

## Case Studies

### Native Vegetation – Revegetation of Fourth Creek Trail

Early Years

Primary Years

Middle Years

### Stradbroke Primary School

Partners:     Campbelltown City Council  
                  School – students/teachers  
                  Volunteers

Body text with description of the project

The revegetation of the south bank of Fourth Creek uses only indigenous native plants. Seeds are collected locally (Morialta Conservation Park) propagated on site at the school. Planted out in winter by all students and staff and volunteers and weeded and mulched as an ongoing class activities and learning programs. A native bush corridor exists from the Conservation Park into the school grounds. This corridor attracts nature fauna, birds and is recognised in the district. Fourth Creek Trail is open to the public community with creek crossings and wheel chair access.

‘Learning water movements from ‘source to sea’. How pollution can occur

- how to prevent pollution
- how to protect an environment from that pollution.

Flora and fauna’s dependency on each other and how humans fit into that chain.

What each of us can do to protect/ build/ manage the area around us and try to make it beautiful.

This environment is an incredible asset to our school and learning program

KESAB are a wonderful resource for teaching our teachers as is Our Patch who helps fund ongoing projects – signage

Local schools (high & kindergarten) visit and use our space as an outdoor classroom.

We are very proud of what we have achieved and will continue to expand.



The success of the program is determined by

The children learn in this setting:

- How to be a small cog in the big wheel.
- How to feed back and be proud of their 6 or 7 shrubs that they planted.
- They return to the school years later to remember the work they did and show others.

#### Links between classroom work and environmental project

- Measuring quantities
- Computer links - for additional information on fauna, flora, aquatics
- Water quality - allows the further investigation into chemicals and their uses
- Water pollutions
- Frog census - opens up the life of amphibians
- Our IB MYP directly links all five areas of essential learning to this project.
- We are very successful and work closely with KESAB

Environmental Reporting Themes and Issues for this project	
<u>Themes</u>	<u>Issues</u>
Biodiversity 	<ul style="list-style-type: none"> <li>• Threatened Species</li> <li>• Native Vegetation</li> </ul>
Inland Waters 	<ul style="list-style-type: none"> <li>• Water Quality</li> <li>• Rivers, Streams and Wetlands</li> </ul>

Environmental Reporting Themes and Issues for this project
<ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Society and Environment</li> </ul>

## 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
- Learners building scenarios of preferred futures
- Learners acquiring skills that will enable them to thrive in a fast changing world rather than becoming casualties of such change

### Identity

- Learners developing an understanding of themselves, of the groups to which they belong, and of other members of their community
- Learners coming to an understanding of the social construction of identities
- Learners developing the capacity to relate effectively to others and to resist the pressure of negative stereotyping
- Learners achieving a sense of their own current and emerging identities

### 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 knowing themselves profoundly as learners and thinkers
- Learners using a wide range of thinking modes

- Learners utilising thinking from a range of times and cultures
- Learners developing and employing enterprising attributes
- Learners developing enterprising and creative solutions for contemporary issues

**Communication**

- Learners having an understanding of how communication works
- 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