

First Creek Rehabilitation

Middle Years
Senior Years

Marryatville High School

Partners: Norwood and St Peters Council
Urban Forest Biodiversity Program

In 1997, Kym Dixon, a teacher at the school, worked with Tricia Machin to develop a rehabilitation plan for First Creek which runs through the school grounds. With the aid of grants, rehabilitation began on a 50 metre stretch of the riparian zone, beginning at one end of the creek. The rehabilitation has included removal of exotic trees, predominantly ash and willow and the subsequent planting of indigenous species.

Parents and students have been involved in the Trees for Life program to grow seedlings for planting out each year. Each consecutive year a new 50 metre area was added. In 2003 the last stretch of creek at the Eden park site was cleared and initial plantings carried out.

There are some future plantings planned to add diversity and to fill in some areas. There will need to be an ongoing weeding program for some years to control weed growth in the disturbed areas. The long-term impact is that 300 metres of the riparian zone will be rehabilitated and become a useful teaching resource within the school grounds.

Other parts of the creek from Waterfall Gully down to the Torrens can be studied as a comparison. Dale Speck has continued the project after the transfer of Kym Dixon.

“It is envisaged that the creek will become a resource in the teaching of junior science especially. There are currently new subjects being introduced in the senior school which involve Integrated Studies and Human Impact on Water is a relevant topic that could easily be undertaken in this school.

Possible topics include classification and subsequent production of a herbarium, microscope studies of freshwater invertebrates, the chemistry behind water sampling, studies of human impact on the creek line from the source of the Torrens, rehabilitation efforts in other locations, implications for biodiversity, extension of problems with the Murray and other waterways.”

The success of the program is determined by

As part of the grant requirements and for our own records, we keep a photographic record of the changes over time. The changes to the riparian zone over time are therefore made into a permanent record. Some of our year 9 students are part of the Waterwatch program and regularly sample the creek water for KESAB. The success is also measured by the number of students who are exposed/made aware of the problems associated with the creek. Parents are also involved in working bees with planting, weeding etc.

Links between classroom work and environmental project

- In junior science, the water sampling techniques are applied to statistics and environmental studies. A science excursion is conducted along the length of the creek on bicycles to examine the human impact.
- Senior biology does some classification work on plants from the riparian zone

Environmental Reporting Themes and Issues for this project

Themes

Issues

Biodiversity

- Native Vegetation
- Introduced Species

Inland Waters

- Water Quality
- Rivers, Streams and Wetlands
- Water Use

Environmental Reporting Themes and Issues for this project

- Arts
- Mathematics
- Science
- Society and Environment

Elements of the Essential Learnings that your project develops

Futures

- Learners developing an understanding of patterns and connections within systems
- Learners understanding world views when analysing future challenges

Identity

- Learners developing an understanding of themselves, of the groups to which they belong, and of other members of their community

Interdependence

- Learners coming to an understanding of cultural and global connections, patterns and evolutions
- Learners coming to an understanding of what is needed for sustainable social and physical environments
- Learners cooperating to achieve agreed outcomes
- Learners acting to benefit their communities

Thinking

- Learners utilising thinking from a range of times and cultures

Communication

- Learners having an understanding of the complexity and power of language and data
- Learners having the ability to make effective use of language, mathematical information and the tools of information and communications technology
- Learners being able to effectively use communication in a range of modes