



Amaroo Environmental PROGRAM PROSPECTUS

Updated 2026

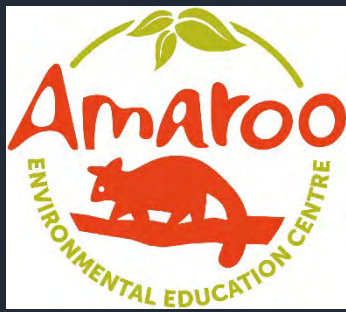


Mural created by Kim Walmsley

Amaroo Environmental Education Centre's Vision & Mission

Inspiring deep thinking, deep connection, and deep action with the environments and places we learn in. We empower learners and communities to contribute to a flourishing hope-filled future, through caring for the Earth and respecting Country. Grounded in wellbeing, First Nations perspectives, and sustainability, we cultivate learning that transforms how people see themselves, each other, and the living world.

Our ecological mission is to care for and protect the ecosystems we learn within, modelling ethical, responsible, and regenerative environmental practice. We commit to honouring the interdependence of all living beings, reducing our ecological footprint, nurturing local habitats, and supporting communities to act for a just, resilient, and sustainable future.



Amaroo
Environmental
Education
Centre
(AEEC)

About Us

Day-Visit Locations

AEEC operates at a variety of locations throughout the Darling Downs South West Region, including:

[Amaroo Centre Grounds \(Kleinton\)](#)

[Ballin Park, Biobasin](#)

[Cooby Dam](#)

[Crows Nest Bullocky's Rest Park](#)

[Crows Nest National Park](#)

[Duggan Park](#)

[Goomburra National Park & Valley](#)

[Hartman Park Crows Nest](#)

[Irongate Conservation Park](#)

[Murray Clewett Wetlands \(Kearny Springs\)](#)

[Peacehaven Botanic Park](#)

[Ravensbourne National Park](#)

[Toowoomba Waterbird Habitat](#)



Our Approach to Teaching and Learning

At Amaroo Environmental Education Centre, we believe powerful learning happens when students feel connected, curious and actively engaged in meaningful experiences with the natural world.

Our approach is grounded in First Nations perspectives, sustainability and wellbeing, and informed by contemporary educational research, outdoor and experiential learning, inquiry, explicit teaching and reflective practice.

While every program is unique, we aim to provide a consistent Amaroo learning experience. Our teachers use a shared learning architecture to help students connect with people and place, understand the purpose for learning, engage in authentic experiences and investigations, and reflect on what they have learned.

We connect deeply:

We build relationships—with each other, with Country, with place and with purpose.

Students are welcomed into learning environments where connection and belonging come first. First Nations perspectives and ways of knowing help us develop respectful relationships with Country and recognise that learning takes place within a living cultural and environmental context.

We think deeply:

We create opportunities for students to notice, wonder, question, investigate & make meaning.

Learning is active and purposeful. Students encounter real places, real questions and real environmental contexts. Teachers combine inquiry and curiosity with explicit teaching, purposeful questioning and the development of language and vocabulary that help students talk about and deepen their learning.

We act deeply:

We encourage students to reflect on what they have learned and consider what it might mean for themselves, their communities and the environment.

Learning at Amaroo is not simply about knowing more—it is about developing the understanding, confidence and agency to make thoughtful decisions and take meaningful action.

Grounded in...

First Nations perspectives | Sustainability | Wellbeing

These are not additional elements of our programs. They are foundational to how we think about learning at Amaroo and are woven through our relationships, teaching, learning experiences and reflection. Our approach continues to evolve through ongoing professional learning, collaborative inquiry and feedback from schools, students and staff. As we learn more, we refine how we teach so that every Amaroo experience is purposeful, engaging and connected to curriculum learning.

Further Information

For more information about us, our mission and values, history, location, environments, policies and procedures, links to other Outdoor and Environmental Education Centres, planning your visit, programs, support and resources, head over to our website:

<https://amarooeec.eq.edu.au>

Got Feedback?

send it to

admin@amarooeec.eq.edu.au

Prospectus Element

Understanding our Programs

Our programs are designed to create meaningful connections between curriculum, place and student experience. The information below provides an overview of what each section of the prospectus means and how to use it when selecting a program for your students.

Aim

The **Aim** describes the overall purpose of the program — what we hope the program will achieve for students and the experience we want to create. It provides the broad direction for the program rather than listing everything students will learn or do. The Aim helps visiting teachers quickly understand the purpose and intent of the experience.

Big Idea

The **Big Idea** captures the deeper concept or understanding at the heart of the program. It goes beyond the activities students will complete or the facts they may learn. It represents the key idea we want students to think about, explore and potentially carry with them beyond their visit. Our Big Ideas are intentionally concise, conceptual and thought-provoking. They provide a thread that connects the experiences students have throughout the program.

Student Experiences

Student Experiences describe what students will do, encounter, investigate and experience as part of the program. They provide a snapshot of the learning experiences students can expect during their visit — from exploring and observing the environment, to investigating questions, using equipment, working collaboratively, connecting with Country and reflecting on their learning.

Venue

The **Venue** identifies where the program is delivered, and may include Amaroo Environmental Education Centre or an off-site location such as Peacehaven Botanic Park or others listed on the front page. The venue is an important part of the learning experience. Our programs are place-based, and the location, environment and conditions of the site contribute to what students are able to observe, investigate and experience.

Duration

The **Duration** indicates the approximate length of the student experience, including the time required for the program's planned learning experiences and transitions between activities where applicable. Some programs require additional time because of the nature of the environment, travel between learning spaces, student age and developmental needs, or the depth of the experiences being undertaken. Visiting teachers should use the stated duration when planning their school's timetable, travel and daily schedule.

Availability

Program **Availability** is shown by term and reflects the way programs are scheduled at Amaroo. Availability may be influenced by: existing block bookings and program demand ; seasonal conditions and environmental changes; weather and site conditions; the suitability of particular programs for different student cohorts; our capacity to deliver programs safely and effectively.

Supervision Ratios

The **Supervision Ratio** identifies the minimum number of adults the visiting school is required to provide for each class attending the program. The stated ratio is based on a maximum class size of 27 students and includes: the visiting classroom teacher; and any additional school-based support staff attending with the class. Where a program requires additional adult helpers, the required number of adult helpers will be stated in the program information. These adults are required to support the safe and effective delivery of the program and are additional to Amaroo staff.

Visiting schools are responsible for ensuring that all adults attending meet the relevant requirements, including Blue Card requirements and MAST (Mandatory Annual Staff Training) requirements, where applicable.

The supervision ratio relates to the overall supervision requirements for the class and should not be confused with individual student support arrangements. Any 1:1 or additional adult support required for individual students must be identified by the school through the class confirmation process and is additional to the stated program supervision requirements.

Please note: Amaroo Environmental Education Centre staff are not included in the stated school supervision ratio. They are provided as part of the program delivery team.

Curriculum Links

Curriculum Links identify the curriculum content and achievement standards that can be supported through the program. Our programs are intentionally connected to the **Australian Curriculum Version 9.0 (AC v9.0)** and, where relevant, *other curriculum frameworks and QCAA syllabuses*. They are intended to help visiting teachers see where the learning at Amaroo connects with classroom learning. Across our programs, we also intentionally weave Australian Curriculum Cross-Curriculum Priorities (CCP), particularly:

Sustainability (SUS) **Aboriginal and Torres Strait Islander Histories and Cultures (ATSIC)**

These priorities are not treated as stand-alone additions to a program. They are woven through our approach to place, learning and experience wherever they are authentic and appropriate.

Curriculum links are identified using the relevant AC v9.0 codes and abbreviations to provide a consistent and accessible reference for visiting teachers. General Capabilities are embedded throughout our programs, with particular capabilities intentionally foregrounded according to the learning experience.



Campers at play



Campsite



Meeting Gabarlah



Mud Play



Nature Play on Country

Investigate Tracks



Engage in Dance



Primary Programs

(* = suitable for P-6 schools)

CAMPING WE WILL GO (Prep-1)*

Aim: Discover the adventure of camping while building confidence, connection and belonging

Big Idea: Exploring and connecting with new places, safely & sustainably

Venue: [Amaroo Centre Grounds \(Kleinton\)](#)

Duration: 9.30am – 2.30pm

Availability: Term 2 & 3 only

Supervision: VisitingTeacher + support staff
+ 5 adult supervisors

Curriculum Links: Cross Curriculum
Priorities

Yr Level	Learning Area	SUS	ATSIHC
Prep:	AC9HSFK03		
	AC9HSFK04		
	AC9HPFP02		
1:	AC9HPFM02 / FM03	SS1	A TSICP1
	AC9HS1K04		
	AC9HP2P02		

GABARLAH THE GREATER GLIDER (Prep-1)

Aim: Join Gabarlah, our charmingly shy Greater Glider, on a nature-play adventure to help solve a big problem

Big Idea: Respectful play helps us connect with and care for nature

Venue: [Amaroo Centre Grounds \(Kleinton\)](#)

Duration: 9:30am – 2:30pm

Availability: Term 3 only

Supervision: VisitingTeacher + support staff
+ 6 adult supervisors / day (not class)

Curriculum Links: Cross Curriculum
Priorities

Yr Level	Learning Area	SUS	ATSIHC
Prep:	AC9HPFP02		
	AC9HPFM03		
	AC9HP2P02		
1:	AC9HS1K04	SS1	A TSICP1
	AC9HP2P02		
	AC9HS1K04		

MARVELLOUS MINI MURRIS (Prep-1)

Aim: Connect with Country through stories, creativity and experiences that invite us to see, know and care for the world in new ways

Big Idea: There are many valuable ways of being, knowing, thinking and doing. We can learn from the world's oldest continuing living cultures

Venue: [Amaroo Centre Grounds \(Kleinton\)](#)

Duration: 9:30am – 2:30pm

Availability: Term 1, 2, 3, 4

Supervision: VisitingTeacher + support staff

Curriculum Links: Cross Curriculum
Priorities

Yr Level	Learning Area	SUS	ATSIHC
Prep:	AC9HSFK04	SS1	A TSICP1
	AC9HSFK04	SS1	A TSIC2
	AC9HSFK04	SS1	A TSICP1
1:	AC9HS1K04	SS2	A TSIP1
	AC9HS1K04	SS2	A TSIP1
	AC9HS1K04	SS2	A TSIP1

Student experiences:

- Pitch and dismantle tents while learning to use camping equipment safely and confidently
- Explore the adventure of camping through play-based experiences including role-play, pretend fishing and wildlife observation
- Meet an 'Amaroo Buddy' and practise being a caring camper through shared experiences and learning
- Embark on a bushwalk to discover the sights, sounds and signs of life within Amaroo's bushland

Student experiences:

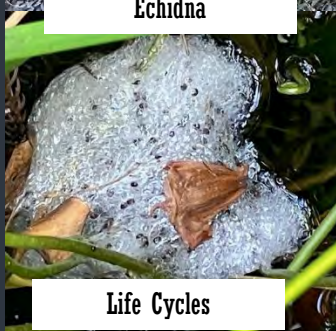
- Receive a personal invitation from Gabarlah and help her solve a big problem through play and exploration
- Engage in nature play throughout the Centre and bushland, using mud, rocks, sand, sticks, nuts, flowers & natural materials
- Play and learn through First Nations ways of knowing, being and doing, supported by stories and literature
- Create, explore and collaborate in the natural environment, developing resilience, teamwork and personal & social capabilities
- Connect with Country through immersive outdoor experiences that nurture curiosity, appreciation and care for the natural world

Student experiences:

- Engage with First Nations ways of knowing, being and doing through art, dance, stories and creative experiences
- Walk on Country and discover First Nations knowledge of local plants and their uses
- Use your senses to explore Country, engaging with natural materials such as leaves, bark, nuts, flowers and feathers
- Observe tracks, markings, totem animals & symbols, and explore their meaning through story-making and creative expression
- Discover the story of Multuggerah, a significant local First Nations man, and consider his connection to Country, community and place



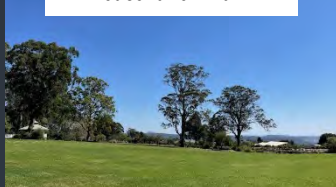
Echidna



Life Cycles



Peacehaven Park



Primary Programs

(* = suitable for P-6 schools)

SENSATIONAL SOUNDSCAPES (Year 2)

Aim: Discover the science of sound by listening deeply to the bush and creating sound in new ways

Big Idea: Listening deeply helps us understand how sound connects people, nature and the world around us

Venue: [Amaroo Centre Grounds \(Kleinton\)](#)

Duration: 9:30am – 2:30pm

Availability: Term 1, 2, 3, 4

Supervision: VisitingTeacher + support staff

Curriculum Links: *Cross Curriculum Priorities*

Yr Level	Learning Area	SUS	ATSIHC
2:	AC9S2U02	SD2	A_TSIP3

Student experiences:

- Hone your listening skills on the Amaroo Sensory Trail through sensory and blindfold experiences
- Listen deeply to the sounds of the bush, noticing and responding to the sounds of the natural environment
- Explore how sound is made through hands-on experimentation with percussion instruments
- Become a sound-maker by creating a simple instrument using recycled and natural materials, applying your understanding of how sound is produced
- Create and perform a fun chant together, exploring how people can use sound to communicate and connect

BUSHLAND EXPLORERS (Year 3)*

Aim: Explore the Australian bush and discover the living and non-living things that make it a dynamic, interconnected place

Big Idea: Living and non-living things are interconnected in the Australian bush

Venue: [Amaroo Centre Grounds \(Kleinton\)](#)

Duration: 9:30am – 2:30pm

Availability: Term 1, 2, 3, 4

Supervision: VisitingTeacher + support staff

Curriculum Links: *Cross Curriculum Priorities*

Yr Level	Learning Area	SUS	ATSIHC
3:	AC9S3U01	SS1 SW1	A_TSICP1

Student experiences:

- Connect with nature through sensory exploration and close observation of the bushland
- Become bushland explorers as you walk through Amaroo, observing and investigating the natural environment
- Compare the life cycles of local plants and animals using specimens, puzzles and hands-on exploration
- Create an Australian creature from clay, drawing on observations of the features and characteristics of local animals
- Reflect on the living and non-living elements of Country and the relationships that connect them

MAPS, TRACKS & ORIENTATION (Year 2, 3, 4)*

Aim: Find your way through Peacehaven as you explore, navigate and discover the stories held within the landscape

Big Idea: People use maps, knowledge and observation to navigate and understand place

Venue: [Peacehaven Botanic Park](#)

Duration: 9:30am – 2:30pm

Availability: Term 1, 2, 3, 4

Supervision: VisitingTeacher + support staff
+ 3 adult supervisors / day (not / class)

Curriculum Links: *Cross Curriculum Priorities*

Yr Level	Learning Area	SUS	ATSIHC
2:	AC9M2SP02	AC9HS2K04	A_TSICP1
3:	AC9M3SP02	AC9HS3K04	SF2 A_TSIC2

Student experiences:

- Explore Peacehaven Botanic Park and observe the flora, fauna and features of the landscape
- Develop and practise mapping and directional skills as you navigate the park using maps, landmarks and orientation
- Use observation and tracking skills to notice signs of plants, animals and people within the landscape
- Discover First Nations connections to the landscape and consider how people have navigated, used & understood Country over time
- Create and share stories of place using symbols and visual representations to communicate understandings of the landscape

Mighty Meat Ant

Investigating Insects

Connecting with Trees

'Pat' the Catbird

Rainforest Ecosystem in Ravensbourne NP

Primary Programs

(* = suitable for P-6 schools)

MIGHTY MINI BEASTS (Year 3 - 4)

Aim: Step into the world of mini beasts and investigate the hidden lives of insects through hands-on fieldwork & experimentation

Big Idea: Invertebrates play important roles in the ecosystems we depend on

Venue: [Amaroo Centre Grounds \(Kleinton\)](#)

Duration: 9:30am – 2:30pm

Availability: Term 1, 2, 3, 4

Supervision: VisitingTeacher + support staff

Curriculum Links: *Cross Curriculum Priorities*

Yr Level	Learning Area	SUS	ATSIHC
3:	AC9S3I01	SW1	A TSICP1
	AC9S3I02		
	AC9S3I03		
4:	AC9S4I01	SW1	A TSICP1
	AC9S4I02		
	AC9S4I03		

IF TREES COULD TALK (Year 3-6)

Aim: Listen to the stories of trees and discover the many ways plants sustain life and shape our world

Big Idea: Plants are essential for life on Earth

Venue: [Amaroo Centre Grounds \(Kleinton\)](#)

Duration: 9:30am – 2:30pm

Availability: Term 1, 2, 3, 4

Supervision: VisitingTeacher + support staff

Curriculum Links: *Cross Curriculum Priorities*

Yr Level	Learning Area	SUS	ATSIHC
3-6:		SS2	A TSICP1 A TSIC2
		SW1	
		SD2	
		SD3	
		SF2	

RAINFOREST RAMBLE AT RAVENSBOURNE

(Year 4-6)*

Aim: Discover the magic of the rainforest and uncover the connections that bring this unique ecosystem to life

Big Idea: Living things are interconnected within the rainforest ecosystem

Venue: [Ravensbourne National Park](#)

Duration: 9:30am – 2:00pm

Availability: Term 1, 2, 3, 4

Supervision: VisitingTeacher + support staff
+ 1 adult supervisor

Curriculum Links: *Cross Curriculum Priorities*

Yr Level	Learning Area	SUS	ATSIHC
4-6:		SS1	A TSICP1
		SW1	
		SF2	

Student experiences:

- Become an 'Entomologist in Training' and develop hands-on skills for observing and investigating insects and other arthropods
- Explore Amaroo's bushland on a guided field walk, searching for and observing invertebrates in their natural habitats
- Investigate meat ants through a hands-on experiment, making predictions and considering how to conduct a fair test safely
- Observe insects in resin & other arthropods up close to uncover their fascinating features, behaviours and adaptations
- Reflect on the roles of invertebrates and the important ways they contribute to healthy ecosystems

Student experiences:

- Stimulate curiosity about trees and plants through a pre-visit story, exploring the many ways plants support life, providing food, shelter, protection, wellbeing and habitat
- Connect with a tree friend through a sensory blindfold experience, then explore First Nations knowledge of local plants and their uses during a bushwalk on Country
- Step into the lives of animals affected by development through role-play, considering how humans might design communities more sustainably
- Solve a problem sent by the trees and work together to develop a response, sending a message back to the trees

Student experiences:

- Receive an invitation from Pat the Catbird, a local resident of Ravensbourne National Park, and take up the challenge to help the rainforest's inhabitants
- Connect with a tree friend through a sensory blindfold experience and discover the sights, sounds and textures of the rainforest
- Explore Ravensbourne National Park on a guided walk, discovering it's inhabitants and investigating the intricate relationships that make the rainforest unique
- Slow down and immerse yourself in the forest, using mindfulness and reflection to appreciate the wonder of the rainforest and consider how we can care for these special places



Nature & Textures



Collaborative & Expressive Art



Wonderful Worms



Lifting Logs + Looking



Fabulous Fungi



Gunya making



Ochre



Grinding Rocks

Primary Programs

(* = suitable for P-6 schools)

ECO ART (Year 4)*

Aim: Slow down, notice the natural world and express what it evokes through art

Big Idea: Nature can foster creativity, self-expression and wellbeing

Venue: [Amaroo Centre Grounds \(Kleinton\)](#)

Duration: 9:30am – 2:30pm

Availability: Term 1, 2, 3, 4

Supervision: Visiting Teacher + support staff

Curriculum Links: *Cross Curriculum Priorities*

Yr Level	Learning Area	SUS	ATSIHC
4:	AC9AVA4E02 AC9AVA4D01 AC9AVA4C01	SS1 SD2	A TSICP1 A TSIP3

Student experiences:

- Explore the textures, colours, lines and shapes of nature, noticing details and patterns that might otherwise go unseen
- Connect with Country on a bushwalk, using observation and sensory experiences to deepen awareness of the natural environment
- Collect once-living natural materials and transform them into a collage that captures elements of the natural world
- Create a gratitude card using leaf textures to express appreciation & personal connections to nature
- Reflect on feelings, meaning and wellbeing, considering how creativity & time in nature can help us connect ourselves, others & Country

WATCH YOUR WASTE (Year 4)

Aim: Become a Waste Warrior & discover how we can make choices that care for Country and help create a more sustainable future

Big Idea: Our actions and inactions affect people, Country and the future we create together

Venue: [Amaroo Centre Grounds \(Kleinton\)](#)

Duration: 9:30am – 2:30pm

Availability: Term 1, 2, 3, 4

Supervision: Visiting Teacher + support staff

Curriculum Links: *Cross Curriculum Priorities*

Yr Level	Learning Area	SUS	ATSIHC
4:	AC9S4K01 AC9HS4K05 AC9HS4K06	SS2 SD2 SF2	A TSICP1

Student experiences:

- Become Waste Warriors and investigate how everyday choices can reduce waste & support a more sustainable future
- Explore producers, consumers & decomposers and discover how these roles connect within natural systems
- Investigate waste-reduction solutions through hands-on experiences such as making recycled paper
- Explore worm farms and compost systems to discover how food waste can be transformed into nutrients for healthy soil
- Think creatively beyond reduce, reuse and recycle, considering ethical choices and ways we can contribute to a sustainable future

MURRI MIGALOO MAGIC (Year 4-5)

Aim: Explore the rich diversity of Australian cultures through stories, technologies and hands-on experiences connected to Country

Big Idea: People's cultures shape the ways they live, connect with and care for Country

Venue: [Amaroo Centre Grounds \(Kleinton\)](#)

Duration: 9:30am – 2:30pm

Availability: Term 1, 2, 3, 4

Supervision: Visiting Teacher + support staff
+ 2 adult supervisors

Curriculum Links: *Cross Curriculum Priorities*

Yr Level	Learning Area	SUS	ATSIHC
4:	AC9HS4K01 AC9HS4K05	SS2 SD3	A TSICP1 A TSIC2
5:	AC9HS5K04		A TSIP3

Student experiences:

- Become anthropologists-in-training and investigate the diverse cultures, knowledge and ways of living connected to Country
- Explore and celebrate aspects of Murri and Migaloo cultures, considering ways people live, know and interact with the world around them
- Construct shelters, and explore contemporary and traditional tools and fire-making
- Explore food gathering and preparation techniques, using knowledge of Country to consider how people meet their needs
- Examine artefacts and technologies to uncover the knowledge, skills and values embedded within them



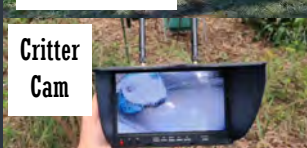
Variety of plant adaptations



Seed dispersal investigation



Best Beak



Critter Cam

Students classifying creatures based on features



Gahnia



Grass Tree



Bunya Nut

Primary Programs

(* = suitable for P-6 schools)

AWESOME ADAPTATIONS (Year 5)

Aim: Investigate the fascinating features that help plants survive and reproduce

Big Idea: Plants have features that help them survive the challenges of their environment

Venue: [Peacehaven Botanic Park](#)

Duration: 9:30am – 2:30pm

Availability: Term 1, 2, 3, 4

Supervision: VisitingTeacher + support staff

Curriculum Links: *Cross Curriculum Priorities*

Yr Level	Learning Area	SUS	ATSIHC
4:	AC9S5U01	SS1	A TSICP1

Student experiences:

- o Become botanists-in-training and explore the wonderful world of plants through hands-on observation and investigation
- o Investigate plant adaptations up close, examining seed pods and other features that help plants survive and reproduce
- o Construct and test different seed dispersal mechanisms, applying observations to explore how plants spread their seeds
- o Observe and sketch plant adaptations in their natural environment, documenting features that support plant survival
- o Extend your thinking to invertebrates, exploring how their adaptations and roles contribute to healthy ecosystems

CREATURE FEATURES (Year 5)

Aim: Get curious about the remarkable features that help animals survive in their environment

Big Idea: Animals have adaptations (structural, behavioural etc) that help them survive the challenges of their environment

Venue: [Amaroo Centre Grounds \(Kleinton\)](#)

Duration: 9:30am – 2:30pm

Availability: Term 1, 2, 3, 4

Supervision: VisitingTeacher + support staff

Curriculum Links: *Cross Curriculum Priorities*

Yr Level	Learning Area	SUS	ATSIHC
4:	AC9S5U01	SS1	A TSICP1

Student experiences:

- o Become Wildlife Biologists and investigate the fascinating features and behaviours of animals through hands-on exploration
- o Receive 'Crazy Critters' before the excursion and develop hypotheses about how different animal features may help them survive
- o Explore a collection of animal specimens, including skulls, beaks, quills, bones, feathers and X-rays, using reference materials to investigate their features and functions
- o Investigate how animal features and behaviours help animals survive and thrive in different environments
- o Observe local wildlife using cameras and nest boxes around Amaroo, gathering evidence of habitats and animal features

BUNYA GATHERINGS – Bonyi Bonyi (Year 5)

Aim: Walk on Country and discover the cultural knowledge, stories and uses held within the plants of our local landscape

Big Idea: Plants can hold knowledge, nourish culture and connect people with Country

Venue: [Peacehaven Botanic Park](#)

Duration: 9:30am – 2:30pm

Availability: Term 1, 2, 3, 4

Supervision: VisitingTeacher + support staff

Curriculum Links: *Cross Curriculum Priorities*

Yr Level	Learning Area	SUS	ATSIHC
5:	AC9S5U01	SS1	A TSICP1
		SS2	A TSIC2
	AC9HS5K04	SS3	A TSIC3
		SF1	A TSIP3

Student experiences:

- o Walk on Country and discover First Nations knowledge and uses of local plants for food, medicine, tools, shelter and crafts
- o Explore the cultural significance of Bunya pine nuts and gatherings, connecting the local landscape with the Bunya Mountains
- o Observe, sketch and journal plants, considering the knowledge held within their uses and relationships with Country
- o Experience traditional games and craft-making, developing appreciation for cultural knowledge passed down through generations
- o Engage with First Nations texts and reflect on connections between people, plants and Country

Primary Programs

(* = suitable for P-6 schools)

Pedal Power



Solar Power



POWER OF ONE (Year 6)

Aim: Get hands-on with renewable energy, sustainable design and the science of energy transformation

Big Idea: The ways we generate and use energy have consequences for people, places and the future

Venue: [Amaroo Centre Grounds \(Kleinton\)](#)

Duration: 9:30am – 2:30pm

Availability: End T1 / Beginning T2

Supervision: Visiting Teacher + support staff

Curriculum Links: *Cross Curriculum Priorities*

Yr Level	Learning Area	SUS	ATSIHC
6:	AC9S6U03	SS2	A TSICP1
	AC9S6I01	SW2	
	AC9S6I03	SD2	
	AC9S6I04	SD3 SF2	

Student experiences:

- Explore Amaroo's Eco Classroom and passive design features, investigating how insulation and thoughtful design can reduce energy use and create comfortable learning spaces
- Investigate renewable energy technologies, including solar panels and wind turbines, through hands-on exploration and data collection
- Power your own milkshake, using pedal power to investigate energy transfers and transformations
- Imagine a sustainable future through a visioning activity, sharing ideas for innovative ways to use energy wisely

NEGOTIATED PROGRAM (Primary P-6)

Aim: An opportunity to explore an emerging curriculum focus, student learning need or innovative idea through meaningful, place-based environmental education

Big Idea: Learning can be shaped by place, purpose and the needs of the learners

Venue: Negotiated

Duration: 9.30am — 2.30pm

Availability: By negotiation. Minimum two terms' notice is required from initial request acceptance to program delivery

Supervision: Visiting Teacher + Support Staff

Curriculum Link:

CURRICULUM CONNECTIONS

Negotiated programs are developed around identified Australian Curriculum v9 learning goals and may draw across learning areas and General Capabilities, with opportunities to weave in Sustainability and Aboriginal and Torres Strait Islander Histories and Cultures

Student experiences:

- Depending on the negotiated focus, students may explore, investigate, create, collaborate, problem-solve, reflect and take action through hands-on experiences in and with the environment

What makes it negotiated?

- Programs are developed collaboratively where an identified opportunity aligns with Amaroo EEC's educational priorities, expertise and capacity, and has potential to strengthen our broader program offering

IMPORTANT:

- Negotiated programs are not commissioned one-off programs. We prioritise ideas that are innovative, educationally purposeful and potentially transferable to other students and schools

Secondary Programs

CATCHMENT CONNECTIONS (Year 7)

Aim: Investigate how water moves through our local catchment, what it's health can tell us, and how our actions can shape it's future

Big Idea: Healthy waterways support healthy ecosystems and communities they flow through

Venue options: [Wetlands \(Kearny Springs\)](#) / [Toowoomba Waterbird Habitat](#)
[Cooby Dam / Klein Creek](#)
[Crows Nest / Hartman Park](#)
[Goomburra National Park & Valley](#)

Duration: 9.30am — 2.30pm

Availability: Term 1, 2, 3, 4

Supervision: Visiting Teacher + Support Staff

Curriculum Links: *Cross Curriculum Priorities*

Yr Level	Learning Area	SUS	ATSIHC
7:	AC9S7U01	SS1	A TSICP1
	AC9S7U02	SS2	
	AC9HG7K01	SW1	
	AC9HG7K02	SF2	
	AC9HG7K03		

Student experiences:

- Trace the flow of water through your school and the local catchment, using maps and observation to investigate where water comes from and where it goes
- Explore a local waterway on an interpretive walk, observing the plants, animals and environmental features that reveal it's health
- Investigate water quality through biotic and abiotic testing, including classifying macroinvertebrates and collecting field data
- Connect with First Nations knowledge of water, exploring traditional relationships with, uses of and responsibilities for waterways
- Determine the health of the waterway and consider how human actions affect water quality and what we can do to care for our catchment

NEGOTIATED PROGRAM (Year 7-10)

Aim: A purposeful place-based learning experience that responds to students, curriculum and learning goals

Big Idea: Exploring place can deepen our understanding of ecosystems and our relationship with Country

Venue: Negotiated

Duration: 9.30am — 2.30pm

Availability: Term 1, 2, 3, 4

Supervision: Visiting Teacher + Support Staff

Curriculum Link Potential:

Focus Learning Areas
Science: ecosystem relationships, biodiversity, human impacts
Geography: place, interconnections, environmental change
Art: natural materials, observation, creative response
Sustainability: human impacts, responsibility, future thinking
Wellbeing & Social-Emotional Learning: connection, belonging, collaboration, reflection

Student experiences:

- Explore the diversity of a local ecosystem through hands-on experiences shaped by curriculum and student learning goals
- Connect with Country through sensory exploration, observation and bushwalking, noticing the plants, animals and materials within the landscape
- Explore First Nations knowledge of plants and Country, considering relationships between people and the natural environment
- Investigate human impacts on local ecosystems, reflecting on past, present and possible futures
- Develop social and emotional capabilities through experiences that encourage collaboration, curiosity, reflection and connection

What makes it negotiated?

- Programs are developed collaboratively where an identified opportunity aligns with Amaroo EEC's educational priorities, expertise and capacity, and has potential to strengthen our broader program offering

IMPORTANT:

- Negotiated programs are not commissioned one-off programs. We prioritise ideas that are innovative, educationally purposeful and potentially transferable to other students and schools

Secondary Programs - Year 11-12

CATCHMENT MANAGEMENT (Geography)

Aim: Conducting field work in local ecosystems, collecting and analysing primary data.

Big Idea: Exploring local ecosystems sustainably

Venue: [Duggan Park](#)

[Goomburra National Park & Valley](#)

[Irongate Conservation Park](#)

Duration: * Dependant on location
Typically 9.30am — 2.30pm

Availability: Term 1, 2, 3, 4

Supervision: Visiting Teacher + Support Staff

Curriculum Links:

Unit 1 & 3 of Curriculum:

Responding to risk and vulnerability in hazard zones,
Responding to landcover transformations.

Program Overview — Negotiated for maximized relevance, could include:

- o variety of field work in local ecosystem
- o biocondition assessments
- o soil testing
- o collecting data for analysis related to the Invasion Triangle model, water quality (Goomburra only)
- o evaluating management practices

EXPLORING ECOSYSTEMS (Biology)

Aim: This program covers the practicals for Unit 3

Biodiversity and Populations (Topic 1) and Functioning Ecosystem and Succession (Topic 2) from the Biology General Senior Syllabus 2025: Syllabus Version 1.3.

Big Idea: Exploring local ecosystems sustainably

Venue: [Duggan Park](#)

[Goomburra National Park & Valley](#)

[Irongate Conservation Park](#)

Duration: * Dependant on location
Typically 9.30am — 2.30pm

Availability: Term 1, 2, 3, 4

Supervision: Visiting Teacher + Support Staff

Curriculum Links:

Unit 3 of Curriculum:

Biodiversity & the interconnectedness of life

Program Overview — Negotiated for maximized relevance, could include:

- o variety of field work in local ecosystem
- o biocondition assessments, soil testing, sampling vegetation/invertebrates, canopy cover
- o collecting data for analysis related to the species diversity, classification of ecosystems
- o evaluating effective ecosystem management practices

NEGOTIATED PROGRAM (11-12)

Aim: An opportunity to develop a purposeful, field-based learning experience that responds to a senior syllabus focus, assessment context or authentic environmental investigation

Big Idea: Real places provide opportunities to investigate complex environmental questions, apply disciplinary knowledge and generate evidence

Availability: By negotiation. Minimum two terms' notice is required from initial request acceptance to program delivery

Supervision: Visiting Teacher + Support Staff

Curriculum Connections:

Negotiated programs are developed in response to identified **QCAA senior syllabus** requirements. Programs can support subject-specific knowledge, skills and assessment preparation while maintaining a strong connection to place and authentic environmental contexts.

Student Experiences:

o Depending on the negotiated focus, students may investigate, collect and analyse field data, apply disciplinary knowledge, evaluate evidence, solve problems, communicate findings and reflect on environmental issues & decisions

What makes it negotiated?

- o Programs are developed collaboratively where an identified senior-secondary learning opportunity aligns with Amaroo EEC's expertise, educational priorities & capacity, and has potential to strengthen our broader program offering

IMPORTANT:

- o Negotiated programs are not commissioned one-off programs. We prioritise ideas that are innovative, educationally purposeful and potentially transferable to other students and schools





ABOUT THIS PILOT PROGRAM

Little Bandicoot's Big Day Out

A new pilot program being trialled by Amaroo Environmental Education Centre.

Pilot programs give us an opportunity to introduce a new learning experience, work alongside a small number of kindergarten groups and learn from their experiences as we refine the program.

Places are therefore limited during the pilot phase and bookings are arranged directly with AECC rather than through the standard booking process.

Little Bandicoot's Big Day Out

Kindergarten | Pilot Program **NEW 2027**

AIM: Introduce children to learning beyond the kindergarten through playful exploration of a new place, building confidence, curiosity, wellbeing and connection with the natural world

Big Idea: Exploring new places helps us build a sense of belonging and connection with people, animals and the natural world

Venue: [Amaroo Centre Grounds \(Kleinton\)](#)

Duration: 9:30am–1:00pm

Availability: Term 4

Supervision: Visiting Teacher + Support Staff
1 adult supervisor / 5 children

Curriculum Links:

Queensland Kindergarten Learning Guideline

Identity	building security, trust, independence and confident self-identity
Connectedness	developing positive relationships and respect for people, diversity and environment
Wellbeing	developing autonomy and resilience while engaging in healthy, safe outdoor experiences
Active Learning	developing positive dispositions towards learning, confidence and involvement
Communicating	expanding language and communicating through personally meaningful experiences
Sustainability	developing understandings of caring for and respecting the natural environment
First Nations Australian Perspectives	opportunities to develop understandings of Aboriginal and Torres Strait Islander histories, cultures, Country and perspectives in meaningful, place-responsive ways

Student experiences:

- Connect with a new place through story, song and playful group experiences
- Explore the bushland and discover the habitats of local animals, including the bandicoot
- Observe natural features and signs of animal life, developing curiosity about the living world around us
- Investigate and play through child-directed experiences such as small-world habitats, an animal hospital, nature play, and simple nature-based creative experiences
- Experience a short bushwalk & opportunities for quiet observation, listening and noticing
- Reflect on the feelings that can come with exploring somewhere new — from nervousness and uncertainty to curiosity, confidence, joy and pride



Please contact

bookings@amarooec.eq.edu.au to discuss the program and arrange a booking

**Interested in
bringing your
kindergarten
group?**



Before you book

Please visit our website for program details, seasonal availability, fees, booking requirements, cancellation information, preparation resources and online booking.

Online bookings:
amarooeec.eq.edu.au

Enquiries:
bookings@amarooeec.eq.edu.au
Ph: (07) 4596 4333

Please note:

Booking & attendance requirements, including supervision, Blue Card and MAST requirements, must be met by visiting schools. Full requirements are outlined on our website.

Privacy

The Queensland Department of Education collects personal information provided through the booking process in accordance with the Education (General Provisions) Act 2006 (Qld). Information is collected for the purpose of managing your booking and is handled in accordance with Department requirements. Please refer to our website for the full privacy statement.

Booking with Amaroo EEC

Ready to book? Our process is simple

1. Choose your program

Explore our programs and select the learning experience that best suits your students and curriculum focus.

2. Nominate your dates

Provide six preferred dates when completing your booking. Some programs operate within specific seasonal windows, so please check availability before selecting dates.

3. Submit your booking

Bookings for the following school year open in Week 1, Term 4. Bookings received by Friday of Week 7, Term 4 receive priority. We'll confirm your booking by the end of Term 4, subject to availability. Bookings after these dates are welcome.

4. Prepare for your visit

Approximately 6–8 weeks before your visit, your AEEC Program coordinator teacher will be in contact with preparation information, resources, risk assessments and class confirmation requirement.

5. Visit Amaroo

Our qualified teachers deliver your program, with opportunities to connect classroom learning with place, Country and the environment.

6. Reflect and follow up

Following your visit, we'll provide an invoice based on student attendance and invite visiting staff to provide feedback to support our ongoing improvement.

Testimonials

Our kindergarten children participated in the "Garbarlah The Greater Glider" program. It was a wonderful day of hands on learning, pitched at a perfect level for our 4 and 5 year olds. The children experienced being on Country, connecting to Country and exploring nature play in the beautiful grounds of Amaroo.

On reflection the (Kindergarten) staff were thrilled with how the program ran, how engaged the children were and the content that was taught. The children were mostly excited by "Garbarlah" (...) and the message about the importance of playing in nature. They also of course loved all the play experiences on offer, especially the mud play and the dino dig.

It has been lovely to take lots of what we learned back to the classroom, having researched greater gliders on our return. We have also enjoyed some mindfulness moments, connecting to Country through our senses.

A wonderful opportunity for children, parents and staff to participate in a valuable outdoor learning environment. Thank you to all the staff at Amaroo for their very well thought out program.

Pilot – Garbarlah the Greater Glider, Chiselhurst Kindergarten

After exploring a range of options we decided to book with Amaroo EEC due to their location, content and design of their programs and their authenticity in terms of embedding First Nations Perspectives. We are absolutely delighted with the quality of service they provide to our Yr 10 Challenge and Adventure camp with activities conducted being a highlight for both staff and students from camp. Each year as part of the program all participants add to an authentic piece of work that is then hung up back at school as a souvenir and reminder of camp and a sign of our commitment to authentically embedding First Nation Perspectives. We would highly recommend their services and the staff are wonderful ambassadors and very receptive to feedback and flexible in their approach and planning. We are looking forward to planning our next adventure for our students (...).

Negotiated Program, Ipswich Girls Grammar School