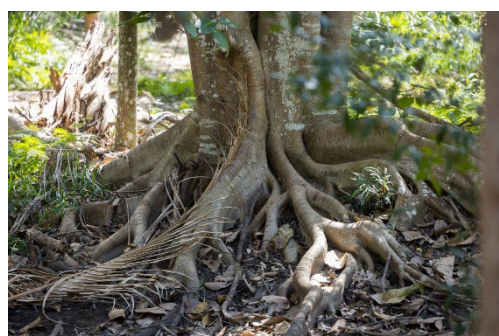
We deliver both full-day and half-day programs that align with the Australian Curriculum and Senior Syllabuses, and are underpinned by a strong sustainability focus. Our core focus area is in the teaching of Geography, supporting students in their knowledge and understanding, as well as preparing them 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





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# Landscapes and Landforms

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Students investigate the geomorphological (natural) and anthropogenic (human) processes occurring in the Bunyaville riverine landscape to then provide 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.
- gather information in order to 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 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 of 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**  
**2 CLASSES max./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

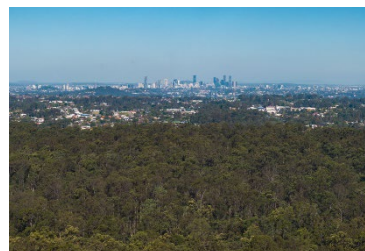
- Real-life forested riverine context
- Inquiry
- Authentic fieldwork



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# Environmental Change and Management

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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:

- undertake field studies to identify the anthropogenic processes impacting the Bunyaville Conservation Park and its biodiversity.
- gather information on the management of the Park and decide whether it is being managed appropriately and sustainably.
- problem solve solutions to manage the anthropogenic issues.

## Overview of day

Students start the day by learning about the issues and impacts on 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 QPWS to reduce these impacts.

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.

## YEAR 10

**2 CLASSES max./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

Web page: [Environmental Change and Management](#)

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# Responding to Landcover Transformations

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Students investigate the impact of a landcover transformation (powerline clearance) on the natural environment of Bunyaville Conservation Park. Geographical and anthropogenic processes are evaluated in order to assess local pressures on the site.

**Landcover transformation focus:** Habitat clearance due to powerlines  
**Main impact being studied:** Weeds and their dispersal

Students collect primary data in the field by using a transect line that follows the disturbed site (under the powerlines) into the undisturbed forest. Abiotic and biotic data is collected in quadrats 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 processes (natural and anthropogenic) that have resulted in landcover change at Bunyaville Conservation Park.
- Understand how these processes 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.
- Collect all data required to complete their IA2.

**Overview of day**

Students come together at the beginning of the day introducing them to the purpose of the day, an understanding of the pressures on the Park, how it is used, and how it is managed by Queensland Parks and Wildlife Service (QPWS).

Students then go out to the site and collect abiotic and biotic (plants) data following a transect line from the cleared area into the forest. They collect data and consider how the anthropogenic processes have a dynamic, ongoing impact across the transect line (edge effect). 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.

**YEAR 11 – YEAR 12**  
**2 CLASSES max./day**

**FULL DAY PROGRAM**  
**9.15am – 2.15pm**

**Curriculum Links**

- Geography IA2
- QCAA Geography General Senior Syllabus 2019 & 2025 version 1.1
- Sustainability

**High Impact Pedagogies**

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

Students are led on a walk through the Bunyaville Conservation Park to look at the impact of the geographical pressures (focussing particularly on weed dispersal 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 and share their data. Bunyaville teachers walk the students through the Simpsons Diversity Index, reflect on the days learning and start them thinking about their assessment.

Web page: [Responding to Landcover Transformations](#)



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## Indigenous Games - Incursion

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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](http://www.sportaus.gov.au/yulunga).

Web page: [Indigenous Games](#)

### YEAR 7 – YEAR 12 1 hour for 1 class

#### 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



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## Nature Journalling - Incursion

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

### Students will be able to:

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

### Overview of day

This program introduces students to nature journalling. 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 journalling 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 Journalling](#)

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.”*

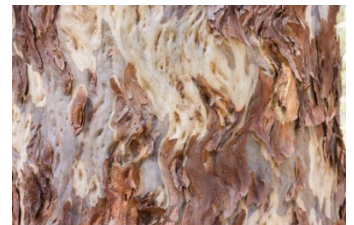
**YEAR 7 – YEAR 12**  
**2 hours for 1 class**

### Curriculum Links

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

### High Impact Pedagogies

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



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## Mindfulness in Nature - Incursion

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Students explore and practise mindfulness strategies while connecting deeply with the natural world.

### Students will be able to:

- practise techniques to manage stress, build focus, and support their own wellbeing.
- develop a stronger connection with nature and a sense of place.
- experience and reflect on Aboriginal perspectives, including *Dadirri*, a practice of deep listening.

### Overview of day

Students will learn about and practise mindfulness techniques over the course of the session that help them become calm in times of stress, be able to focus on learning and can lead to feeling happier.

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 journalling or string weaving. Students will also participate in 'Dadirri', an Aboriginal mindfulness activity to slow them down and work on their attentiveness and inner/outer focus.

Web page: [Mindfulness in Nature](#)

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**  
**1 hour for 1 class**

### Curriculum Links

- **Outdoor Learning** priority, particularly its emphasis on Health and Wellbeing.
- Personal & Social capabilities
- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

### High Impact Pedagogies

- Set in the natural areas of your school

