



Pullenvale Environmental Education Centre

2025 Prospectus



**Connected Teachers
Growing
Connected Learners**

Staff & Partners

Our Staff

Principal	Alicia Laidlaw
Teaching Team	Lucinda Shaw Karl Fagermo Frances Marrington Rhiannon Dixon Merryl Simpson Frankie Jaiyeola
Learnscape Design	Karl Fagermo Uncle Joe Kirk (<i>Bush Tucker Garden Consultant</i>)
Administration Team	Karen Grima Shirley Parker
Unit Support Officer Cleaner	Eric Ahlstrom Kelly Baulch
PEEC P&C	Amanda Maggs (President) Karl Fagermo (Secretary) Karen Grima (Treasurer)

Our Community

First Nations Elders: Aunty Peggy Tidyman (Gunggarri Elder), Uncle Albert Holt (Bidjara Elder), Aunty Cathy Jackson (Gunggarri Elder), Aunty Merle Cashman (Quandamooka Elder) & team from the ECEC, Uncle Joe Kirk (Waka Waka Elder), Uncle James Sandy (Mununjali Elder)

Artists: Aunty Peggy Tidyman (Gunggarri Elder), Melinda Serico (Gubbi Gubbi Artist)

Storytellers: Bernice Volz (Environmental Advocate)

Partnerships: Seqwater, Southern Cross University Queensland, Pullen Pullen Catchments Group Inc, Kenmore & District Historical Society

School Partnerships: Greenbank State School, Moggill State School, Mitchelton State School, Hilder Road State School, Pullenvale State School

Pullenvale Environmental Education Centre

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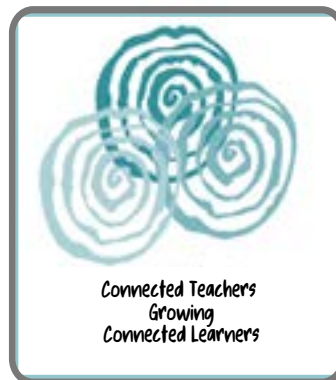
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Welcome to PEEC!



ACKNOWLEDGEMENT

We recognise that Connected Learning always has and always will be part of the living culture of this land. We acknowledge the Traditional Custodians of this land for all of the ways in which Connected learning has promoted respectful relationships to self, others and place. We also express our humblest thanks to all Elders, past, present and emerging, for sharing their wisdom with us and continuing to support our Place Responsive Vision. We are very grateful to be gifted permission by the Miriam Rose foundation to share the practice of Dadirri (from the Ngan'gikurunggurr and Ngen'giwumirri languages of the Aboriginal peoples of the Daly River region).



PEEC is an Education Queensland campus where children connect to and care for nature through story. We provide full day excursions and professional development workshops for leaders and teachers as we work together to grow Connected Learners.

We invite you to think of PEEC as your extended Story and Nature Campus where our team of highly trained teachers will use story, inquiry and performance to enrich your students' learning and grow their wellbeing.



PEEC's Vision and Values



Our Vision

Connected Teachers Growing Connected Learners

Our Purpose

At Pullenvale Environmental Education Centre, we are passionately committed to inspiring and cultivating our learners' deep connection to nature through our unique Place Responsive Pedagogy as we ignite imaginations with story and play and encourage wonder and awe by slowing down and paying attention. Our Vision of Connected Teachers Growing Connected Learners represents our mission to support the growth of our visiting Connected Learners as they gain a strong sense of their own identity, wellbeing, agency and voice in the world.

Our Values



Kindness & Respect

We believe that Kindness and empathy is respect enacted and forms the basis of positive relationships within and beyond our Centre. We embrace, celebrate and support diversity, and we are deeply respectful of First Nations' wisdom.



Connection & Collaboration

We understand the importance and profound benefit of connecting authentically to ourselves, others and our place. We collaborate skilfully, energetically and creatively as a team and with our visiting educators.



Integrity

We value honesty and transparency in our work and relationships. We are committed and professional in our conduct, and take ownership of our commitment and actions.



Play & Innovation

Our values of Kindness, Respect, Integrity, Connection and Reflection create a safe environment to 'play' and innovate as we consider new possibilities: "What...if? If...then?"



Reflection & Celebration

We prioritise 'time' to reflect upon our practice and grow. We celebrate our triumphs and never stop learning.

Our Culture

The PEEC team takes great pride in the Centre's history, relationships and the work we undertake as a nature-connected team. Together, we share this place and our Storythread programs and Place Responsive Workshops with a diverse range of learners who we encourage to 'come as they are', deliberately cultivating a safe and inclusive environment which honours all who connect with us. Our culture is one of continuous improvement and reflection, passion for our work and purpose, generosity of spirit and service, and deep gratitude and respect for First Nations' wisdom.

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"I can hear sounds that are always there but I've never noticed before. Everything feels more serene here. I am happy, surrounded by life; dragonflies, crickets, grasshoppers, frogs. And birds, so many birds. When I call to them, they call back to me, filling the silence with beautiful, ambient sounds."

Year 5 Student, Hoodwinked



Growing *Connected Learners*

At PEEC we aim to grow curious 21st century *Connected Learners* with a strong sense of their own wellbeing, agency and voice in the world.

We recognise that Connected Learning always has and always will be part of the living culture of this land. We acknowledge the Traditional Custodians of this land for all of the ways in which Connected learning has promoted respectful relationships to self, others and place. We also express our humblest thanks to all Elders, past, present and future, for sharing their wisdom with us and continuing to support our Place Responsive Vision.

All Storythread programs and Blanket Roles are designed to develop the following 6 key attributes of the *Connected Learner* 'in nature' as part of a vibrant learning community:

Attentiveness and Mindfulness

Being attentive allows students to listen deeply, observe and notice the finest details, patterns and interconnections between different aspects of place as they reflect on their changing relationship to nature.



Emotional Connection

Emotional connection is experienced by students as aesthetic appreciation for place through feelings of wellbeing and oneness that creates a sense of meaning and an awareness of the beauty and wonder around them.



Knowledge and Deep Understanding

Embodied knowledge is gained through inquiry and discovery where students deepen their understanding of place, others and themselves through direct sensory engagement with the natural world.



Respect and Care

Developing an ethic of care requires students to show respect for self, others and place in their decisions and relationships as they celebrate their growing ethical understanding.



Thinking and Reflection

Thinking critically and creatively about their own learning, thinking and actions, in nature, requires students to work collaboratively and solve problems through inquiry in novel and imaginative ways.



Agency and Action

Agency and Action for nature are expressed through student voice and advocacy as they face challenges and develop their personal and social capability as young citizens.



Connecting to Place

PEEC Programs access diverse Forest, Bushland and Creek locations.

Karawatha Forest

Karawatha is a world renowned 1000-hectare forest reserve in Brisbane that includes wetlands, a diversity of forest types and micro-climate zones, as well as threatened frog species and a rich variety of wildlife. *Wander the Way of the Water* (Yr 6) allows students to traverse this beautiful place from one side to the other.

Moggill Conservation Park

Moggill Conservation Park is a 800 hectare Forest managed by National Parks. It is a diverse area with Open Eucalypt Forest on the ridges and Rainforest and Vine Forest stands along sheltered slopes and creeks that provide habitat for rare animal and plant species. *Forest Kingdom* (Yr 1), *Muddles* (Yr 2) and *Mission Earth* (Yr 3) programs all access special places in Moggill Forest.

Pullen Pullen Creek

Pullen Pullen Creek has many significant areas of native vegetation still intact along its banks and provides habitat for a large number of animal species. The creek is known as an excellent bird watching site with naturalists coming from across Brisbane to enjoy this special place. *Hoodwinked* (Yr 5) accesses an important site on Pullen Pullen Creek.

Harvey's Backyard & Gubon Enterprises Experimental Bug Garden

PEEC's grounds have been designed over the past 35 years with inquiry and curiosity in mind. Our resident Ecologist & Botanist has worked with our Learnscape Designer to develop the sites as part of an evolving design process. *Ramble & Play* (Prep) and *Bugs 'R' Us* (Yr 4) take place in these rich learnscaped sites.



Connecting through Story

PEEC's Storythread Pedagogy

Story

Students engage with a powerful Story written by PEEC staff that requires them to visit a forest or other natural place to solve critical problems that are part of their unfolding adventure. As a class group, the students begin to recognise their attributes and skills as mentors in the story (we refer to this as taking on a blanket role), empowering them as Connected Learners as they offer support and advice to the characters they encounter. The PEEC stories carry key Australian Curriculum concepts and language, and model what the real life blanket roles might look like in action.

Blanket Role

Students begin their Storythread journey by receiving an invitation from PEEC to take on a real-life blanket role e.g. *Nature Kid (Prep)*, *Nature Detective (Yr 1)*, *Wildlife investigator (Yr 2)*, *Environmental Advisor (Yr 3)*, *Entomologist-in-training (Yr 4)*, *Modern Day Bush Kid (Yr 5)*, *Environmental Advocate (Yr 6)*. These roles give students a sense of their own agency, voice and wellbeing and inspire them to engage in deep reflective learning.

Place

Place at PEEC refers to anywhere beyond the classroom where students are able to make a personal connection to the natural world. For the PEEC team this can mean noticing a single blade of grass, digging in a garden, exploring the school grounds, visiting a local park, creek, remnant bushland area or larger forest.

Story, Blanket Role and Place are woven together using
PEEC's Experiential Teaching Tools:

- Story, Drama, Games and Play
- Attentiveness in Nature
- Deep Reflective Responding

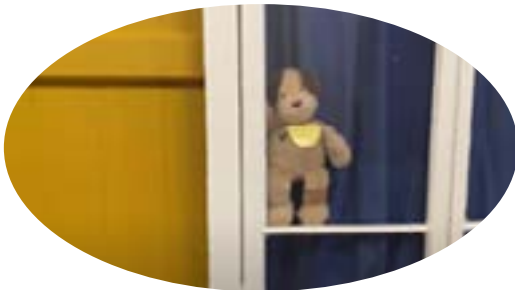


Connecting through PEEC TV!

We are excited to offer PEEC TV! which provides another dimension to your Storythread experience. As part of our Teacher Guide, you will be provided with a rich library of short videos and optional activities to inspire your students pre and post visit.

These videos capture the playfulness of PEEC and our way of working, and heighten the students' anticipation of meeting their PEEC teachers and visiting our beautiful Centre prior to excursion day.

Here's a sneak peek (please click on the photo):



Ramble 'n' Play – Prep (*Nature Kids*)
Harvey's Happy Bear Dance



Forest Kingdom - Year 1 (*Nature Detectives*)
Welcome to PEEC's Storythread Adventure!

Muddles -Year 2 (*Wildlife Investigators*)
How to complete your Muddles passport



Bugs 'R' Us - Year 4 (*Entomologists-in-Training*)
Invitation to the 'Annual Arthropods Conference'

Connecting to Community

Connecting to Community to Grow Connected Learners

We are privileged to share our expertise with others in the community as we work together to enrich the well-being and connectedness of educators and young learners.

Connected Leader Workshops

Our Connected Leader Workshops provide a day of Wellbeing, Team Building and Nature Connection for our School Leaders.

We have worked with the following school and groups:

Bremer SHS	Norris Road SS	Boondall SS	Stafford Heights SS
Oakleigh SS	Holland Park SS	Bracken Ridge SS	The Gap SS
Sunnybank Hills SS	Bundamba SS	Durack SS	Wavell Heights SS
Mitchelton SS	Brisbane Urban EEC	Ithaca Creek SS	Pallara SS
Upper Brookfield SS	Oxley SS	Karalee SS	Mayfield SS
Payne Road SS	Watson Road SS	Leichardt SS	Bracken Ridge SHS
Shorncliffe SS	Indooroopilly SS	Lowood SS	Carina SS
Moorooka SS	Nundah SS	Merrimac SS	Grand Avenue SS
Ferry Grove SS	Northgate SS	Nudgee Beach EEC	Moorooka SS
Redbank Plains SHS	Narbethong SS	Tivoli SS	Tara Shire State College
Red Hill SSS	Yeronga SS	Wellington Point SHS	Wilston SS
Acacia Ridge SS	Runcorn SS	Yeronga SS	
West End SS	Watson Road	Northgate SS	
Somerset Hills SS	Hilder Road SS	Albany Creek SS	
Patricks Road SS	Geebung SSS	Ashwell SS	
Petrie Terrace SS	Humpybong SS	Aspley East SS	
Corinda SHS	Brisbane City Council	Ipswich North SS	
Springfield Central SHS	Camp Hill OSHC	Moggill SS	
Mount Ommaney SSS	Cannon Hill SS	Sandgate SS	
Buranda SS	Bardon SS	Springfield Central SHS	

Visit [our Website](#) for EOI and more information

Connected Teacher Workshops

Our Connected Teacher Workshops encourage nature connection and learning beyond the classroom offering engaging transferable strategies and meaningful curriculum alignment.

Ferry Grove SS	Moggill SS
Samford SS	Hilder Road SS
Spring Mountain SS	Greenbank SS
Pullenvale SS	Upper Brookfield SS
Buranda SS	Jacobs Well EEC
Nudgee Beach EEC	Numinbah EEC
Columboola EEC	Urban EEC
Amaroo EEC	Tallebudgera OEEC
Silkwood School	Bethania SS
Moreton Bay EEC	Bethania Kindergarten
Bunyaville EEC	Westside Christian College
	Berrinba East SS

Visit [our Website](#) for EOI and more information

First Nations Elders

We acknowledge the ongoing wisdom shared with us by the Elders who continue to support, mentor and inspire us every time we meet

Aunty Peggy Tidyman (Gunggarri Elder),
Uncle Albert Holt (Bidjara Elder), Aunty Cathy Jackson (Gunggarri Elder),
Aunty Merle Cashman (Quandamooka Elder) & team from the ECEC, Uncle Joe Kirk (Waka Waka Elder)
Uncle James Sandy (Mununjali Elder)

Arts Connection

We provide Artist in Residence Workshops to share our expertise in integrating Nature and the Arts (for students and teachers)

Moggill SS
Brookfield SS
Pullenvale SS
Upper Brookfield SS

Student Leader Schools

Our Student Leader Workshops support school captains & leadership teams to explore their skills & attributes as a leader & how nature connection supports this process.

Hilder Road SS	Oakleigh SS
Payne Road SS	Govely SS
The Gap SS	Ferry Hills Primary School
Ithaca Creek SS	Patricks Road SS
Mitchelton SS	Rainworth SS

Please call (07) 3374 1002 for more information

Consultations

We continue to consult with business and community agencies to build nature connection

Kenmore SHS
Healthy Land & Water
Pullen Pullen Catchments Group Inc
Seqwater (Meaning of Water (Enoggera Dam), Ruby and the Giant Dam (North Pine Dam) Healthy Waterways)
THECA Brisbane City Council



How do we use the Australian Curriculum to grow *Connected Learners*?

Connected Teachers



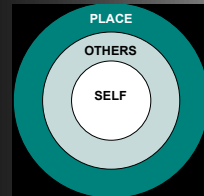
using

PEEC's Storythread Pedagogy
• *Story* • *Blanket Role* • *Place*



to

Grow Connected Learners



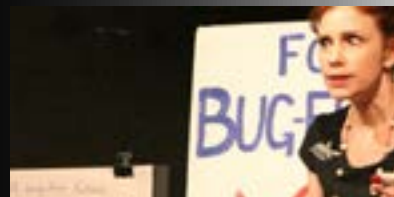
who embody

The Personal Attributes
*of Attentiveness and Mindfulness, Emotional Connection,
Knowledge and Understanding, Respect and Care,
Thinking and Reflection, Agency and Action*



through

PEEC Programs



that

Engage Connected Learners
*with the General Capabilities, Learning
Areas and Cross Curriculum Priorities of the
Australian Curriculum*



Australian Curriculum

PEEC Storythread Programs enrich the *Connected Learners'* engagement with Nature and Place through all dimensions of the Australian Curriculum

1. General Capabilities

Connected Learners develop their capabilities in the following areas through the Blanket Role and through the experiences and culture imbued in our Storythread programs:

Critical and Creative Thinking



Personal and Social Capability



Ethical Understanding



Intercultural Understanding



Literacy



2. Cross-Curriculum Priorities

Connected Learners are provided with 'real-world' contexts and natural places to connect authentically to the issues surrounding Sustainability. Aboriginal and Torres Strait Islander Histories and Culture ideas are embedded in all our programs to cultivate understanding and respect:

Aboriginal and Torres Strait Islander
Histories and Culture



Sustainability



3. Learning Areas

Learning is made purposeful in the context of the Story and the Blanket Role which enables students to explicitly identify and develop as *Connected Learners*.

Program alignment with a range of Learning Areas provides teachers with many options for unit planning ie. introducing a topic, focussing on a particular concept or skill, or providing for in-depth reflection on work covered.

Please see

PEEC Storythread Programs and the Australian Curriculum Learning Area Alignment 2025

If you would like further information regarding the alignment of our programs to specific Learning Areas, General Capabilities or Cross Curriculum Priorities, please do not hesitate to email us on admin@pullenvaleeec.eq.edu.au.

Term 1	
PEEC Storythread & Year Level	Learning Areas
<p>Year 3 Mission Earth</p>	<p>Science SUN – Biological sciences – <i>Living and non-living things; life cycles of plants and animals</i> (AC9S3U01) SHE – Use and influence of science – <i>Scientific explanations meeting needs / solving problems</i> (AC9S3H02) SIS – Questioning and predicting, Planning and conducting, Processing and analysing, Evaluating, Communicating – <i>methods to represent and identify patterns and trends; reflect on investigations; communicate findings</i> (AC9S3I01) (AC9S3I02) (AC9S3I03) (AC9S3I04) (AC9S3I05) (AC9S3I06)</p> <p>English LAN – Language for interacting, Text structure and organisation, Language for expressing and developing ideas - <i>Social language conventions; language of evaluation and emotion; language features and structures; extending vocabulary; meaning in context</i> (AC9E3LA01) (AC9E3LA02) (AC9E3LA03) (AC9E3LA09) (AC9E3LA10) LIT – ELIT – Literature and contexts, Engaging with and responding to, Examining, Creating literature – <i>Personal and textual connections; language (shaping texts); text creation</i> (AC9E3LE01) (AC9E3LE02) (AC9E3LE03) (AC9E3LE05) LCY – Texts in context, Interacting with others, Analysing, interpreting, and evaluating, Creating texts – <i>share information and ideas; identify audience, purpose, literal and inferred meaning; create and deliver imaginative, informative and persuasive texts, short presentations</i> (AC9E3LY01) (AC9E3LY02) (AC9E3LY03) (AC9E3LY05) (AC9E3LY06) (AC9E3LY07)</p> <p>HASS K&U – History, Geography, Civics and Citizenship – <i>changes to local community; diversity leading to development; importance of country/place (First Nations Australians); natural, managed and constructed features; rules; contribution to community</i> (AC9HS3K01) (AC9HS3K03) (AC9HS3K04) (AC9HS3K05) (AC9HS3K06) (AC9HS3K07) I & S – Questioning and researching, Interpreting, analysing and evaluating, Concluding and decision making, Communicating – <i>Investigating people, events, places and issues; locate, collect, record, analyse information / data; identify perspectives; draw conclusions; propose actions and consider effects; communicate explanations</i> (AC9HS3S01) (AC9HS3S02) (AC9HS3S04) (AC9HS3S05) (AC9HS3S06) (AC9HS3S07)</p> <p>HPE Health – Identities and change, Interacting, Healthy and safe choices – <i>development of resilience, respectful relationships, inclusive practices and wellbeing</i> (AC9HP4P01) (AC9HP4P04) (AC9HP4P05) (AC9HP4P09) (AC9HP4P10) Movement – Active choices – <i>movement for health; participation in outdoor physical activities; strategies for meeting recommended physical activity guidelines</i> (AC9HP4M04) (AC9HP4M05) (AC9HP4M06)</p>

<p>Year 1 Forest Kingdom <i>(continues into Term 2)</i></p>	<p>Science SUN – Biological sciences, Earth and space sciences – Needs of living things, connections to habitat; daily / seasonal changes in environment (AC9S1U01) (AC9S1U02) SHE – Use and influence of science – Using patterns to make predictions (AC9S1H01) SIS – Questioning and predicting, Planning and conducting, Processing and analysing, Evaluating, Communicating – use a range of methods to conduct and compare investigations; communicate findings (AC9S1I01) (AC9S1I02) (AC9S1I03) (AC9S1I04) (AC9S1I05) (AC9S1I06)</p>
	<p>English LAN – Language for interacting, Text structure and organisation, Language for expressing and developing ideas – communication ; justifying preferences ; purpose and structure of texts; repetition, rhyme and rhythm; grammar conventions (AC9E1LA01) (AC9E1LA02) (AC9E1LA03) (AC9E1LA04) (AC9E1LA07) (AC9E1LA08) LIT – Literature and contexts, Engaging with and responding to, Examining, Creating literature – – language shaping text; share personal connections; discuss features of stories; retell or adapt familiar stories (AC9E1LE01) (AC9E1LE02) (AC9E1LE03) (AC9E1LE05) LCY – Interacting, Analysing, interpreting and evaluating, Creating texts – active listening and communication; comparing imaginative, informative and persuasive texts; create, edit and deliver imaginative, informative and persuasive texts, short presentations (AC9E1LY02) (AC9E1LY03) (AC9E1LY05) (AC9E1LY06) (AC9E1LY07)</p>
	<p>HASS K&U – History, Geography – Family life and structure, present and past future; natural, managed and constructed features; methods of care for places (including First Nations Australians knowledges) (AC9HS1K01) (AC9HS1K02) (AC9HS1K03) (AC9HS1K04) I&S – Questioning and Researching, Interpreting, analysing and evaluating, Concluding and decision-making, Communicating – develop questions; collect, sort, record and interpret information and data; discuss perspectives; draw conclusions; make proposals; communicate observations and narratives, (AC9HS1S01) (AC9HS1S02) (AC9HS1S03) (AC9HS1S04) (AC9HS1S05) (AC9HS1S06)</p>
	<p>HPE Health – Identities and change, Interacting, Healthy and safe choices – describe personal qualities; strategies for respectful relationships and for seeking, giving or denying permission; help-seeking strategies for safety (AC9HP2P01) (AC9HP2P02) (AC9HP2P03) (AC9HP2P04) (AC9HP2P05) (AC9HP2P06) Movement – Moving our bodies, Active choices, Learning through movement - fundamental movement skill practice; physical activities in natural / outdoor settings; strategies for collaboration (AC9HP2M01) (AC9HP2M02) (AC9HP2M03) (AC9HP2M05)</p>

Term 2

<p>Year 6 Wander the Way of the Water</p>	<p>Science SUN – Biological sciences – living things (growth and survival affected by physical conditions of environment) (AC9S6U01) SHE – Nature and Development, Use and influence of science – advances in science & collaboration; scientific knowledge – solve problems, inform decisions (AC9S6H01) (AC9S6H02) SIS – Questioning and predicting, Planning and conducting, Processing and analysing, Evaluating, Communicating – scientific questions and predictions; investigations; describe patterns; draw conclusions; communicate ideas and findings for specific audiences (AC9S6I01) (AC9S6I02) (AC9S6I03) (AC9S6I04) (AC9S6I05) (AC9S6I06)</p> <p>English LAN – Text structure and organisation, Expressing and developing ideas – language features and text structures for purpose and meaning; vivid emotive vocabulary (AC9E6LA03) (AC9E6LA07) (AC9E6LA08) LIT – Contexts, Engaging with and responding to, Creating literature – identify responses to text in context; comparison of texts; text creation; experimentation with literary devices (AC9E6LE01) (AC9E6LE02) (AC9E6LE05) LCY – Context, Interacting, Analysing, interpreting and evaluating, Creating texts – texts reflecting context; compare media (and other) texts; discussion skills; text structure and language features for purpose; comprehension strategies; create and deliver imaginative, informative or persuasive texts and presentations (AC9E6LY01) (AC9E6LY02) (AC9E6LY03) (AC9E6LY05) (AC9E6LY06) (AC9E6LY07)</p> <p>HASS K & U – Civics and Citizenship, Economics and Business – governmental institutions, roles and responsibilities; values and beliefs; influences on consumer choices; informed consumer choices (AC9HS6K06) (AC9HS6K07) (AC9HS6K08) I & S – Questioning and researching, Interpreting, analysing and evaluating, Concluding and decision-making, Communicating – investigations; locate, collect, organise and evaluate information and data; source origin, purpose, perspectives; identify patterns; develop conclusions; propose actions; present explanations (AC9HS6S01) (AC9HS6S02) (AC9HS6S03) (AC9HS6S04) (AC9HS6S05) (AC9HS6S06) (AC9HS6S07)</p> <p>HPE Health – Identities and change, Interacting, Healthy and safe choices – explain influences on identities; describe and demonstrate respect and empathy; strategies for emotional regulation; analysis of how behaviours influence health, safety and wellbeing (AC9HP6P02) (AC9HP6P04) (AC9HP6P06) (AC9HP6P10) Movement – Moving our bodies, Active choices, Learning through movement – transfer familiar movement strategies to different situations; physical activities for health and wellbeing in natural / outdoor settings; positive team participation and collaboration (AC9HP6M02) (AC9HP6M05) (AC9HP6M09)</p>
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<p>Prep Ramble 'n' Play <i>(continues into Term 3)</i></p>	<p>Science SUN – Biological sciences, Physical sciences, Chemical sciences – living things (external features, groupings); objects' movement; materials and properties (AC9SFU01) (AC9SFU02) (AC9SFU03) SHE – Nature and development of science – natural world (observing, asking questions) (AC9SFH01) SIS – Questioning and predicting, Planning and conducting, Processing and analysing, Communicating – rquestion, make predictions; investigate, observe (using senses); represent observations; compare with predictions; share ideas (AC9SF101) (AC9SF102) (AC9SF103) (AC9SF104) (AC9SF105)</p> <p>English LAN – Interacting, Text structure, Expressing and developing ideas - language use, preferences; text forms and purposes; meaning made through images and words; vocabulary use (AC9EFLA02) (AC9EFLA03) (AC9EFLA07) (AC9EFLA08) LIT – Context, Engaging with and responding to, Examining, Creating literature – compare texts to personal experiences; share feelings and thoughts, identify textual features; retell and adapt texts (AC9EFLE01) (AC9EFLE02) (AC9EFLE03) (AC9EFLE05) LCY – Interacting, Analysing, interpreting and evaluating, Creating – interacting skills, comprehension, understand and discuss texts; create short texts (AC9EFLY02) (AC9EFLY05) (AC9EFLY06)</p> <p>HASS K&U – History, Geography– significant events; features of places; special places and their care; importance of Country / Place to First Nations Australians (AC9HSFK02) (AC9HSFK03) (AC9HSFK04) I&S – Questioning and researching; Interpreting, analysing and evaluating, Concluding and decision-making, Communicating – Pose questions, sort and record information; timelines and maps; draw conclusions; share perspectives, narratives, observations (AC9HSFS01) (AC9HSFS03) (AC9HSFS04) (AC9HSFS05) (AC9HSFS01) (AC9HSFS02) (AC9HSFS03) (AC9HSFS04)</p> <p>HPE Health – Identities and change, Interacting, Healthy and safe choices – investigate who they are; skills for respectful interaction; expressing / describing emotions; seeking, giving or denying permission; messages and strategies for health and safety (AC9HPPFP01) (AC9HPPFP02) (AC9HPPFP03) (AC9HPPFP04) (AC9HPPFP06) Movement – Moving our bodies, Active choices, Learning through movement – fundamental movement skill practice; manipulating objects and space; benefits of physical activities in natural / outdoor settings; following rules for fair play (AC9HPFM01) (AC9HPFM02) (AC9HPFM03) (AC9HPFM04)</p>
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Term 3

Year 2 Muddles

Science

SUN – Chemical sciences – physical change of materials; effects of actions on materials (AC9S2U03)
 SHE – Use and influence of science – science in daily life; patterns and scientific predictions (AC9S2H01)
 SIS – Questioning and predicting, Planning and conducting, Processing, modelling and analysing, Evaluating, Communicating – pose questions; make predictions; investigations, record observations; sort data; compare, communicate observations (AC9S2I01) (AC9S2I02) (AC9S2I03) (AC9S2I04) (AC9S2I05) (AC9S2I06)

English

LAN – Interacting, Text structure, Expressing and developing ideas – language variation (roles and context), language use for appreciation of text; justifying preferences; text structures and language features for purpose; image use for meaning; vocabulary use (AC9E2LA01) (AC9E2LA02) (AC9E2LA03) (AC9E2LA08) (AC9E2LA09)
 LIT – Engaging with and responding to, Examining, Creating literature – identify literary features; text comparison (characters, settings); rhythmic sound and word patterns (poems, songs); create texts using familiar structures, language features (AC9E2LE02) (AC9E2LE03) (AC9E2LE04) (AC9E2LE05)
 LCY – Context, Interacting, Analysing, interpreting and evaluating, Creating texts – comparison of different text types; active listening and communication; identifying purpose and audience; reading for meaning; create imaginative, informative and persuasive texts, short presentations (AC9E2LY01) (AC9E2LY02) (AC9E2LY03) (AC9E2LY04) (AC9E2LY06) (AC9E2LY07)

HASS

K&U – History, Geography – importance of a significant person, group, or place; technological developments’ influence on daily life; places and scale; First Nations Australians’ connections to their Country / Place (AC9HS2K01) (AC9HS2K02) (AC9HS2K03) (AC9HS2K04)
 I&S – Questioning and researching, Interpreting, analysing and evaluating, Concluding and decision-making; Communicating - develop questions; collect, sort, record and interpret data and information; comparing past and present objects; discuss perspectives; draw conclusions; propose actions; share narratives and observations (AC9HS2S01) (AC9HS2K02) (AC9HS2S03) (AC9HS2S04) (AC9HS2S05) (AC9HS2S06)

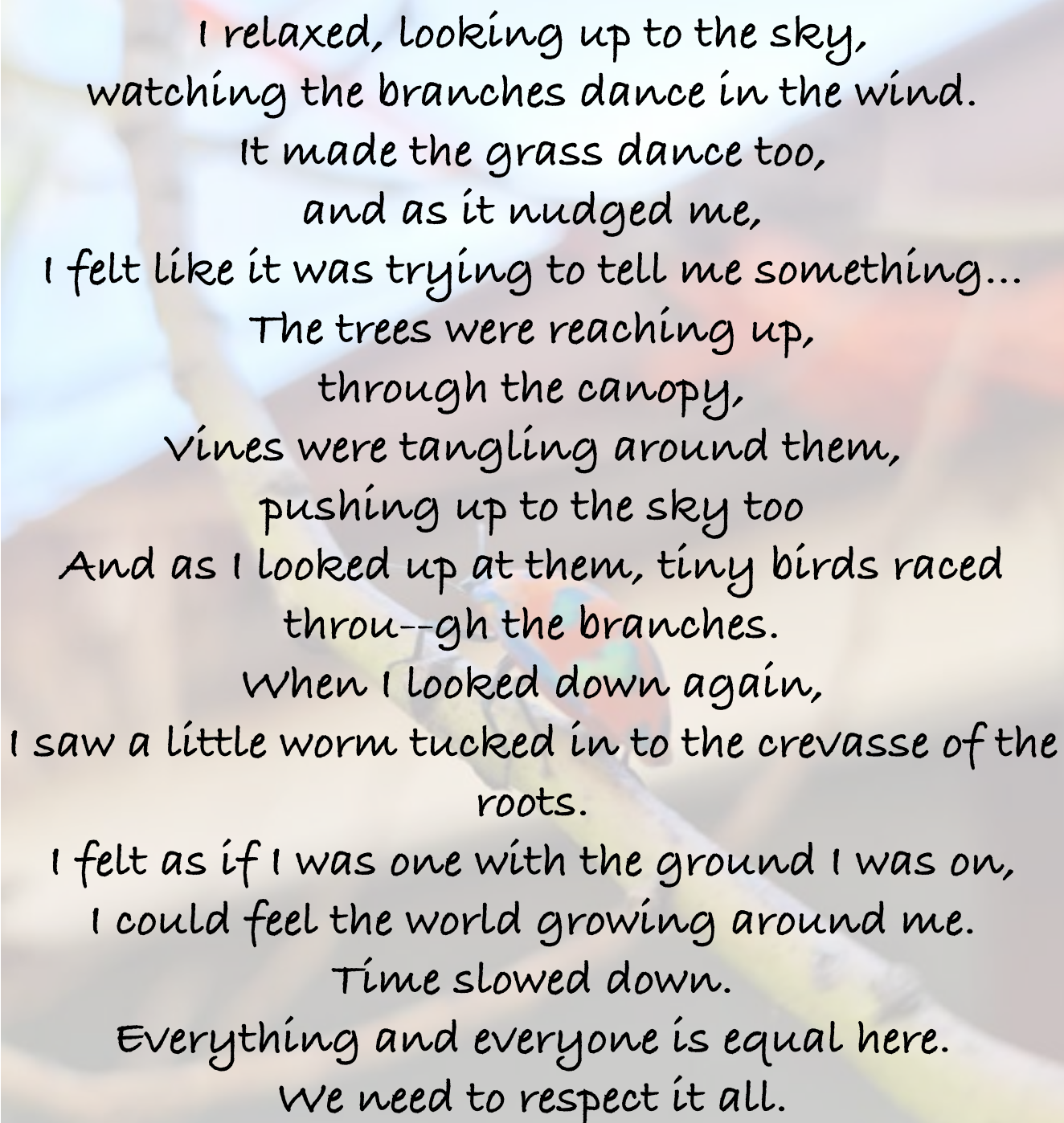
HPE

Health – Identities and change, Interacting, Healthy and safe choices – describe personal qualities; strategies for respectful relationships; help-seeking strategies for safety (AC9HP2P01) (AC9HP2P02) (AC9HP2P03) (AC9HP2P05)
 Movement –Active choices – physical activity in natural / outdoor settings; investigate factors for enjoyment (AC9HP2M03)

<p>Year 5 Hoodwinked (continues into Term 4)</p>	<p>Science SUN - Biological sciences, Earth and space sciences – Survival of Living things (structural features and adaptations); effects of weathering, erosion, transportation and deposition (AC9S5U01) (AC9S5U02) SHE – Nature and development, Use and influence of science – collaboration leading to scientific advances; scientific knowledge to identify and solve individual and community problems (AC9S5H01) (AC9S5H02) SIS – Questioning and predicting, Planning and conducting, Processing, modelling and analysing, Evaluating, Communicating – scientific investigation – prediction, represent, organise, process and compare data with predictions, justify conclusions, communicate ideas and findings (AC9S5I01) (AC9S5I02) (AC9S5I04) (AC9S5I05) (AC9S5I05)</p> <p>English LAN – Interacting, Text structure and organisation, Expressing and developing ideas – language in social context; evaluating differing perspectives and points of view; textual purpose and structure; descriptive language and vocabulary; history of words (AC9E5LA01) (AC9E5LA02) (AC9E5LA03) (AC9E5LA06) (AC9E5LA08) LIT – Context, Engaging with and responding to, Examining, Creating literature – aspects of texts – differing contexts; present opinions and reflect on others; influence of viewpoint; poetic and sound devices; create and edit texts (AC9E5LE01) (AC9E5LE02) (AC9E5LE03) (AC9E5LE04) (AC9E5LE05) LCY – Texts in context, Interacting, Analysing, interpreting, and evaluating, Creating – text reflects context; interaction skills to clarify meaning, justify options; characteristic features of text to meet purpose; comprehension strategies; create and deliver imaginative, informative, persuasive texts and presentations (AC9E5LY01) (AC9E5LY02) (AC9E5LY03) (AC9E5LY05) (AC9E5LY06) (AC9E5LY07)</p> <p>HASS K&U – History, Geography, Civics and Citizenship, Economics and Business – establishment of British colonies; colonial presence and impacts; influence of significant person or group (inc. First Nations Australians) on development of Australian colony and on characteristics of place; management of Australian landscapes; how communities work to achieve civic goals; available resources (AC9HS5K01) (AC9HS5K02) (AC9HS5K03) (AC9HS5K04) (AC9HS5K05) (AC9HS5K07) (AC9HS5K08) I&S – Questioning and researching, Interpreting, analysing and evaluating, Concluding and decision-making, Communicating – questioning (people, events, developments, places, systems); evaluate primary and secondary sources (origin, purpose, perspectives); organise and interpret data (identify patterns); develop conclusions; propose responses to issues and challenges; predict effects; present explanations (AC9HS5S01) (AC9HS5S02) (AC9HS5S03) (AC9HS5S04) (AC9HS5S05) (AC9HS5S06) (AC9HS5S07)</p> <p>HPE Health – Identities and change, Interacting, Healthy and safe choices – explain influences on identities; influence of gender stereotype on societal roles; describe / demonstrate respect and empathy; strategies for emotional regulation; analysis of how behaviours influence health, safety and wellbeing (AC9HP6P01) (AC9HP6P03) (AC9HP6P04) (AC9HP6P06) (AC9HP6P07) (AC9HP6P10) Movement – Moving our bodies, Active choices, Learning through movement - transfer familiar movement strategies to different situations; physical activities for health and wellbeing in natural / outdoor settings; positive team participation and collaboration (AC9HP6M02) (AC9HP6M05) (AC9HP6M09)</p>
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Term 4

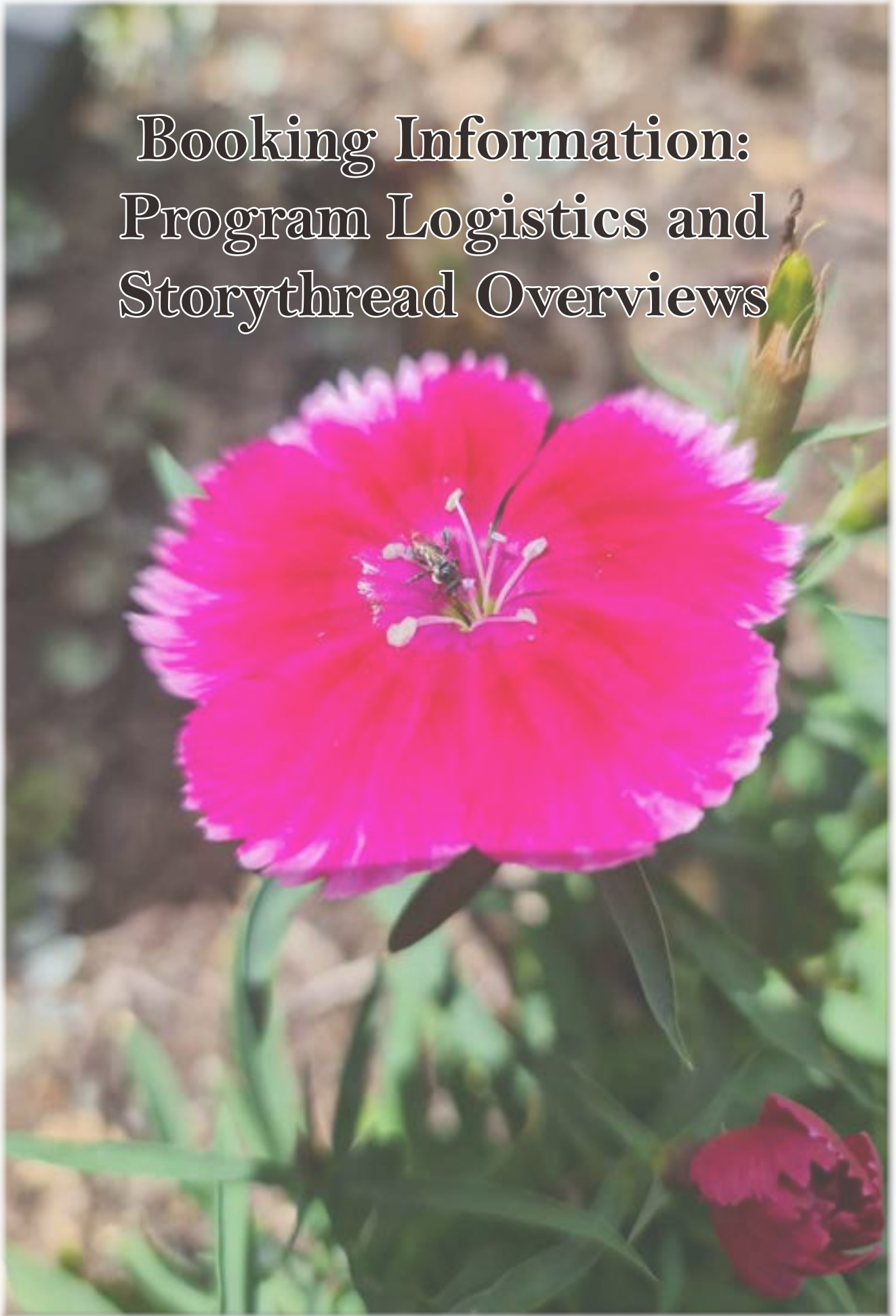
<p>Year 4 Bugs ‘R’ Us</p>	<p>Science SUN - Biological sciences – Roles and interactions of producers, consumers and decomposers (AC9S4U01) SHE – Nature and development, Use and influence of science – developing and using scientific explanations to solve problems (AC9S4H01) (AC9S4H02) SIS - Questioning and predicting, Planning and conducting, Processing, modelling and analysing, Evaluating, Communicating – question and predict; plan and conduct investigations; record observations; organise data and information; compare findings; draw conclusions; communicate findings and ideas (AC9S4I01) (AC9S4I02) (AC9S4I03) (AC9S4I04) (AC9S4I05) (AC9S4I06) English LAN – Interacting, Text structure and organisation, Expressing and developing ideas – language to develop relationships; language of opinion vs fact, compare language features (different texts, purposes); images (AC9E4LA01) (AC9E4LA02) (AC9E4LA03) (AC9E4LA10) LIT – Context, Engaging with and responding to, Examining, Creating literature – compare similar storylines in different contexts; effects of text structures and language features; share opinions; development of character, setting and plot tension; create and edit literary texts (AC9E4LE01) (AC9E4LE02) (AC9E4LE03) (AC9E4LE05) LCY – Texts in context, Interacting, Analysing, interpreting, and evaluating, Creating – contribute to discussions; share and extend ideas; identify characteristic text features; create imaginative, informative and persuasive texts; oral / multimodal presentations (AC9E4LY02) (AC9E4LY03) (AC9E4LY06) (AC9E4LY07)</p>
	<p>HASS K&U – Geography – importance of environments; sustainable use and management of resources; custodial responsibility of First Nations Australians (AC9HS4K05) (AC9HS4K06) I&S – Questioning and researching, Interpreting, analysing and evaluating, Concluding and decision-making, Communicating – questioning and investigating (people, events, places, issues); collect / record and interpret information and data (different formats); identify perspectives; draw conclusions; propose actions and consider effects; present explanations (AC9HS4S01) (AC9HS4S02) (AC9HS4S03) (AC9HS4S04) (AC9HS4S05) (AC9HS4S06) (AC9HS4S07)</p>
	<p>HPE Health – Identities and change, Interacting, Healthy and safe choices – development of resilience; respectful relationships; inclusive practices; emotional regulation; seeking, giving and denying permission; behaviours for health and wellbeing (AC9HP4P01) (AC9HP4P04) (AC9HP4P05) (AC9HP4P06) (AC9HP4P07) (AC9HP4P10)</p>



I relaxed, looking up to the sky,
watching the branches dance in the wind.
It made the grass dance too,
and as it nudged me,
I felt like it was trying to tell me something...
The trees were reaching up,
through the canopy,
vines were tangling around them,
pushing up to the sky too
And as I looked up at them, tiny birds raced
through the branches.
When I looked down again,
I saw a little worm tucked in to the crevasse of the
roots.
I felt as if I was one with the ground I was on,
I could feel the world growing around me.
Time slowed down.
Everything and everyone is equal here.
We need to respect it all.

Year 6 *Wander the Way of the Water*, Collective Poem

**Booking Information:
Program Logistics and
Storythread Overviews**



Overview of PEEC Program Logistics 2025

Year	Program	Details	
Prep			
	Term 2,3 and 4	Time: 9.15am – 2:00pm Venue: PEEC only Max no. of classes/day: 1 Cost/student: \$20 Bus requirements: Arrive by 9:15am Depart PEEC 2:00pm Bus NOT required to stay Extra adult helpers: REQUIRED. Students in 4 groups, 1 adult per group (maximum of 6 visiting adults). This does not include the class teacher or any supporting teacher aides. Teacher Resources: Teacher Guide including PEEC TV! and the PEEC Storybook - <i>Harvey the PEEC Bear</i> .	
1			
	Term 1 and 2	Time: 9.15am – 2:00pm Venue: PEEC and Moggill Forest Max no. of classes/day: 1 Cost/student: \$20 Bus requirements: Arrive by 9:15am Depart to forest between 10:45-11:15am Return to PEEC by 1pm Depart PEEC 2:00pm Bus required to stay all day Extra adult helpers: REQUIRED. Students in 4 groups, 1 adult per group (maximum of 4 visiting adults). This does not include the class teacher or any supporting teacher aides. Teacher Resources: Teacher Guide including PEEC TV! and the PEEC Storybook - <i>Curious as a Curlew</i> .	
2			
	Term 3	Time: 9.15am – 2:15pm Venue: PEEC and Moggill Forest Max no. of classes/day: 2 Cost/student: \$20 Bus requirements: Arrive by 9:15am Depart to forest between 11-11:30am Return to PEEC by 1pm Depart PEEC 2:15pm Bus required to stay all day Extra adult helpers: REQUIRED. Students not in groups, 2 or 3 adults (maximum of 3 visiting adults) per class. This does not include the class teacher or any supporting teacher aides. Teacher Resources: Teacher Guide including PEEC TV! and the PEEC Storybook - <i>The Adventures of Mrs Muddle-up, Mango and Maddy</i> .	
3			
	Term 1	Time: 9.15am – 2:15pm Venue: PEEC and Moggill Forest Max no. of classes/day: 2 Cost/student: \$20 Bus requirements: Arrive by 9:15am Depart to forest between 11-11:30am Return to PEEC by 1pm Depart PEEC 2:15pm Bus required to stay all day Extra adult helpers: REQUIRED. Students not in groups, 2 or 3 adults (maximum of 3 visiting adults) per class. This does not include the class teacher or any supporting teacher aides. Teacher Resources: Teacher Guide including PEEC TV! and the PEEC Storybook - <i>Something Wrong in Hypertron</i> .	

Overview of PEEC Program Logistics 2025

Year	Program	Details	
4			
	Term 4	Time: 9.00am – 2:15pm Venue: PEEC only Max no. of classes/day: 1 Cost/student: \$20 Bus requirements: Arrive by 9:00am Depart PEEC 2:15pm Bus NOT required to stay Extra adult helpers: REQUIRED. Students in 3 groups, 1 adult per group (maximum of 3 visiting adults). This does not include the class teacher or any supporting teacher aides. Teacher Resources: Teacher Guide including PEEC TV! and <i>Dr. Justin's folder</i>	
5			
	Term 3 and Term 4	Time: 9.00am – 2:15pm Venue: PEEC and Pullen Pullen Creek Max no. of classes/day: 1 Cost/student: \$20 Bus requirements: Arrive by 9:00am Depart to Pullenvale Forest Park by 9:30am Return to PEEC by 10:45am Depart PEEC 2:15pm Bus required to stay all day Extra adult helpers: OPTIONAL. Students not in groups, 1 or 2 adults (maximum of 2 visiting adults). This does not include the class teacher or any supporting teacher aides. Teacher Resources: Teacher Guide including PEEC TV! and the PEEC Storybook - <i>The Bush Kids of Pullen Pullen Creek</i>	
6			
	Term 2	Time: 8:45am – 2:10pm Venue: Karawatha Forest Max no. of classes/day: 1 Cost/student: \$48 (includes PEEC's standard fee and hire of a seatbelted bus). Bus requirements: Bus booked by PEEC Arrive Karawatha Forest by 8.45am Depart Karawatha Forest by 2:10pm Extra adult helpers: OPTIONAL. Students not in groups, 1 or 2 adults (maximum of 2 visiting adults). This does not include the class teacher or any supporting teacher aides. Teacher Resources: Teacher Guide including PEEC TV! and interviews with Bernice	

Please note that maximum adult numbers do not include additional specialist staff who are required to support individual students.

Should you wish to bring a year level other than that specified to one of our programs, please contact us to discuss this further.

PEEC Program Overview



Nature Kids spend time in their place

Nature Kids play sustainably in a variety of inside and outside play places, and share their observations and ideas with others.

Storythread Overview

Pre-excursion

*Introducing PEEC TV!
Becoming Nature Kids
and engaging with the
PEEC story*

Students begin their Storythread Journey by viewing a series of short, entertaining and content-rich videos on PEEC TV! where they will meet the PEEC teachers, see glimpses of the Centre, enrol as *Nature Kids* and engage in the PEEC story, *Harvey the PEEC Bear*.

They are prompted to think deeply about the characters in the story and how they model what it means and what it doesn't mean to be a *Nature Kid*. The story is set at PEEC where Harvey, the newly arrived second-hand Op Shop bear, is having a little trouble fitting in and becoming part of the PEEC team.

The students' growing understanding of what it means to be a *Nature Kid* then becomes the reason for them to engage in their own research, deepen their understanding of curriculum content inside and outside the classroom, and develop the knowledge (head), values (heart) and actions (hands) they have identified as being important for *Nature Kids*. Through PEEC TV! they are then invited to continue the story by visiting PEEC for an exciting day of inside and outside play.

Excursion

*Visiting PEEC and
applying the knowledge,
values and actions of
Nature Kids.*

The *Nature Kids* begin their day at PEEC by meeting Harvey who shares his experiences getting to know PEEC's inside and outside play places. The students spend the next part of their day having fun exploring respectfully in Harvey's backyard at PEEC and taking part in guided play-based discovery activities. After lunch, inside and outside nature play continues in PEEC's *Reused Play Place*. This sustainable play place was created from "pre-loved" materials just like Harvey!

Post-excursion

Reflection and action

Back at school, the children recap the excursion day and then conclude the story by communicating with the fictional characters the Tiny Teddies. They reflect on and celebrate what they have learnt about themselves as *Nature Kids* and the insights, knowledge and understanding they have gained.

The students respond to the *Ramble 'n' Play* Storythread by brainstorming all of the ways they could, as *Nature Kids*, take action to make life better in their place. They then create a *Nature Kids*' plan for their place and work together to implement one, or a number of, achievable, student-led environmental project(s).

Forest Kingdom



Nature Detectives discover their place

Nature Detectives explore a range of habitats, use science and stories to describe and share their discoveries, and identify ways in which they will help care for local natural places.

Storythread Overview

Pre-Excursion

*Introducing PEEC TV!
Becoming Nature
Detectives and
engaging with the PEEC
story*

Students begin their Storythread Journey by viewing a series of short, entertaining and content-rich videos on PEEC TV! where they will meet the PEEC teachers, see glimpses of the Centre, enrol as *Nature Detectives* and engage in the PEEC story, *Curious as a Curlew*.

They are prompted to think deeply about the characters in the story and how they model what it means and what it doesn't mean to be a *Nature Detective*. The students' growing understanding of what it means to be a *Nature Detective* then becomes the reason for them to engage in their own research, deepen their understanding of curriculum content inside and outside the classroom, and develop the knowledge (head), values (heart) and actions (hands) they have identified as being important for *Nature Detectives*. Through PEEC TV! the *Nature Detectives* are invited to take part in an *Official Nature Detective Challenge* at PEEC.

Excursion

*Visiting PEEC and
applying the knowledge,
values and actions of
Nature Detectives*

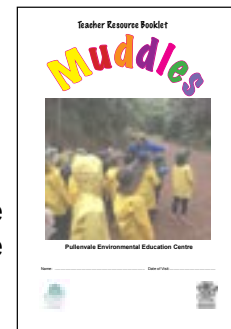
At PEEC the students, as *Nature Detectives*, begin their *Official Nature Detective Challenge* day with a picnic and a range of play experiences as they "Wonder with the Whittackers". A special story is then shared about the day Grandma Whittacker took the *Official Nature Detective Challenge* which helps the students complete their own challenge at Moggill Forest. On returning to PEEC they celebrate their time in the forest and share their knowledge and discoveries to help Grandma Whittacker's grandson Alex become an *Official Nature Detective* too. The day concludes with a special *Official Nature Detective Ceremony*.

Post-Excursion

*Reflecting and taking
action*

Back at school, the children recap the excursion day and then conclude the story by communicating with the fictional character Grandma Whittacker. They reflect on and celebrate what they have learnt about themselves as *Nature Detectives* and the insights, knowledge and understanding they have gained.

The students respond to the *Forest Kingdom* Storythread by brainstorming all of the ways they could, as *Nature Detectives*, take action to make life better in their place. They then create a *Nature Detectives'* plan for their place and work together to implement one, or a number of, achievable, student-led environmental project(s).



Wildlife Investigators share our place

Wildlife Investigators use their knowledge and understanding of living things to care for our native Australian wildlife and local natural places, and then communicate their observations and ideas with others.

Storythread Overview

Pre-Excursion

*Introducing PEEC TV!
Becoming Wildlife
Investigators and engaging
with the PEEC story*

Students begin their Storythread Journey by viewing a series of short, entertaining and content-rich videos on PEEC TV! where they will meet the PEEC teachers, see glimpses of the Centre, enrol as *Wildlife Investigators* and engage in the PEEC story, *The Adventures of Mrs Muddle-up, Mango and Maddy*.

In a special room nestled among the tall trees Mrs Muddle-up enjoys her own sparkly imagination and loves building her connection to the wildlife. *The Adventures of Mrs. Muddle-up, Mango and Maddy* tells the story of how she deals with a problem involving her adorable cat and a little baby possum. What a wonderful *Wildlife Investigator* she is, inspiring others to learn more knowledge, deepen their feelings and take action to care for living things native to the local environment. The *Wildlife Investigators* are invited via PEEC TV! to join Mrs Muddle-up in a "Perfect Possum Party" at PEEC.

Excursion

*Visiting PEEC and applying
the knowledge, values
and actions of Wildlife
Investigators*

At PEEC the *Wildlife Investigators* meet their fun new friend and mentor, Mrs Muddle-up who sends them off to go exploring in the forest to see the world through possum eyes. She's a devoted possum carer but her Postie, Sam, doesn't quite understand the wildlife and is pre-occupied with a problem. Sam could use a little support and creative thinking from some *Wildlife Investigators*. Stepping out of the story, students begin to consider what can be done in their place to care for the for native animals that live there.

Post-Excursion

Reflecting and taking action

Sam would love to get some post from the children at the party. If they can communicate their observations about being *Wildlife Investigators*, maybe Sam can become one too. Time to reflect and celebrate their learning journey so far.

Wildlife Investigators brainstorm ideas for a creative project and put what they have learned during the Muddles Storythread into real action for a local place. Everybody can work together to care for the wonderful wildlife.

Mission Earth



Environmental Advisors understand how to be happy and healthy in their place

Environmental Advisors conduct investigations in order to describe why natural places are essential to the wellbeing of people and to the health of all living things so that they can understand the effect of their actions and share their ideas and findings with others.

Storythread Overview

Pre-Excursion

*Introducing PEEC TV!
Becoming Environmental
Advisors and engaging
with the PEEC story*

Students begin their Storythread Journey by viewing a series of short, entertaining and content-rich videos on PEEC TV! where they will meet the PEEC teachers, see glimpses of the Centre, enrol as *Environmental Advisors* and engage in the PEEC story, *Something Wrong in Hypertron*.

They are prompted to think deeply about the characters in the story and how they model what it means and what it doesn't mean to be an *Environmental Advisor*. The story is set on the fictional planet Zaneth where, in an attempt to ensure children are always busy and having fun, the Ministers are considering chopping down the last forest to build yet another fun park. The students' growing understanding of what it means to be an *Environmental Advisor* and their desire to respond to the requests for information that begin arriving from Bodaron (a child from the story) via PEEC TV! become the reason for them to engage in their own research, deepen their understanding of curriculum content inside and outside the classroom, and develop the knowledge (head), values (heart) and actions (hands) they identify as being important for *Environmental Advisors*. When communication arrives from Arlek and Zoothor (Bodaron's concerned parents) requesting the students' help, they agree to meet at PEEC and help in their mission to find out more about the importance of natural places.

Excursion

*Visiting PEEC and
applying the knowledge,
values and actions of
Environmental Advisors*

At PEEC, the students witness a crash landing and then enter the spaceship as *Environmental Advisors* to share their knowledge of why natural places are important. Arlek and Zoothor must gain a deeper understanding of what is troubling their son and why forests are important. The students help by going on a research mission to Moggill Forest to reinforce their understanding of why natural places are important and discover how natural places can also be fun. On their return, they accompany Arlek or Zoothor on an imaginary space journey to Zaneth in order to speak with the Ministers and present their findings.

Post-Excursion

*Reflecting and taking
action*

Back at school, the children recap the excursion day and then conclude the story by communicating with the fictional Ministers of Hypertron. They reflect on and celebrate what they have learnt about themselves as *Environmental Advisors* and the insights, knowledge and understanding they have gained.

The students respond to the *Mission Earth* Storythread by brainstorming all of the ways they could, as *Environmental Advisors*, take action to make life better in their place. They then create an *Environmental Advisors'* plan for their place and work together to implement one, or a number of achievable, student-led environmental project(s).

BUGS 'R' US

***Entomologists-in-Training* understand everything is connected**

Entomologists-in-Training investigate 'bugs' and the vital role 'bugs' play in maintaining the health of our planet and take action to ensure the survival of 'bugs' and their habitats by sharing their knowledge and understanding with others.



Storythread Overview

Pre-Excursion

*Introducing PEEC TV!
Becoming Entomologists
-in-Training and
engaging with the PEEC
storythread materials*

Students begin their Storythread Journey by viewing a series of short, entertaining and content-rich videos on PEEC TV! where they will meet the PEEC teachers, and Dr Justin Cappadonna (a real-life entomologist who will 'step into the story' during the Bugs R Us storythread via PEEC TV and recorded videos), see glimpses of the Centre and enrol as *Entomologists-in-Training* (or *E.I.T.s*).

They begin their *E.I.T* learning journey by investigating the contents of Gubon Enterprises Head Entomologist and thinking deeply about the character of 'Head Entomologist, Dr Justin and how he models what it means to be an entomologist. As they read and investigate the documents Head Entomologist Dr Justin has collected about his work, the students' growing understanding of what it means to be an *Entomologist-in-Training* becomes the reason for them to engage in their own research, deepen their understanding of curriculum content inside and outside the classroom, and develop the knowledge (head), values (heart) and actions (hands) they have identified as being important for *Entomologists-in-Training*. They are then invited, to attend the fictional 'Annual Arthropods Conference' to be held at the Centre.

Excursion

*Visiting PEEC and
applying the knowledge,
values and actions of
Entomologists-in-Training*

At PEEC, the *Entomologists-in-Training* attend the fictional 'Annual Arthropods Conference' sponsored by fictional company 'Gubon Enterprises'. After undertaking research in the field, they soon find they must apply their knowledge and understandings of 'bugs' to defend the vital role they play in the health of the planet.

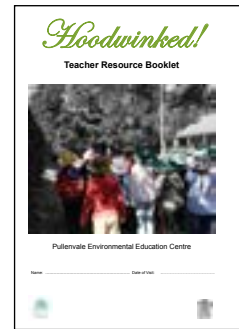
Post-Excursion

*Reflecting and taking
action*

Back at school, the students recap the excursion day and then conclude the story by communicating with the fictional character Sam Gubon. They reflect on and celebrate what they have learned about themselves as *Entomologists-in-Training* and the insights, knowledge and understanding they have gained.

The students respond to the Bugs 'R' Us Storythread by brainstorming all the ways they could, as *Entomologists-in-Training*, take action to make life better in their place. They then create an *Entomologists-in-Training* plan for their place, and work together to implement one, or a number of, achievable, student-led environmental projects.

Hoodwinked!



Modern Day Bush Kids understand our actions make an impact - 'The Ripple Effect'

Bush Kids use their scientific and historical knowledge and understanding of place, and a deep connection to nature, to inspire them to work together to solve environmental problems and make a difference in their local community.

Storythread Overview

Pre-Excursion

*Introduction of PEEC TV!
Becoming Modern Day
Bush Kids and engaging
with the PEEC story*

Students begin their Storythread Journey by viewing a series of short, entertaining and content-rich videos on PEEC TV! where they will meet the PEEC teachers, see glimpses of the Centre, enrol as *Modern Day Bush Kids* and engage in the PEEC story, *The Bush Kids of Pullen Pullen Creek*.

The story brings to life characters in 1897 who loved their special place with such great passion and understanding that they felt compelled to work as a team to save it from disaster. Through PEEC TV! and other activities students are invited to PEEC and are assigned an *1897 Bush Kid* character which prompts engagement in their own research regarding the roles and reality of Australia in the 1800s, and provides a context to deepen their understanding of curriculum content inside and outside the classroom. The students develop the knowledge (head), values (heart) and actions (hands) they identify as being important for *Modern Day Bush Kids* and their own capacity for solving environmental problems both independently and as a team.

Excursion

*Visiting PEEC and
applying the knowledge,
values and actions of
'Modern Day Bush Kids'*

At PEEC a new episode in the lives of the *1897 Bush Kids* will unfold. An adventure to the creek amongst the twisting vines, birdcalls and tiny insects will reveal that it is alive with biodiversity that heightens students' senses and builds connection and understanding. The story drama will unfold as the *Modern Day Bush Kids* step back in time to uncover a mystery that threatens the people and the life of this special place. They will secretly act on behalf of the *Bush Kids of 1897* and will attend class in the old schoolhouse where they will use their powers of persuasion to stop the teacher, Miss Dove, from making a terrible mistake as they fight to protect the wildlife of the creek .

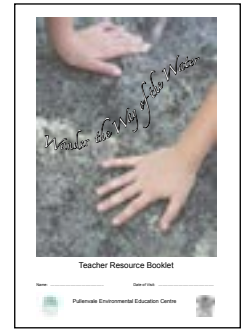
Post-Excursion

*Reflecting and taking
action*

If the *Bush Kids* can communicate by letter with the fictional character, Paddy McKinney, can they urge him to reassess his values and actions and apply his knowledge and skills in a new way? As the students reflect on their own experiences on this learning journey they will be invited to embrace elements of the role as they continue to grow as people connected to others in special places.

Although the drama is over the real world needs *Bush Kids* who understand respect for self, others and place, more than ever. Brainstorming ways in which they can take real action to make life better in their place, the students plan and implement environmental projects. In this way they can always live as *Bush Kids*.

Wander the Way of the Water



Environmental Advocates embody 'Dadirri' in nature

Environmental Advocates take action for their place by communicating their knowledge, passion and solutions to problems to help others understand, connect to and care for natural places.

Storythread Overview

Pre-excursion

*Introducing PEEC TV!
Becoming Environmental
Advocates and engaging with the
PEEC storythread materials*

Students begin their Storythread Journey by viewing a series of short, entertaining and content-rich videos on PEEC TV! where they will meet the PEEC teachers, enrol as *Environmental Advocates* and engage in the PEEC materials which introduce *Environmental Advocate*, Bernice Volz.

This prompts them to think deeply about how she models what it means to be an *Environmental Advocate*. As they listen to and investigate this real-life story about a passionate environmentalist who was instrumental in saving Karawatha Forest from development, the students' growing understanding of what it means to be an *Environmental Advocate* becomes the reason for them to engage in their own research, deepen their understanding of curriculum content inside and outside the classroom, and develop the knowledge (head), values (heart) and actions (hands) they have identified as being important in this role. Through PEEC TV! students are then invited to visit Karawatha Forest to step into this story.

Excursion

*Visiting Karawatha Forest and
applying the knowledge, values
and actions of Environmental
Advocates*

At Karawatha Forest the students, as *Environmental Advocates*, begin their day by learning that 'Dadirri' is the key skill of an *Environmental Advocate* and then journey through the internal catchment and three distinct vegetation communities. Along the way, they practise 'Dadirri' to grow their knowledge & care for nature as they gather information, and respond scientifically and artistically to their experiences.

Post-excursion

Reflecting and taking action

Back at school, the students recap the excursion day and then conclude the story by communicating with Bernice Volz. They reflect on and celebrate what they have learnt about themselves as *Environmental Advocates* and the insights, knowledge and understanding they have gained.

The students respond to the *Wander the Way of the Water* Storythread by brainstorming all the ways they could, as *Environmental Advocates*, take action to make life better in their place. They then create an *Environmental Advocates'* plan for their place and work together to implement one, or a number of, achievable, student-led environmental projects.

Storythread Program Bookings



Please navigate to our website's Booking Information page for details of our step by step booking procedure:

<https://pullenvaleeec.eq.edu.au/planning-your-visit/booking-information>

To access our booking form directly:

<https://pullenvaleeec.eq.edu.au/planning-your-visit/booking-information/storythread-program-booking-form>

*****We recommend that you submit your booking form as soon as possible, as our programs book out very quickly*****

Please note that our bookings will close on 1st November, 2024



Feedback from Connected Leader and Teacher participants

*“I felt gratitude today... a space that allowed stillness.
Connecting to my values,
Appreciating the gift of slowing down,
Physically allowing my brain to stop...
Permission to be still,
Accepting calmness,
My mind open...I’m leaving with clarity”*

Collective Reflection of Visiting Educators, 2023

“Thank you so, so much for all your considerations and attention to detail around the Connected Leader Day. It couldn’t have come at a better time for our team of advisors... the team really appreciated the breathing space and real reflection time. I have literally just had a conversation with my colleague... about how much the Dadirri practice has impacted on her and changed her approach to mindfulness. We are very appreciative of your work.”

Principal Advisor, Student Wellbeing, DoE 2023

Pullenvale Environmental Education Centre
The Connected Leader Workshop:
Expression of Interest
2025

A day of Wellbeing, Team Building & Nature Connection

The latest evidence based research has found that learning together in nature increases feelings of wellbeing and awakens creativity, curiosity and a sense of personal agency.

Workshop Focus: This one day workshop has been designed for all educators

Venue: Pullenvale Environmental Education Centre (8:30 - 3:15)

Workshop Aims:

- To reflect on what it means to be a Connected Leader.
- To experience a sense of personal wellbeing through nature connection, reflective dialogue, and scaffolded learning.
- To develop a deeper understanding of how nature connection, Dadirri and mindful attentiveness can help grow a culture of wellbeing and deep respect for First Nations wisdom.
- To consider how adopting a Whole School Pedagogy of Place Responsiveness can help shape the design of school grounds as places of inquiry learning.

Recent Reviews:

Regional Director Brisbane Metropolitan Region

Thank you for a wonderful learning opportunity and reflective experience for every member who visited your centre.

Assistant Regional Director Brisbane Metropolitan Region

The team at PEEC brought expertise, passion and experience and shared new research-based strategies for leading successful teams.

School Principal (Band 10)

The gift of this program was both the content and the slowing down of the tempo of leadership to make it both more sustainable and honest. It has changed how I lead!

Cost: \$250 per participant
Includes morning tea & lunch
Maximum of 20



Pullenvale Environmental Education Centre

The Connected Teacher Workshop

Series 2025

Nature Connection and Learning Beyond the Classroom

"I realised the real importance of place, of taking the classroom outside and using story to develop belonging, engagement and a sense of purpose in students."

Teacher Feedback



The latest evidence-based research has found that teaching in nature deepens engagement with the curriculum, changes attitudes to school and awakens a strong sense of wellbeing, curiosity and agency.

Course Focus:

This course is an exciting professional learning journey designed to inspire you to slow down and reflect on your teaching practice.

Course Structure and duration: (4 Workshops = 20 hours onsite + practice at school)

Workshops in Terms 1, 3 and 4 will be held at PEEC from 8:30am - 3:00pm with all catering provided. The Term 2 workshop will be held in Karawatha Forest and participants will need to bring their own lunch on this day.

Course Aims:

This course will grow your understanding and expertise as a Connected Teacher as you:

- Develop your skills as a place responsive educator (at PEEC and Karawatha Forest) with a view to connecting your students to natural places in your school and beyond
- Experience a suite of teaching strategies and their practical application with your class (our PEEC Experiential Teaching Tools enhance student learning and wellbeing through story and play, attentiveness and deep reflective responding)
- Gain insights regarding First Nations' wisdom and the power of *Dadirri*
- Experience deep connection in nature and improved well-being as part of a reflective community

Course Dates

****Please note that there will be two Connected Teacher workshop groups. These timings are approximate and will be confirmed after bookings close on 28/11/24****

	Group 1:	Group 2:
Term 1, Week 7	Tuesday 11 th March	Wednesday 12 th March
Term 2, Week 2 & 3 (Karawatha)	Tuesday 29 th April	Wednesday 7 th May
Term 3, Week 2	Tuesday 22 nd July	Wednesday 23 rd July
Term 4, Week 3	Tuesday 21 st October	Wednesday 22 nd October

Cost: \$ 850 per teacher

Please return your Booking Form by 28 November 2024

Connected Leader

Please navigate to our website page to access the Expression of Interest Form:

<https://pullenvaleec.eq.edu.au/programs/specialist-programs/the-connected-leader-course>

Connected Teacher

Please navigate to our website page to access the Booking Form:

<https://pullenvaleec.eq.edu.au/programs/specialist-programs/the-connected-teacher-workshop-series>

Please return your Booking Form by 28 November 2024

Health, Safety and Wellbeing Policy

Pullenvale Environmental Education Centre is committed to maintaining a safe, healthy and supportive environment for our staff and our visiting students and adults. It is our expectation that we will all work together in pursuit of Pullenvale Environmental Education Centre's vision:

Connected Teachers Growing Connected Learners

Central to this vision is our way of working, which is displayed, discussed and enacted with all visiting students and adults:

Speak and Act with Respect: to Self, Others and Place

Following this way of working in addition to specific safety instructions given throughout the day helps to keep us all healthy, safe and happy and allows us to respectfully manage student behaviour. Health, safety and wellbeing is everybody's responsibility and we ask all visiting students and adults to:

- Wear closed-in footwear, comfortable weather appropriate clothing and a hat
- Apply insect repellent and sunscreen at home/school prior to your visit and bring your own to reapply if necessary.
- Wear large, clearly written nametags that are easy to read at a distance (see your Teacher Guide for more detail)

We also request visiting teachers to:

- Complete an **Excursion Information Form and Class List** and please return by email five **working days before excursion** to notify PEEC in advance of any important information about visiting students or adults and how they can be supported (*ie. Special needs, medical conditions, allergies, learning styles, mobility, behaviour, anxieties etc*). This information may require PEEC to make adjustments to the program which need to be planned in advance.
- Ensure that all non-staff adults attending the program have completed an induction in the last 12 months. The induction documents (MAST Key messages guide) can be found here: <https://qed.qld.gov.au/workingwithus/induction/queenslandstateschools/Documents/key-messages-guide.pdf>
- The PEEC team sometimes use digital devices to document teaching and learning. PEEC does not take photos of students' faces or identifiable details without prior consent and does not share students' faces or identifiable details on social media. Please let the PEEC team know at the start of the day if there are any students who may not be photographed or recorded. Please also clarify your school photo policy and permissions with adult helpers.
- Prepare to become involved in the day and enjoy yourself, as you model imagining, pretending and having fun.
- Please prepare your parent helpers to be actively involved in the day too and ask them **NOT** to bring younger siblings.

Curriculum Risk Management Policy

Pullenvale Environmental Education Centre (PEEC) is committed to the health, safety and wellbeing of our staff and our visiting students and adults involved in curriculum activities both at PEEC and at off site locations. All programs at Pullenvale Environmental Education Centre are shaped around a spirit of adventure and fun. Taking controlled, informed risks is part of this experience, just as it is part of everyday life.

This risk management process at PEEC has been carried out in accordance with legal requirements (Workplace Health and Safety Act 2011 <https://www.legislation.qld.gov.au/view/pdf/inforce/current/act-2011-018>) and to align with the Department of Education and Training Policy and Procedure Register <https://ppr.qed.qld.gov.au/category/workplace-health-safety-and-wellbeing>.

A **Curriculum Activity Risk Assessment Planner** has been completed for every program delivered at PEEC. **Curriculum Activity Risk Assessments** (including our management strategy for COVID-19) have been completed for all curriculum activities deemed to be of a Medium risk level. PEEC currently does not deliver any curriculum activities deemed a high or extreme level risk.

All curriculum activities at PEEC have been thoroughly planned to ensure that staff and visiting students and adults will be safe whilst undertaking the activity. Each program features a safety talk specific to that program and activity. Any potential risks have been identified and managed and there is a planned response in case of an emergency. In the event of adverse climatic conditions, programs will either be adapted accordingly or postponed (where possible). The visiting teacher will be notified of program postponement on the morning of the excursion.

All teachers at PEEC are experienced in supervising visiting students and adults across the range of activities, and we provide and hold current senior first aid certificates. When taking visitors away from the Centre grounds, all PEEC teachers will carry with them: a First Aid Kit; a class list containing details of any relevant important information; and a mobile phone.

Curriculum Activity Risk Assessment Planners and Curriculum Activity Risk Assessments particular to the program you are attending are contained in this Teacher Guide. The information contained within these documents will assist you to complete Department of Education and Training Policy and Procedure Register, One School Excursion Planner (domestic travel) template or the paper-based Variations to School Routines to make your visit to Pullenvale Environmental Education Centre as safe and enjoyable as possible.

Please contact us on 3374 1002 for further information or to answer any queries you may have.



Do you have a question? (FAQ's)

When can I expect my Teacher Guide?

We will send this resource via email the term prior to your visit. Please do not hesitate to contact us prior to this time if you need more information about the program for planning purposes.

What happens if concerning weather is expected on my excursion day?

Most PEEC programs can still go ahead in light rain (with raincoats), however adverse weather conditions (strong wind, heavy rain, extreme heat, bushfire) may require us to postpone a program. This decision will always be made by our Principal in consultation with the class teacher. If postponing a program is necessary, this will be communicated via text, and an alternative date will be arranged. For this reason, it is very important to provide your private mobile telephone number on your excursion form to ensure you can be contacted on the day prior to and the morning of the excursion.

Can you help us with our Curriculum Risk Management processes?

YES. PEEC's risk management process aligns with the Queensland Department of Education Policy and Procedure Register, Excursion Planner (Domestic Travel template). Program relevant Curriculum Activity Risk Assessment and COVID management information is contained in the Teacher Guide which will be sent to you via email.

Can Parents come to help on the excursion day?

YES. Additional adults are welcome in small numbers (and **essential** for some programs). Your Teacher Guide and this Prospectus () provides guidance around the number of recommended adults. Unfortunately, we cannot accommodate younger siblings.

Are your programs exactly the same every year?

NO. We are constantly updating our programs to suit curriculum priorities, best practice, and in response to feedback from visiting teachers and students. **Please ensure that you consult your Teacher Guide, even if you have done the program before.** At the end of your PEEC excursion day, you will be emailed a survey form to assist us with our improvement process.

Are all PEEC program leaders Teachers?

YES. All program leaders are highly trained registered teachers who are skilled in environmental education, inquiry learning, story, drama and performance.

Please phone us on
3374 1002
or email us at
bookings@pullenvaleeec.eq.edu.au
if you have any questions or need
to provide us with additional
information regarding your class.
We want your experience at PEEC
to be the best it can be!



In addition to our programs we also offer the following support material.

**RECREATE AN
AUTHENTIC COLONIAL CLASSROOM
BY HIRING PULLENVALE'S HISTORICAL KIT
FOR YOUR NEXT SCHOOL CELEBRATION**

The kit contains items which are generally difficult to obtain. We suggest you use these items to enhance your own collection of memorabilia as part of an authentic display. The items are intended for use in a designated space, possibly in a roped-off area or classroom where people can sit and participate in the experience of an old classroom. Children enjoy sourcing their own costumes in keeping with the period.

The kit contains:

- ***1 - 4 (as required) long wooden desks - each seats 5 students***
- ***1 - 4 wooden forms (2.3 mtrs long)***
- ***1 Teacher's desk and chair***
- ***1 wooden Chart Stand***
- ***1 Blackboard and easel***

In Brown Box

- ***10 pen holders with nibs***
- ***4 slates***
- ***1 copy book***
- ***4 small calico squares to wipe slates***
- ***10 ink wells (plastic)***
- ***4 slate pencils***
- ***4 'School Papers' magazines***

In Calico Bag

- ***1 ABC Chart (on board backing)***
- ***1 Attendance Chart (on board backing)***
- ***1 Teacher's blotter for desk***
- ***1 A4 'Good Manners Chart' (on board backing)***

Items available for sale: A4 'Good Manners' Chart @ \$1.00 each
Copy Books @ \$2.00 each

The cost of the Kit Hire is \$250.00 per week (excluding GST).

For further information, please visit our website:
<https://pullenvaleec.eq.edu.au/facilities-and-equipment/hire>