

Case Studies

Urrbrae wetlands

Middle Years
Senior Years

Urrbrae Agricultural High School

Partners: Urrbrae Agricultural High School
Mitcham Council
Patawalonga Catchment Water Management Board

The project aims to have students from years 8 to 10 use the wetlands as a learning source to:

- Increase their knowledge of local storm water runoff systems
- Increase students understanding of biological interaction processes in wetlands
- Increase students knowledge on wetlands and the agricultural environment
- Increase students knowledge of wetland chemical processes.

The project links to the school environmental focus.

The success of the program is determined by

- Continual development of the wetlands as a learning source
- Increase in wetland water quality
- Increase in water life forms

Links between classroom work and environmental project

- Year 8 Science - macroinvertebrates
- Year 9 Society and Environment - wetlands sediment mapping
- Year 10 Science - chemical analysis

Environmental Reporting Themes and Issues for this project

Themes

Issues

Atmosphere



- Climate Change

Biodiversity



- Threatened Species
- Native Vegetation
- Introduced Species

Coasts and the Sea



- Fisheries

Inland Waters



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

Land Resources



- Land use
- Dryland Salinity
- Soil Erosion and Acidity

Human Settlements



- Water Consumption in Urban Settlements
- Population and Urban Form
- Waste

Environmental Reporting Themes and Issues for this project

- 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

- Learners building scenarios of preferred futures

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

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 using a wide range of thinking modes
- 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

