

Pullenvale Environmental Education Centre

2027 Prospectus



Growing Connected Learners



Staff & Partners

Our Staff

Principal	Alicia Laidlaw
Teaching Team	Lucinda Shaw Karl Fagermo Frances Marrington Rhiannon Dixon Frankie Jaiyeola Vikki Watts
Learnscape Design	Karl Fagermo Uncle Joe Kirk (<i>Bush Tucker Garden Consultant</i>)
Administration Team	Karen Grima Shirley Parker
Program Support Team	Kelly Baulch Andrew O'Hara Jaydon Dixon
PEEC P&C	Amanda Maggs (President) Karl Fagermo (Secretary) Karen Grima (Treasurer)

Our Community

First Nations Elders: Aunty Peggy Tidyman (Gunggarri Elder), Uncle Joe Kirk (Waka Waka Elder), Aunty Cathy Jackson (Gunggarri Elder), Uncle James Sandy (Mununjali Elder)

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

Storytellers: Bernice Volz (Environmental Advocate)

DoE Partnerships: Education Futures Institute and Metro North Partnership and Programs (with Partnership Facilitator Early Years, Ashleigh Salmon), *Aspiring Principal Flagship Program*: Culture Inclusivity Workshop

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, Pullenvale State School

Pullenvale Environmental Education Centre

250 Grandview Road, Pullenvale Q 4069

Phone: (07) 3374 1002 ABN: 93 405 052 919

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Website: www.pullenvaleeec.eq.edu.au

Facebook: [Pullenvale Environmental Education Centre](https://www.facebook.com/PullenvaleEnvironmentalEducationCentre)

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Acknowledgement



We acknowledge the Ancestors, the Traditional Elders, and the carriers of the rich Indigenous cultures of the past, present and future. We appreciate and treasure the special places: the land of the Pullenvale Environmental Education Centre (PEEC) grounds and surrounding forests that we are able to visit and experience. As Environmental Educators, the PEEC team aim to embed First Nations Wisdom in all our work, and we endeavour to live by our ethic of 'Speaking and Acting with Respect towards Self, Others and Place'. We acknowledge the ongoing wisdom shared with us by the Elders who continue to support, mentor and inspire us every time we meet.



Welcome to Pullenvale Environmental Education Centre



Dear Educator,

Pullenvale Environmental Education Centre 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 Connect 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.

We hope you will join us!

Warm wishes

Alicia Laidlaw
Principal

**Pullenvale Environmental
Education Centre**
250 Grandview Road
Pullenvale Q 4069
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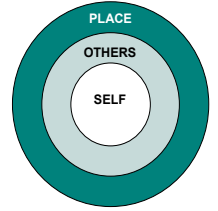


*The creek is special because of the water, it's so clear,
Glistening and shining in the sun,
It becomes a reflection of the trees around me.
Their roots expand into the creek, and their branches grow high above,
Creating a habitat for all the animals here.
I enjoy watching time pass by in such a peaceful place.
Sitting in such a beautiful environment,
I listen to the sounds of the birds and the whistling of the wind;
Their sounds calm me, welcome me. Remind me to take a minute to stop.
I feel adventurous, I want to go explore, have fun here.
This place has a huge history,
There have always been people here fishing, swimming and playing in the water.
Not just Bush Kids but all of the People who have walked on this land before us.
So many things have survived and thrived here, even in the hardest of times.
This place is so pretty, it has so many features you might not normally see...
Delicate, amazing details.
All of the insects, the birds, the wallaby and water spiders. So many different plants.
Everything lives in peace here and I feel safe sitting in its enclosed space.
Settled, calm, peaceful.
I feel like I've been here before, connecting to its deep heritage.
This is sacred land.*

Year 5 Hoodwinked 2026



PEEC's Vision and Values



Our Vision *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?"



Kindness & Respect

We Priorities '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 cultivation 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.

Contents

..... 40



"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

Connecting to Place



☆ ☆
What I like best about this place is

The tranquility. You could come here stressed about a million things and walk out thinking clearly, and feeling calm. I love the nature and wildlife in this place that allows you to connect to the country.

This place makes me feel

Calm and relaxed. Sitting here, I love feeling nature's touch, with the breeze, the birds, the creek and the trees. Listening to nature all while observing its beauty lets me reflect on things more clearly.

This place is special because ...

It shows us the true beauty and nature of our land. It helps me think and it unfogs my mind. This place lets me realise how much we don't appreciate nature often enough. I love this place!

Year 5 Hoodwinked - Pullen Pullen Creek Reflection

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. *Wondering with the Whittackers* (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

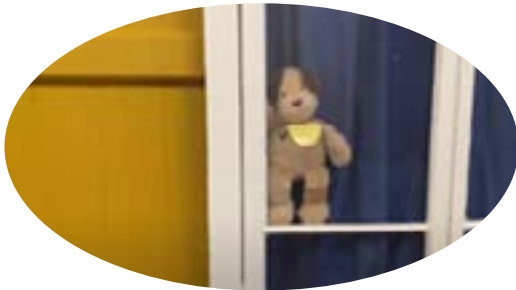


Connecting through PEEC TV!

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



Wondering with the Whittackers - 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 Joe Kirk (Waka Waka Elder)),
Aunty Cathy Jackson (Gunggarri Elder),
Aunty Merle Cashman (Quandamooka 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

Partnerships

Department of Education QLD
Education Futures Institute - Aspiring Principal Program with MNR Partnership and Programs
Schools, Business & Community Agencies

Kenmore SHS
Healthy Land & Water
Pullen Pullen Catchments Group Inc
Seqwater
THECA Brisbane City Council

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

Connected Teachers



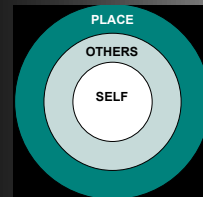
using

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



to

Grow *Connected Learners*



who embody

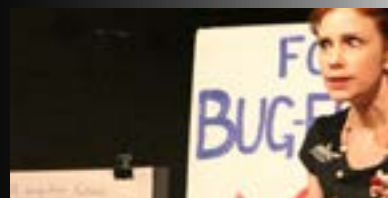
The Personal Attributes

*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



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:

PEEC Learning Attribute	General Capabilities	Cross-Curriculum Priorities
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.	Critical and Creative Thinking  Ethical Understanding  Personal and Social Capability 	Aboriginal and Torres Strait  Islander Histories and Culture  Sustainability 
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.	Critical and Creative Thinking  Intercultural Understanding  Personal and Social Capability 	Aboriginal and Torres Strait  Islander Histories and Culture  Sustainability 
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.	Critical and Creative Thinking  Personal and Social Capability  Literacy 	Aboriginal and Torres Strait  Islander Histories and Culture  Sustainability 
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.	Ethical Understanding  Personal and Social Capability 	Aboriginal and Torres Strait  Islander Histories and Culture  Sustainability 
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.	Critical and Creative Thinking  Ethical Understanding  Personal and Social Capability  Literacy 	Sustainability 
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.	Ethical Understanding  Personal and Social Capability 	Sustainability 

I don't feel alone here, I feel the bush Country calling out. I have never been so connected to nature in my entire life – year 6 Wander

Australian Curriculum Alignment

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, Culture and Language 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.

PEEC Storythread Programs and the Australian Curriculum V9 Alignments 2026-2027

Program Name	Year Level	Learning Area Alignment	General Capabilities & Cross Curriculum Priorities	Further Information
Play and Learn with Pogo	Kindy	Identity Connectedness Wellbeing Active Learning Communicating		https://pullenva-leeec.eq.edu.au/curriculum/teaching-and-learning/qklg-alignment-play-and-learn-with-pogo-kindy https://www.qcaa.qld.edu.au/downloads/kindergarten/qklg_2024.pdf
Ramble 'n' Play	Prep	Science (AC9SFU03), (AC9SFI01) English (AC9EFLE02), (AC9EFLY02), (AC9EFLY05) HASS (AC9HSFK03), (AC9HFS03) HPE (AC9HPFP01), (AC9HPFP02), (AC9HPFP03)	Critical and Creative Thinking Personal and Social Capability Ethical Understanding Literacy  Aboriginal and Torres Strait Islander Histories and Culture Sustainability 	https://pullenva-leeec.eq.edu.au/curriculum/teaching-and-learning/ac-v9-alignment-ramble-n-play-prep
Wondering with the Whittackers	Year 1	Science (AC9S1U01), (AC9S1H01), (AC9S1I01) English (AC9E1LA04), (AC9E1LE02), (AC9E1LE03), (AC9E1LY02) HASS (AC9HS1K03), (AC9HS1S06) HPE (AC9HP2P01), (AC9HP2P02), (AC9HP2M03)	Critical and Creative Thinking Ethical Understanding Personal and Social Capability Literacy  Aboriginal and Torres Strait Islander Histories and Culture Sustainability 	https://pullenva-leeec.eq.edu.au/curriculum/teaching-and-learning/ac-v9-alignment-wondering-with-the-whittackers-yr-1
Muddles	Year 2	Science (AC9S2H01), (AC9S2I01) English (AC9E2LA03), (AC9E2LE04), (AC9E2LY02) HASS (AC9HS2S04), (AC9HS2S05), (AC9HS2S06) HPE (AC9HP2P03)	Critical and Creative Thinking Ethical Understanding Personal and Social Capability Literacy  Aboriginal and Torres Strait Islander Histories and Culture Sustainability 	https://pullenva-leeec.eq.edu.au/curriculum/teaching-and-learning/ac-v9-alignment-muddles-yr-2

Program name	Year level	Learning Area alignment	General Capabilities & Cross Curriculum Priorities	Further Information
History Hunters	Year 2	English (AC9E2LY02) HASS (AC9HS2K01), (AC9HS2K02), (AC9HS2K04), (AC9HS2S01), (AC9HS2S03), (AC9HS2S04)	Critical and Creative Thinking Ethical Understanding Personal and Social Capability Literacy  Aboriginal and Torres Strait Islander Histories and Culture Sustainability 	https://pullenva-leeec.eq.edu.au/curriculum/teaching-and-learning/ac-v9-alignment-history-hunters-yr-2
Mission Earth	Year 3	Science (AC9S3U01), (AC9S3H02), (AC9S3I01) English (AC9E3LY02), (AC9E3LY05) HPE (AC9HP4P04), (AC9HP4P10)	Critical and Creative Thinking Ethical Understanding Personal and Social Capability Literacy Intercultural Understanding  Aboriginal and Torres Strait Islander Histories and Culture Sustainability 	https://pullenva-leeec.eq.edu.au/curriculum/teaching-and-learning/ac-v9-alignment-mission-earth-yr-3
Bugs 'R' Us	Year 4	Science (AC9S4U01), (AC9S4H02), (AC9S4I04) English (AC9E4LY02), (AC9E4LY03), (AC9E4LY05) HPE (AC9HP4P03), (AC9HP4P04)	Critical and Creative Thinking Ethical Understanding Personal and Social Capability Literacy Numeracy  Aboriginal and Torres Strait Islander Histories and Culture Sustainability 	https://pullenva-leeec.eq.edu.au/curriculum/teaching-and-learning/ac-v9-alignment-bugs-r-us-yr-4
Hoodwinked	Year 5	Science (AC9S5H02) English (AC9E5LA01), (AC9E5LY02), (AC9E5LY05) HASS (AC9HS5K02), (AC9HS5K04), (AC9HS5S01), (AC9HS5S05) HPE (AC9HP6P04), (AC9HP6P06)	Critical and Creative Thinking Ethical Understanding Personal and Social Capability Literacy  Aboriginal and Torres Strait Islander Histories and Culture Sustainability 	https://pullenva-leeec.eq.edu.au/curriculum/teaching-and-learning/ac-v9-alignment-hoodwinked-yr-5
Wander the Way of the Water	Year 6	Science (AC9S6U01), (AC9S6H02) English (AC9E6LA08), (AC9E6LY05) HPE (AC9HP6P04), (AC9HP6P06)	Critical and Creative Thinking Ethical Understanding Personal and Social Capability Literacy  Aboriginal and Torres Strait Islander Histories and Culture Sustainability 	https://pullenva-leeec.eq.edu.au/curriculum/teaching-and-learning/ac-v9-alignment-wander-the-way-of-the-water-yr-6

*I sit in a secluded place, like I'm in a nest amongst the bushes, warm
in the sunshine.*

*My mind is busy, so I put my hand on the ground, and it helps focus
me.*

*I look around me and notice that nature is everywhere, filling in all
the blank spaces in the forest. Vines climbing trees, spiky grasses, and
lots of leaves on the ground.*

I feel content and peaceful here.

*I like hearing the birds, their calls are different patterns. I zone out to
their chirping. Then I spot them, small birds flying around, landing on
trees, they are beautiful.*

*I feel the wind blow past, it tickles my arm and makes the trees sway,
showing off the cool, peeled and cracked patterns in their bark. It's
quiet under the trees.*

*I see so many bugs rolling around in the grass beside me. Ants carry
food, a spider builds its web. They are so different from each other but
live here together in harmony.*

I feel a sense of perfect stillness. For a long time, nothing moves.

*I think about the Aboriginal People who have sat where I sit, their
culture and connection to this place. It feels like they're with me, I feel
so special here.*

I close my eyes and lose sense of time.

I feel like the only person left on Earth.

Year 6 Wander the Way of the Water, Collective Poem

Booking Information: Program Logistics, Storythread Overviews and Australian Curriculum V9 Alignment



Overview of PEEC Program Logistics 2027

Year	Program	Details
Kindy		
	Term 3 and 4	Time: 9.30am – 1:00pm Venue: PEEC only Max no. of classes/day: 1 Cost/student: \$25 Bus requirements: Arrive by 9:30am Depart PEEC 1:00pm 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 the PEEC Storybook - <i>There's a Platypus in my Backpack</i>
Prep		
	Term 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 3 and 4	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>

Year	Program	Details	
2			
	Term 1 (weeks 6-9) Term 4	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 (class 1) to forest approx. 10am Return to PEEC approx. 11:15am Depart (class 2) to forest approx. 12:15pm Return to PEEC approx 1:30pm 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! links and the program-specific Storybook, History Hunters of Pullenvale.	
3			
	Term 2	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> .	
4			
	Term 1 and 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 1 and 2	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>	

Year	Program	Details
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
5/6		
	Term 1 (for Yr6) Term 4 (Yr 5)	Time: 9:00am - 2:15pm Venue: PEEC and Pullen Pullen Creek Max no. of students/day: 30 * This program is designed for delivery to a select group (e.g. students holding school leadership roles) from across your senior cohort Cost/student: \$20 Bus requirements: Arrive by 9:00am Depart PEEC 2:15pm * This program includes a 10 minute walk to Pullen Pullen Creek between approx 9.30 – 11am. If mobility needs require alternative transport to the creek, please ensure your bus is booked to provide this also (i.e. stay all day). If the group is car-pooling with attending adults, cars will need to be parked in Airlie Rd as the PEEC site does not have visitor parking facilities. Extra adult helpers: OPTIONAL. Students not in groups, 1-3 adult in addition to the class teacher or any supporting teacher aides. Teacher Resources: Program Guide

PEEC Booking Terms and Conditions

By making a booking with Pullenvale Environmental Education Centre ("PEEC"), the visiting school or centre, through its Principal, delegate, management or authorised administration, acknowledges and agrees that the booking constitutes an undertaking that the requirements set out below have been, or will be, satisfied prior to the commencement of the excursion:

- The excursion has been approved by the Principal or authorised delegate.
- Appropriate parent/carer consent has been obtained for each student attending.
- All adults attending have been accurately recorded on the PEEC Excursion Information Form prior to the excursion.
- Each volunteer adult attending the excursion has completed the applicable Mandatory All-Staff Training Program, including the Key Messages Guide, prior to attendance. The relevant guide is available at <https://qed.qld.gov.au/workingwithus/induction/queenslandstateschools/Documents/key-messages-guide.pdf>
- All adults attending comply with applicable Blue Card requirements.
- All adults attending PEEC are required to sign in upon arrival at the Centre and comply with any applicable visitor, safety, child protection and site access procedures prescribed by PEEC.

The visiting school or centre is responsible for ensuring that the requirements and undertakings set out in these Booking Terms and Conditions are satisfied in respect of all students and adults attending the PEEC program.

By proceeding with a booking, the visiting school or centre acknowledges that PEEC is entitled to rely upon the accuracy and completeness of the information and undertakings provided by the school or centre in connection with the booking and attendance at the Centre.

PEEC Program Overview



Nature Kids spend time in their place

Nature Kids grow their literacy by engaging in story, and connect to the environment and others through First Nations inspired activities and knowledge.

Storythread Overview

Pre-excursion

*Introducing the PEEC Story
"There's a Platypus in my Backpack", becoming Nature Kids and paying attention in nature*

Children begin their Storythread Journey at Kindy by stepping into the Blanket Role of a *Nature Kid* and engage in the PEEC story, *There's A Platypus in my Backpack* where they meet the characters Pogo and Polly. Children are encouraged, as preparation for their excursion, to explore their outside play places by slowing down and paying attention. Throughout the PEEC Storythread experience, Pogo becomes the children's trusted friend (or mentor character) who supports this nature connection and exploration.

Excursion

Visiting PEEC to 'step into the story' to enhance comprehension, nature connection and appreciate First Nations wisdom

On excursion day, the children meet Pogo as *Nature Kids*, recap the story and spend their day connecting to Nature through First Nations language and ways of being, story, song, visual art and via the exploration of PEEC's learnscaped grounds.

Post-excursion

Reflection and further enrichment

Educators are provided with a range of post excursion activities to further support their *Nature Kids*' understanding of the story and provide further inspiration for nature connection.

PEEC's program, *Play and Learn with Pogo* encompasses all QKLG principles in its delivery, with an emphasis on fostering respectful relationships between self, others and place. The program presents *Nature Kids* with the opportunity and agency to interact with the environment and others through First Nations inspired activities and knowledges. *Nature Kids* grow an understanding of caring for Country and discover how spending time outside can contribute positively to wellbeing.

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).

Wondering with the Whittackers



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 *Wondering with the Whittackers* 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 native animals that live there.

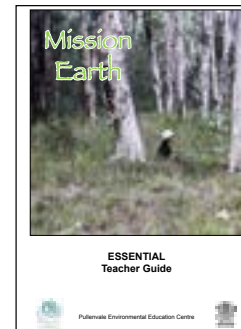
Post-Excursion

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

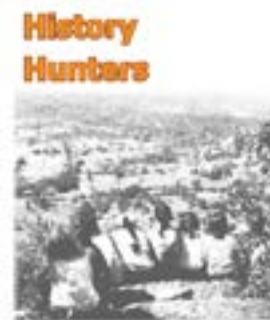
Reflecting and taking action

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.

History Hunters

History Hunters investigate people, places, buildings and artefacts of historical significance to reveal the cultural, social and spiritual stories of the past.



Storythread Overview

Pre-excursion	Students receive a letter from the PEEC team and are invited to enrol as <i>History Hunters</i> . By engaging with the program-specific story, The <i>History Hunters</i> of Pullenvale, and in activities investigating their blanket role (including the creation of a Role on the Wall and practicing Attentiveness in Nature), students deepen their understanding of who they can be as <i>History Hunters</i> and the role of an historian in the past, present and future.
Excursion	On excursion day, the <i>History Hunters</i> explore the grounds of PEEC and Moggill Forest to experience life in the 1800s, considering both First Nations and Colonial perspectives. The students deepen their understanding of the local historical context by discovering more of the story of local resident John Bird, exploring authentic historical artefacts and dwellings, engaging in play-based learning, and role-playing in the historical School House. In Moggill Forest, <i>History Hunters</i> connect with nature and the stories of the past to consider how they can preserve their local historical places.
Post-excursion	<i>History Hunters</i> engage in post-excursion activities to reflect upon their day and consolidate their learning.

This one-day workshop guides senior primary students through nature-responsive, drama and visual art activities to encourage self-reflection on their strengths and areas for growth as Connected Leaders and leadership teams. Students visit Pullen Pullen creek and consider how paying attention to self, others and place can make them the best version of themselves, better leaders and role-models within their communities.

The program can be run as a 'team-building' workshop for senior students new to formal positions of leadership at your school (ie. Student Council, House and/or School Captains), or (over several days) for your cohort of Year 5 and/or 6 students as an opportunity to encourage all senior students to develop their leadership capability.



Nature is a leader, the best one there is. It teaches me acceptance, gratefulness and how to feel calm

The water slows my heart rate, calms my body and makes me think clearer without any stress interfering

- Year 6 Student Leadership Day Reflections

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 6th November, 2026**

Pullenvale Environmental Education Centre
The Connected Leader Workshop:
Registration
2027

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 leaders.

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 Direct 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

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



Pullenvale Environmental Education Centre

The Connected Teacher Workshop Series 2027

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)

- 3 Professional Development Workshops will be held at PEEC (**term 1**, week 6, 3rd March, **term 3**, week 2, 21st July and **term 4**, week 7, 17th November) with all catering provided. The other workshop will be held in Karawatha Forest (**term 2**, week 6, 19th May) 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

Cost: \$ 850 per teacher

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

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

Pullenvale Environmental Education Centre, Phone: 3374 1002, Email: admin@pullenvaleeec.eq.edu.au

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

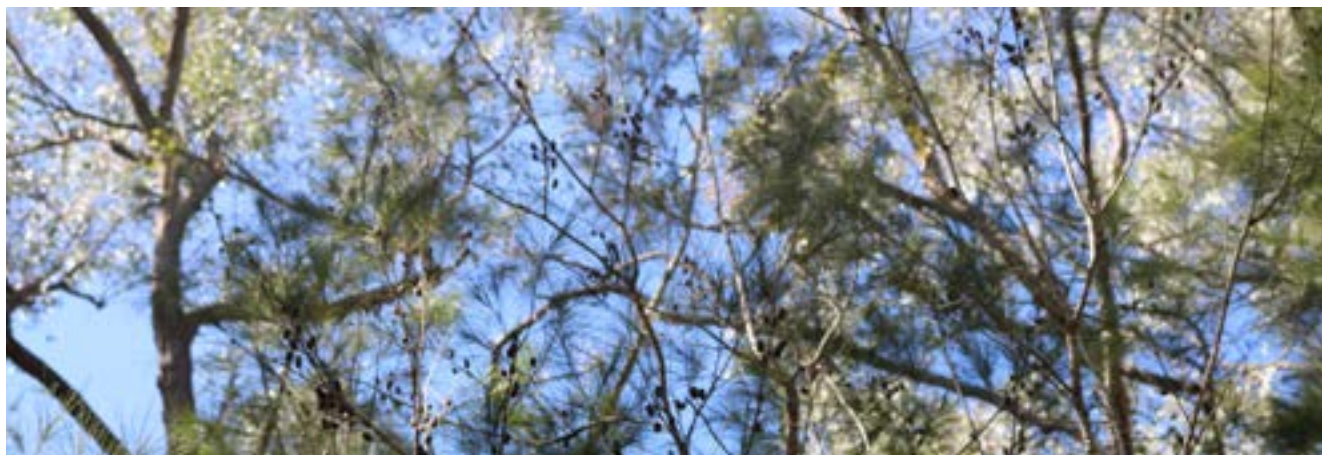
“Thank you so, so much for all your considerations and attention to detail around the Connected Leader Day. It couldn’t have come at a better time for our team of advisors... the team really appreciated the breathing space and real reflection time. I have literally just had a conversation with my colleague... 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

I think about the Connected Leadership workshop on a daily basis and reflect on so many new learnings and thoughts I collected throughout that day. Thank you for such an inspiring experience.

Connected Leader Participant, 2025





This is rare time.

I feel relief. A letting go.

My body relaxes, softens.

I didn't realise I was holding on to so much.

I'm perched up against a tree, watching the beautiful creek as it sparkles.

I am reminded 'be a rock in the river', I let my worries float with the water.

I can smell the water, feel a dip in the temperature, my core temperature drops too, I become grounded.

When I sit still, I see more, a yellow bird, a robin comes to visit, sharing its song and dance. I am absorbed in the music of this place, a beautiful rhythm and harmony.

A sense of peace. It's a treat to be here.

I hear the reminder of 'don't sweat the small stuff', we all come and go, nature is always here.

A falling leaf is a reminder to look up, watch the cockatoos happily eat away at tiny fruits. The light from the sun shines through the leaves onto the water, it's so beautiful and I'm mesmerised watching it move on the vines, shifting and chasing.

I watch the water move and as the sun moves over it, it creates clarity, I notice tadpoles, fish, lots of life. I put my feet into the water; let it wash over me. I spy a freshwater shrimp investigating me as I investigate him.

Breathe.

It feels like my breath has changed, slowed down.

Calm, centred, attuned.

Awe is around me.

I am grateful for the sanctuary of this place, being able to share it.

Peaceful.

A reminder of pause, a reminder of times with loved ones.

Clear my mind, I can think with no distractions.

I crave this. I need this.

What a gift

Connected Leader Project is Me 2026

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> please search for MAST 2027
- 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:

- 2 long wooden desks – each seats 5 students
- 2 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>

