

# GTAO

## QUEENSLAND GEOGRAPHER

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WAY

### AFTER THE RAINS

What lessons can we learn?



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The speech in the last journal was actually given by the Governor Penelope Wensley for RGSQ's 125 anniversary as the RGSQ's Patron and was printed with her permission.

## GTAQ

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## COVER IMAGE

Ipswich city centre underwater.  
Image courtesy of Alex McTavish.



INTERNATIONAL YEAR  
OF FORESTS • 2011

## GTAQ

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# MESSAGE FROM THE PRESIDENT

Fellow Geographers

Welcome back to the 2011 school year and another exciting year of Geography!

Firstly I would like to acknowledge the hard work and contributions of the State Council over the past year and thank the departing members. I would also like to say thank you to all who were re-elected and to those that attended the AGM.

It has been a very interesting vacation season and commencement to the New Year. In Geography Teachers' Land in January AGTA held its much anticipated conference in South Australia which was the culmination of several years of planning. From all reports it was a highly successful event with over 30 delegates attending from Queensland. In fact delegate numbers overall far exceeded expectations and sessions were interesting and informative. I'm sure that all who attended benefited from the experience of extending their professional connections and learning.

It was also at the AGTA conference that that second significant point occurred – Tim Costello has kindly agreed to become the AGTA Patron for the next 3 years.

I'm sure that you would all agree that Tim Costello's work has provided him with a great depth of knowledge, not just of social justice issues, but also of the dynamic relationships and interdependences of the world's natural and human systems. Tim will provide AGTA and the affiliate GTAs with a more prominent public profile and media presence. As geography rolls out in the second phase of the national curriculum it will be vital to have a well-respected advocate for the cause articulating issues pertinent to the topic. In fact this was the focus of his AGTA key note address, "The role of geography in modern Australia". Not only has Tim Costello been singing the praises of students undertaking a geographical course of study, the former rock star and Education Minister for School Education, Early Childhood and Youth, Peter Garret has joined the chorus.

In a press release at the beginning of the month he notes that he had great memories of his school days, and that "his favourite subjects were music and geography".

After months of consultation, the much anticipated Shape of the Australian Curriculum: Geography document has now been released by ACARA. It was great to see teachers and Geographers providing a depth of feedback on the document. In fact, ACARA received over 600 responses nationally to the online questionnaire and over 30 written submissions. A national panel meeting was held and state and territory consultation also occurred. As a result the draft Shape Paper has been revised and the final document has now been produced. This final Shape Paper can now be viewed at <http://www.acara.edu.au/curriculum/geography.html>

The consultation process identified that most people were happy

with the rationale, the references to inquiry skills and learning the flexibility of the cases studies and the course content for F-3. However, terminology was seen at times as vague and inconsistent in its use and that the content Years 7-10, senior secondary years inappropriate and unengaging.

This in turn led to a desire for a greater focus on active citizenship and participation.

Human geography was seen as having too much emphasis compared to physical geography and at times some aspects were overly prescriptive such as the specification that all students should undertake fieldwork in Canberra. And finally there was a level of confusion surrounding the mandatory nature of the subject after year 8.

At this point in time the document has outlined broad themes for each year level. From these teachers will need to cover the key or core ideas. Suggestions will be given but you will have the opportunity to choose your own case studies to fit your own circumstances and resourcing. By the end of Year 10 all of the geographical concepts should have been and the concepts of sustainability, citizenship and the use of spatial technologies should have been embedded in all topics and learning. The writers have been given the indicative times of 50–60 hours a year in Years 7 and 8 and 60–80 hours a year in Years 9 and 10 from which to develop their course of study.

Like it or loathe it, the Shape Paper has now been "put to bed" and ACARA has now moved on to the next phase in the development of the curriculum – that is developing the Broad Outline and Scope and Sequence of the document. Six writers have been engaged to develop content descriptions (and elaborations) and achievement standards between now and August this year. Assisting this team is an advisory panel made up from a combination of academics, school leaders, teachers, members of professional associations and curriculum experts from across Australia. If you are interested in the composition of the panel it can be viewed at <http://www.acara.edu.au/curriculum/geography.html> however the writers at this stage are not available for public knowledge.

By now you have all probably noticed the new look GTAQ Journal.



Year	Environmental Characteristics	Human Characteristics
Foundation to Year 2	Environments and living creatures	Places- characteristics & change
Years 3 & 4	Landforms & Environmental Change	Population & Culture- Rural & Urban
Years 5 & 6	Environmental Risks & Management	Challenges & Connections- Neighbouring Countries
Year 7	Weather & Water	People
Year 8	Biotic Life	Settlement
Year 9	Landscapes & Resources	Livelihood & Lifestyle
Year 10	Environmental Sustainability	Human Wellbeing

This is an evolving format at present and we would welcome your feedback on its presentation, content and the features that you like or dislike. One of the areas that has traditionally been a part of the journal has been examples of assessment instruments. Unfortunately, in recent years very few members have been prepared to submit work, possibly due to a feeling that theirs wouldn't somehow be good enough or appropriate. I would like to totally dispel this myth.

We believe in your professionalism and creativity. With Monitoring coming up in the next couple of weeks this may provide an opportunity for you to select an appropriate item to send in for subsequent journals. Please email it through to a council member for review. As you can appreciate, it is impossible for the State Committee members to continually submit their own work and furthermore, we would love to see a range of year levels, topics and assessment items from across the state.

The 2011 National Geographic Channel Australian Geography Competition is close at hand and most secondary schools should have had information posted to them.

The competition will be held over the week Monday 28 to Wednesday 6 April and I would like to wish all teachers and their students the best of luck in answering the tasks. Over 85 000 students entered last year - So please ring Kath Berg to enter your school in this fabulous event.(ph 3368 2066 or email [admin@rgsq.org.au](mailto:admin@rgsq.org.au) )

Finally, please keep a look out for all things PD. The Global Learning Centre is putting on a range of workshops, RGSQ has a series of fascinating lectures and Jackie Dunk is constantly emailing regarding net working opportunities and of course you should be pencilling in the GTAQ conference in Term 3.

Until then, best wishes for a great term.

Regards  
Anne-Marie Gerlach

## Shape of the Australian Curriculum: Geography

ACARA has released the Geography paper which can be downloaded at:

[http://www.acara.edu.au/verve/\\_resources/Shape\\_of\\_the\\_Australian\\_Curriculum\\_Geography.pdf](http://www.acara.edu.au/verve/_resources/Shape_of_the_Australian_Curriculum_Geography.pdf)

Geography teachers are invited to comment on the Australian Curriculum:

**Geography at AGTA's discussion forum**  
[http://www.agta.asn.au/forum\\_agta1\\_11/](http://www.agta.asn.au/forum_agta1_11/)

## AGTA NEWS

## INTRODUCING OUR NEW PATRON: TIM COSTELLO



The Australian Geography Teachers Association (AGTA) Board is pleased to announce that Tim Costello has agreed to be AGTA Patron for the next three years.

Tim Costello in his position as chief Executive officer of World Vision Australia is well qualified to speak on the role and value of geography.

As a student he excelled in geography and his outstanding work in the field of social justice makes him well qualified to represent the voice of Australian geography teachers.

In newspaper articles published nationally during September 2010, Tim Costello emphasised that "Geography is a subject that needs to be a core subject for the compulsory years of schooling and not an optional extra.

To ensure that outdated views of the subject held by some were corrected Tim explained that "Geography is not just about reading maps and the learning of capital cities. Geography involves hard, critical thinking and the development of important knowledge and skills."

His conclusion that "Our children need a great education that equips them to be global citizens in an increasingly globalised world — and our world needs engaged and well- educated Australians with a global ethic" matches the view held by AGTA and we are greatly honoured to have a person of such high standing in the community accept the role to be patron of AGTA.

In July 2004, Tim Costello was named Victorian of the Year 2004 and in June 2005, he was made an Officer of the Order of Australia (AO).

He holds a number of leadership positions in the community and his work has been recognised through numerous awards including the 2008 Australian Peace Prize awarded by the Peace Organisation of Australia.

The appointment of a patron reflects AGTA's desire to increase the profile of geography in the media and general community, especially at this time when geography is being included in the new Australian curriculum. Tim Costello officially became the AGTA Patron at the AGTA Conference in January 2011 when he presented his keynote on the role of geography in modern Australia.

The following articles were published in the eastern States in September 2010:

Brisbane Times, 'Let geography teach next generation, says Costello', September 6, 2010  
<http://www.brisbanetimes.com.au/national/education/let-geography-teach-next-generation-says-costello-20100905-14w4m.html>

Sydney Morning Herald, 'Geography maps life in an era of global turmoil', September 6, 2010  
<http://www.smh.com.au/national/education/geography-maps-life-in-an-era-of-global-turmoil-20100905-14w4y.html>

The Age, 'Why geography must have its place', September 13, 2010  
<http://www.theage.com.au/national/education/why-geography-must-have-its-place-20100910-154t7.html>

# GEOGRAPHY'S BIG WEEK OUT 2010!

*Exciting, fun, great,  
fantastic, beyond  
amazing, life changing*

...these are just some of the words used by students to describe a week of geography fieldwork.

Admittedly, they were special students, selected from their outstanding Performances in the National Geographic Channel Australian Geography Competition, and the fieldwork was special as well, the 2010 Geography's Big Week Out.

It took place in Perth and Rottnest Island from 5 to 10 December. On offer was selection into the team which will represent Australia at the Asia Pacific Regional Geography Olympiad in Mexico, 4-9 July 2011.

The students arrived on the afternoon of Sunday 5 December, and it was straight from the airport to the first activity – field sketching at Kings Park.

*Field sketching was the first challenge. This involved drawing a picture of the distinctive features of the landscape before us. We particularly focused on drawing carefully the most significant features – easier said than done. Few of us succeeded the first time but through practice in our workbooks, we were all able to produce good sketches by the end of the week .... and the exam (or so we hope). Older students from previous years had returned to help us. They were a great help in this activity, giving us some very handy hints on what our sketches should look like. Overall, the activity was both fun and challenging for all of us.*

**- Jono**

*On the first night we had a surfer-themed welcome BBQ (only a few people really dressed up). We were all standing around in big awkward circles trying to get a conversation started and get to know each other. That night was the night everyone started to form the friendships that we ended up with. The BBQ was the start of our fun, adventurous week.*

**- Melissa**

The next morning was an early start to catch the ferry from Fremantle to Rottnest Island. We picked up hire bikes on the wharf. *Cycling is the only way to fully experience Rottnest Island. Some of us (Kelly) had a few problems with broken bikes, but most of us managed to stay on.*

*After we had finished dinner at the Settlement, we had to cycle back in the dark. This was very interesting to say the least. There were a few*



Above: The group pose for a photo at Rottnest Island

## NEWSFLASH!!

Don't forget the 2011 National Geographic Channel Australian Geography Competition Contact Kath Berg, 3368 2066 or [admin@rgsq.org.au](mailto:admin@rgsq.org.au) to enter your school!



Top: (L to R) Kelly, Laura and Tarang in the Amazing Race!

Left: Kelly testing the turbidity of river water

Right: (L to R) Tarang and Kelly noting coastal processes (Tarang won his quokka cap in the quiz!)

near misses and someone would not take off their sunnies even though it was pitch black (Kelly again). The cycling on Rottnest was one of the highlights of the trip. Good memories!

- Bridget



Above: Margaret McIvor recording student activities on Rottnest.

The fieldwork on Rottnest started with observations on the urban functions of the main settlement and a visit to the Museum. Then we biked to Kingstown for the first of our dune surveys.

One of the major pieces of work was what we did on dune blowouts on Rottnest Island. Dune blowouts are what happens when the vegetation on a sand dune dies and the wind then blows the sand out onto other plants killing them and increasing the size of the dune blowout. We divided up into groups of four and went around the perimeter of the dune mapping its size with a GPS. Later we used the GIS software to make an animated map of the dunes' size over the last decade. This was very informative and most everybody was highly competent at using GIS by the end of the day.

- Harry

In the afternoon we took a small coach to the western end of the island – it would have taken too long to cycle – with various stops along the way.

We went on an adventure bus tour around the island after lunch. Our guide, Lee, was really knowledgeable and had loads of interesting information (and a few jokes too) to share with us. We saw the whole island in around 3 hours, from the salt lakes in the east to the secluded bays out on the West End. It was really good being surrounded by other students who are as interested and engaged as you are; something which we don't always experience in a class environment.

- Louisa

We arrived at our accommodation at Kingstown on the Monday afternoon, but before we all knew it we were whisked away down to the beach at Bickley Point. Snorkels in hand the entire collective embarked on this aquatic journey. Although we were told that this area is particularly known for not being the most lively of the reefs, this did not stop many of us spotting some fish, the occasional starfish and the

"elusive" crayfish. The water was amazing but soon it was time to head back to the cabins and sit in front on the heater, as the early onset of hypothermia set in!

- Kelly

After dinner at the Settlement, and the dark bike ride back, it was time for the quiz night.

The trivia night was one of the best evenings. With an atmosphere full of suspense the teams were chosen, each with four people. The questions were initially easy, with all teams getting 9 or even 10 out of 10. Increasingly, however, the categories became more and more difficult until finally, in round 6, disaster struck. The general geography category threw every team off. With one team (mine!) getting as low a score as 1 out of 10. From then on every question counted, with the difference between the teams no more than 3 points. Finally, the onslaught of questions ended and the scores were added up (sadly with my team placing last!). It turned out to be extremely close, with the 1st team ending with 82 points and the last placed teams tying on 79 points. Everyone had a great time participating, and the teachers really enjoyed seeing us stumped at some of the questions!

- Brecon

Tuesday started with a lecture from the Rottnest Island Authority education officer, then it was back on the bikes for fieldwork in the northern part of the island.

Doing the coastal fieldwork was something really different, especially since we were riding everywhere (and regularly getting distracted by the pretty views). It was amazing to see some of the differences in the bays, mostly caused by human impact, especially those only a couple a hundred metres apart. However after finally learning how the gears worked on my bike, and battling through

some strange weather, I can safely say that I have a new-found knowledge of the bays on Rottnest.

- Grace

That afternoon we caught the ferry back to Fremantle. After time for a swim we went out for pizzas or pasta and a movie. Wednesday morning we spent on Burswood Peninsula looking at the implications for further development there. One of the fieldwork activities that we participated in was examining the land use and its effects on the environment around the Burswood Peninsula.

I was amazed at how clear and clean the Swan River was, especially looking at the results of the turbidity test we conducted. We also went down to the area near the racecourse and had to walk along a path, that apparently may have had snakes around it, to get to the bridge from which we could see the peninsula. The view from the bridge (which was under a freeway) was extraordinary. We could see the river and everything over the other side of the riverbank, along with the peninsula itself. It was interesting to hear what the land had been used for in the past, such as how it had been a dumping ground for ash from the old power station, and see how this was still apparent in the environment.

- Eva

In the afternoon we went to Leeming Senior High School and downloaded the GPS readings of the dune blowouts and manipulated the data using GIS – see Harry's comments above.

The traditional International Cooking Competition took place on Wednesday evening.

The cooking challenge was an amazing competition. After being grouped and given



Above: Kelly shopping for the cooking competition

nationalities, Mexican, Greek/Middle Eastern, Indian and Thai, we were given an almost inexhaustible amount of money (\$100) to spend on any ingredients we desired. My group's supplies proved to be just enough when an inspirational decision to buy a coconut for our Thai meal pushed our cost almost over the limit. With dishes that rivalled master chef and puns as corny as the nachos (see what I mean?!) coming from the judges the evening turned into a feast. Everyone was stuffed to the brim and we'd only eaten about half the food, despite Brecon's best efforts.

- **Alistair**

Geography's Amazing Race took place on Thursday morning.

*The Amazing Race: 4 teams, 3 sites, 1 city, 1 winner ... It was intense. Let loose on the city, we had to fend for ourselves, with few of us knowing our way around Perth (including some of the teachers). Inspired by TV's The Amazing Race we were sent to 3 checkpoints in the city to examine urban redevelopment and vertical and horizontal zonation in the Perth CBD.*

*We could also conduct 'bonus activities', which ranged from collecting samples of water to making videos of ourselves singing and dancing in public, to earn extra points. The race ended in a dash to the finish in a mall in the Perth CBD. The race was a great way for us to learn about urban changes in Perth and planned future developments, all while having a bit of fun.*

- **Tarang**

In the afternoon we visited the Department of Spatial Sciences at Curtin University for more work with GPS and GIS – incorporating a track onto a customised map.

*Thursday night was our last night so we all decked ourselves out in op-shop clothes and left the hotel on route to Jimmy Dean's Diner. While walking there we watched the sun start to sink over the ocean, a phenomenon only a few had witnessed before due to many of us coming from the east coast of Australia. As the sky began to light up in a whirl of golden, red and crimson colours everyone turned to watch nature at its best. We all stood in a group that had become so close and united after such a small time and watched the sun sink over Rottnest Island, while final photos were taken. After the sky started to turn darker and the sun had disappeared we turned and walked into a diner that was very appropriate for the op shop theme. It was like walking back in time into the 1960s in America and seeing a beach diner filled with Elvis and Jimmy Dean. That night as we all sat around the table chatting and laughing I realised how close we had become after only 5 days, and how special everyone truly was. We even had our own Jimmy Dean as James 'Jimmy' Weir was wearing a leather jacket and had gelled slicked hair! It was an amazing night - **Laura***

The evening ended with some fun awards.

*The people at GBWO were wonderful and I got to know them really well. On Thursday night Mike presented us all with our certificates of special significance. Everything from "The Master of Bike Destruction Award" [Kelly] to "You Can't Take the Country Out of the Girl Award" [Laura] to "The Tectonic Award" [to Tarang for his imaginative reason for including mango pavlova in an Indian meal – India and Australia are on the same plate – were all awarded to the particular people who demonstrated these exceptional skills and many more!*

- **Jimmy**

The last morning, and time for the assessment. We have to have some way of picking our international team!

*Normally when you sit a test you would expect some questions, probably some short responses and then a longer essay hiding in the back pages of the exam. But for geography, apparently that isn't enough. The test we sat was completely different from any I'd done before. Basically it was a comparison and analysis of two separate development sites in the environmentally fragile region of Rottnest Island. But there was no essay and there was a lot of drawing, sketching and planning. That's not to say that the vast amount of information we had learnt over the past week was not of great use, but the exam style was totally unexpected. It levelled the playing field, so to speak, and enabled a greater comparison and analysis of the two sites on Rottnest Island. I felt that the exam, in terms of difficulty, was not hard to answer, but difficult to answer comprehensively. There is so much detail you could put into the exam that we spent the next fifteen minutes metaphorically kicking ourselves over ideas, examples and concepts that we hadn't written in our papers. It was an interesting, and, if such a term applies, fun exam. - **Will***

The students who took part in Geography's Big Week Out were in Year 11 or lower, and achieved outstanding results in the senior division of the 2010 Competition.

They were:

- Bridget Anderson  
St Mary's College, Hobart
- Laura Bennett  
Coffs Harbour Senior College
- Brecon Grafton  
Belconnen High School, Canberra
- Kelly Hart  
James Nash State High School, Gympie
- Tarang Immidi  
Sydney Grammar School
- Alistair Jardine  
Hale School, Perth
- William Khun  
Scots College, Sydney
- Melissa Lanigan  
Mount Barker Community College
- Harrison Lovell

- Burnie High School
- Jonathan Steven  
Camberwell Grammar School, Melbourne
- Louisa Taylor  
Radford College, Canberra
- James Weir  
Westminster School, Adelaide
- Eva Weiss  
MacRobertson Girls' High School, Melbourne
- Grace Wilson  
Trinity College, Gawler

The leaders who were so appreciated by the students were:

- Kath Berg, Royal Geographical Society of Queensland
- Lidia DiGiuseppe, Geographical Association of Western Australia
- Mike Fazio, Geographical Association of Western Australia
- Ali Harris, Geographical Association of Western Australia
- Marc Harris, Woodvale Senior High School
- Trish Harris, Australian Geography Teachers' Association
- Phil Houweling, John Calvin Christian College
- Margaret McIvor, Australian Geography Teachers' Association
- Denise Moore, Geographical Association of Western Australia
- Simon Roos-Freeman, Leeming Senior High School
- Norm Snell, Geographical Association of Western Australia
- Emmy Terry, Australian Geography Teachers' Association

We'll leave it to Laura to sum up what everyone thought about GBWO:

*Spending a week with like-minded people in a beautiful place was an amazing experience. No-one treated it like a competition, expect maybe when we were having the exciting cook-off or during the amazing race. Even though we were doing work and learning throughout the week it was always a pleasurable experience, and I cherish every piece of knowledge, skill and the incredible friendships I gained. The people were all unforgettable and I'm sure in years to come I will still be talking about the amazing time I had in Perth at GBWO.*

*Best week ever, can we please all come back? :)*

To give your students a chance to be selected for the 2011 Geography's Big Week Out in Victoria, enter them in the 2011 Competition.

Kathryn Berg  
admin@rgsq.org.au, www.rgsq.org.au/  
ph 07 3368 2066

## RESEARCH

## The Effects of flooding on MORETON BAY

UQ experts are helping to accurately map and measure the health of Moreton Bay following the recent floods.

School of Geography, Planning and Environmental Management Professor Stuart Phinn, Dr Chris Roelfsema, PhD student Mitch Lyons and Associate Professor Ron Johnstone are working with the South East Queensland Healthy Waterways Scientific Taskforce to provide a detailed picture of the short and long term effects of the flood on the area.

"The plume maps and our interpretation helped people quickly understand where and when the plume was moving and the extent of Moreton Bay that would receive sediment from the plume," Professor Phinn said.

The visualisations have been used by scientists sampling sediment and seagrass immediately after the flood to determine where to collect field samples to analyse water quality, sediment deposition and seagrass properties.

"Our initial role was to help map the extent of the flood plume but the next step will be in post-flood mapping of the extent, species composition and amount of seagrass across Moreton Bay," Professor Phinn said.

Mr Lyons's doctoral research examines changes in seagrass cover in the eastern section of the bay from 1972 and has produced a map showing the extent of coverage of the Moreton Bay flood plume in relation to seagrass beds.

"In the following weeks and months, Moreton Bay will be closely monitored to assess the impact of suspended sediment, nutrient and toxin input as well as associated algal blooms," he said.

The range of seagrass cover variability observed over almost four decades would help determine whether any significant changes have taken place.

"Seagrass may suffer due to reduced salinity produced by freshwater outflows, increased levels of pollutants in the water, sediment settling on its leaves, and reduced sunlight due to turbid waters. As seagrass is a nursery ground and food source it could also impact on other marine life," Dr Roelfsema said.

Professor Phinn said larger tidal ranges,

increased swell and winds in the bay during the week immediately following the flood peak may reduce some impacts. However, the full extent of these may not be known for months.

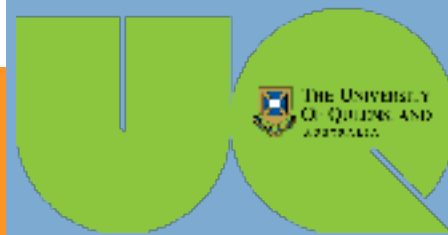
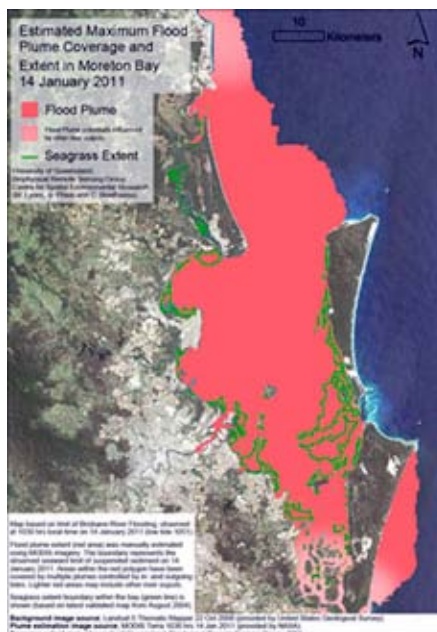
The team will produce detailed seagrass maps from a combination of photos taken by snorkelers and divers linked to GPS locations and very high spatial resolution satellite data.

This data is combined using software that mimics the human visual system and allows seagrass features to be mapped based on features such as shape, size and colour.

The maps will be used by the groups responsible for water quality in the bay including the Healthy Waterways partnership and the Department of Environment and Resource Management and the Department of Employment and Economic Development and Innovation.

The team will also assist with developing techniques for mapping flood effects and impacts from a range of satellite image data provided by space agencies around the world to the Queensland Government through the International Space and Major Disasters international charter.

This research is conducted through the Joint Remote Sensing Research Program, a formal collaboration between UQ and the Queensland, New South Wales and Victorian governments.



## GEOGRAPHY DAY 2011

**Date:** Friday 22nd July 2011

**Time:** 9:00am - 2:00pm

**Venue:** The University of Queensland, St Lucia

**Cost:** Free

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Presentations and workshops will include current students and staff.

To reserve places for students please register via the GPEM website:

[www.gpem.uq.edu.au](http://www.gpem.uq.edu.au)

or email:

[k.swanson@uq.edu.au](mailto:k.swanson@uq.edu.au)

with your name and the approximate number of students you expect to bring.

Do not hesitate to get in contact with any questions or queries by phone on 07 3346 7406 or email.

## GEOGRAPHY AT STUARTHOLME, BRISBANE

Stuartholme is a Catholic school for girls established in 1920 by the Religious of the Sacred Heart. It is one of four schools in a network of Sacred Heart Schools in Australia and New Zealand. Stuartholme is both a day and boarding school, with boarders drawn from rural and isolated areas as well as overseas.

The Social Sciences at Stuartholme are comprised of two disciplines- History and Geography. In Years 8 and 9 they share equal time under the SOSE umbrella. Year 10 students select either Geography or History as their compulsory Social Science. In the senior school, Geography has seen a steady growth in numbers in previous years with 21 students in Year 12 and 31 in Year 11 studying the subject in 2011.

Underlying the study of Geography at Stuartholme in all units is the method of Geographical Inquiry, implementing the approach of 'assessment for and of learning'. At our school, a broad range of skills is being developed across multiple spectrums to underpin this process.

*Skills in critical thinking.* With an emphasis in both content and process, Geography has required our students to study and prepare for examinations and assignments at all levels of thinking- recalling and remembering, understanding and interpreting, identifying and explaining, relating and extrapolating, evaluating, creating and presenting. To further develop an understanding of this process, these and other 'thinking' words cover the walls of the Geography room, CCEs are highlighted and explained on assessment items and the format of short response exams offered in the course now reflect a design and implementation modelling that of the QCST approach.



In addition to this, we have been targeting *Criterion Two: Analytical Processes* in Years 10 and 11, using our TabletPC 1:1 program

to facilitate this. Next year the program will develop further to include our third criterion: *decision-making processes*.

*Skills which can be brought to the job market.* A cross-link exists between this subject and the world of work. With opportunities to pursue studies in urban planning and tourism, we pursue these topics across the years. Year 10 students act as 'urban planners' and redevelop a local park. The unit incorporates the use of information technologies, the development of fieldwork skills and further development of skills in analysis and visual presentation. The Geographic Inquiry model provides the framework for student investigation into a specific community and the redevelopment of a local park or open space. In the unit "Connecting people and places", Year 12 students conduct their own inquiry into a local transport issue. Learning through assessment, the students respond in their **report based on primary data**. Last year, one of our Year 12 students won the esteemed prize of Excellence in Planning (Secondary) for the Planning Institute of Australia, Queensland division for her work in this unit.



*Skills in Information, Communication and Learning Technologies.* The TabletPC 1:1 program in Years 8, 10 and 11 in 2010 have been a bonus to Geography. Year 8s created maps and islands with Fun with Construction; researching their environment topics using our library's vast



electronic resources and texts to present their findings in PowerPoint. Year 10 and 11 students pursued their studies, learning and creating with Geographic Information Systems, Google Earth, LAMS, Excel, OneNote and Word and developing skills in online assessment. In 2011, with all students in this program, the Jacaranda myWorld Atlas will become part of our digital 'toolkit'. Plagued by bad weather in 2010, Year 10 Geographers completed some 'virtual studies' of field sites.

*Skills in field work.* These skills are an integral component of the course culminating with students in Year 12 conducting extensive primary data collection in the field as independent learners.

*Life skills.* Implementing the QSA Senior Geography Syllabus and QCAR's Essential Learnings framework, students learn about the world around them, developing an understanding of their local environment, Australian Geography and its place in the world, and a sense of national and global issues. Geography also fits in well with the educational philosophy of Stuartholme, in particular with developing social and environmental awareness and justice and developing intellectual values.

*Spatial skills.* Spatial literacies are important components in any Geography course. To read a map, construct a map. To read a graph, construct a graph. To interpret a photograph, take a photograph- skills in these areas are supported by an interactive digital sourcebook 'The geographers' tool kit' being developed by Mrs. Christine Dunbar.



*Research skills.* A key component of our course from Years 8 to 12, these skills are developed and refined as the student



Above: The Geographic Inquiry model provides the framework for student investigation into a specific community and the redevelopment of a local park or open space.

progresses in their study of the subject. The learning management system, LAMS, is used to monitor and manage the research process in Geography and is being extended across the whole school in 2011.

*Communication skills.* From written and non-written, essays, orals, maps, reports, annotated visual displays, graphs, and a Green Fest exhibition held at night with parents and boarders as participants- a wide range of assessment items offered by Geography provide a diverse range of forms to present findings, developing visual and graphic literacies.

Finally, *Enjoyment* has to be a consideration when devising a course. Much effort has been spent by Mrs Christine Dunbar and Mrs Wendy Bolton in devising a junior and senior course which engages students. An elective unit in Year 11- Managing North Stradbroke Island offers an overnight field camp, much enjoyed by students over the years. Field work opportunities are varied and include organised visits to our local Ithaca Creek, Fingal Beach, North Stradbroke Island, Neal Macrossan Park, and Brisbane's inner city suburbs, as well as student-directed field work in their local homes, communities and environment.

Mrs. Wendy Bolton  
Geography teacher, Head of Social Sciences

(on behalf of the rest of the Geography team- Mrs. Christine Dunbar, Mrs. Shannon Lacey and Mrs. Kerry Moran and all our Year 8 SOSE teachers: Mr. Michael Elliott, Mrs. Jennie Warrick and Ms Juliette Ashley)



## Download Stuartholme's Year10 Geography

### Parks project: Annotated Visual Display

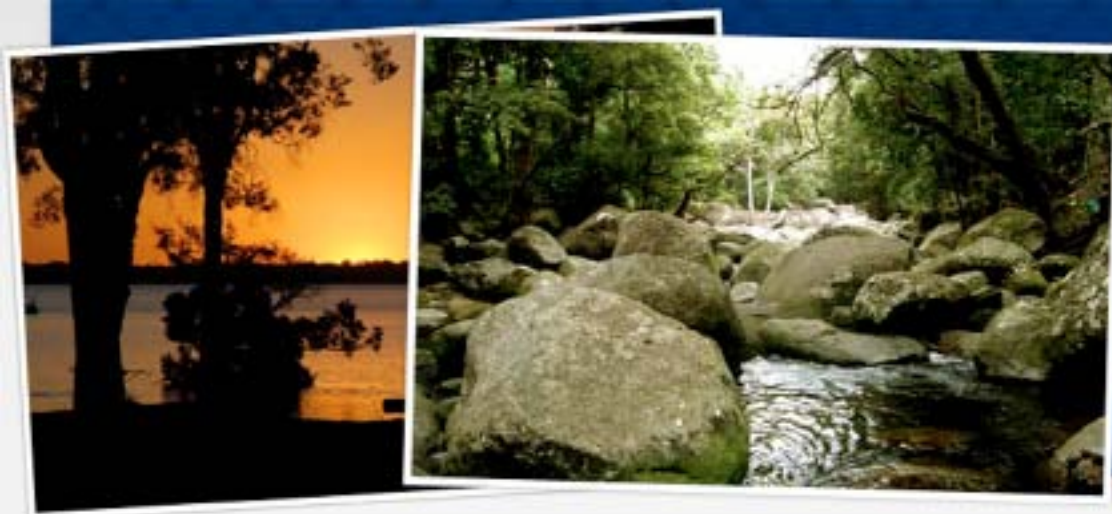
## URBAN PARK DESIGN CONCEPT PLAN

#### Task

You have been invited by your local city/ shire council to submit an entry for the following competition regarding the hypothetical redevelopment of your local park.

Get the full 13 page pdf lesson at:

[www.gtaq.com.au/park-project.pdf](http://www.gtaq.com.au/park-project.pdf)  
Using password: Stuartholme



## RECORDING FLOOD HEIGHTS

As a professional geographer who has worked in the field of natural disasters for many years, I have frequently advocated to local governments and others that one of the most effective ways to educate people of the risks posed by floods is to establish permanent records of past flood levels in public areas.

Such marks help residents to understand where flood waters have reached in the past and enable them to make better sense of flood warnings that only provide a predicted height on the local flood gauge. It has been demonstrated many times that the longer the warning time for floods, the lower are the losses because people have time to move their possessions to less flood-prone locations. Reducing exposure like this also greatly reduces the emotional cost of such disasters.

There are a few places in Queensland that display past flood heights.



in Maryborough, for example, there is a record on the wall of the old Bond Store that displays flood heights going back to monster flood of 1893. There are a few

places in Brisbane, such as Naldham House (the Polo Club at 143 Mary Street) that has markers showing the heights of the 1841, 1893 and 1974 floods.



In other States there have been various attempts to provide a public record of major floods. In Newcastle, for example, flood height markers were placed on power poles throughout the area to mark the height of the major 1955 flood in the Hunter River. Very few of them still remain.



In the South Australian town of Loxton their 'tree of knowledge', a massive old River Red Gum on the banks of the Murray River

displays their flood record with the greatest being in 1956.

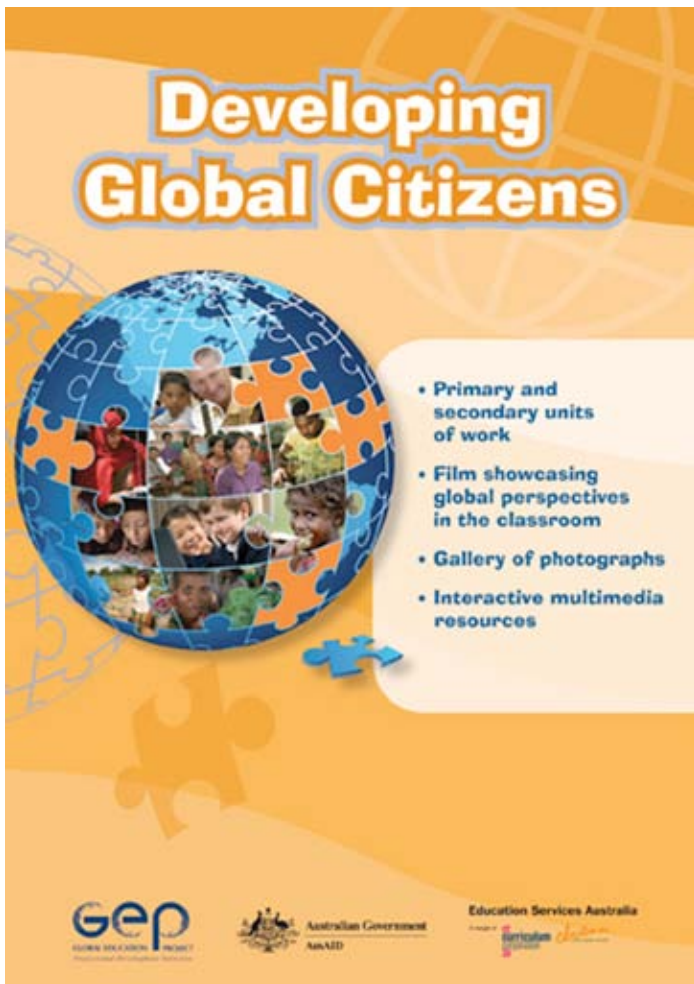
The Victorian municipality of Maribyrnong has even gone so far as making an artistic feature of its flood record in a local park.

Given the extensive flooding across Queensland during the past 12 months I believe that the time is now ripe to implement a scheme of local flood record markers to ensure that the knowledge of such events is not lost. Perhaps schools could become involved by designing murals or other art work to be placed in public areas, such as parks, and on power poles to record significant flood events.

Such a campaign would certainly need the approval and encouragement of the respective Councils but given their responsibility for community safety, resistance should be minimal. Obviously geography teachers would need to be at the fore!

While there may be some opposition to such a project, especially from developers and real estate agents, the public safety benefits should be easy to promote.

Ken Granger  
Vice-President,  
Royal Geographical Society of Queensland



### Developing Global Citizens – CD ROM

On the 15th of April the Global Learning Centre, based in Windsor, is holding a professional development day in which a brand new Global Education Project CD-ROM interactive teaching resource entitled “Developing Global Citizens” will be released in Queensland.

This new resource assists young Australians to acquire the knowledge, skills and values necessary to become active global citizens. It integrates global perspectives into units of work commonly undertaken in schools and promotes active learning about complex global and environmental issues.

The professional development session held at the Global Learning Centre will explore the resource and its possible applications within classrooms.

ALL attendees will receive a FREE copy of the Developing Global Citizen’s resource along with a certificate of attendance that is recognised toward the QCT teacher professional learning targets.

For more information and to register go to the Global Learning Centre’s website [glc.edu.au](http://glc.edu.au)

*Global integration and international mobility have increased rapidly in the past decade. As a consequence, new and exciting opportunities for Australians are emerging. This heightens the need to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship.*

National Declaration on Educational Goals for Young Australians, Ministerial Council on Education, Employment, Training and Youth Affairs, December 2008, p 4

An active global citizenship encourages students to draw upon their knowledge, skills and values to make informed choices about issues of identity and cultural diversity, interdependence, social justice and human rights, peace building and conflict, and sustainable futures. Students thus develop ways of thinking, valuing and acting which allow them to contribute to a shared and preferred future that is ‘more peaceful, just and sustainable’ (*Global Perspectives: A framework for global education in Australian schools, p 2*).

This active global citizenship is important for life in the 21st century for several reasons. Students must learn to live with and negotiate the impact of global change that has led to rapid economic and material development, competition for the world’s resources, and unfair and unsustainable use of these resources. Fundamental issues of human rights arise around these issues and young students need to consider how their actions – in both local and global communities – can improve their lives and the lives of others.

In this way, active global citizenship education provides students with opportunities to work through complex and challenging human issues, to make informed and responsible choices around these issues, and to develop a strong sense of themselves and empathy for others.

## FREE Teacher PD!

Now that you have had a chance to settle in to your classes this year, perhaps you’re interested in some FREE Teacher PD this term.

### Webinar Series

A series of on-line presentations aimed at increasing your understanding of the Shale Oil industry and the role it will play in the future supply of energy in Australia. Industry experts in the areas of geology, engineering and processing will engage with teachers on-line. All webinars will be one hour in duration and begin at 3:30pm. Participants may choose to register for individual webinars, or the entire series.

February 8 – Australia’s Energy Security  
 February 21 – Formation of Oil Shale  
 March 9 – Processing Oil Shale and Making Fuels  
 March 21 – Environmental Management  
 April 5 – The QER Oil Shale Story

### On-Line PD - Wet Rocks

A series of activities conducted over four weeks aimed at improving teachers understanding of Groundwater and water management. The workshop includes completion of hands on and on-line activities and engagement with industry experts from across the nation. Great teaching materials provided to all participants.

Begins February 28, 2011

**Interested? Email [traceyl@qrc.org.au](mailto:traceyl@qrc.org.au)**

# RESOURCES

## DataGenie – a new resource from Education Services Australia

The DataGenie tool is a digital curriculum resource that is made freely available to all Australian schools by Education Services Australia (ESA), formerly known as the Curriculum Corporation.

DataGenie is a visualization tool that includes an International Visitor Survey Dataset.

As can be seen the information is organized into six areas:

- Who is coming?
- Where do they come from?
- Why do they come?
- Where do they go?
- What do they do?
- How much do they spend?

The data has been sourced from Tourism Research Australia and covers the decade 1999-2009. Each of the folders contains a number of data graphics – graphs or maps or tables.

Examples of the graphics appear right and there are many more of these, including proportional symbol maps to display relative importance of source regions. In the Teacher section there are various worksheets suitable for use with several of the sections.

Last year All Hallows' trialled DataGenie with the Year 9s in a unit on the Geography of Tourism.

The girls found the various visuals very easy to use and they completed the worksheets quite easily. The students initially worked through the worksheets individually but there is also the facility for them to work in groups where they report to the group on their individual 'target' country and look for patterns that might be emerging when considering a group of countries.

There is a small set of worksheets available but there is the scope for teachers to utilise this resource in many ways in their classroom. One of the real attractions of the data set is its longitudinal nature which encourages real analysis work to be completed by the students.

DataGenie can be accessed via this link: [www.datagenie.edu.au/ivs](http://www.datagenie.edu.au/ivs)

Russell Smerdon [All Hallows' School]



## TAKE YOUR CLASS ON A VIRTUAL FARM VISIT

A unique new educational tool has been developed specifically for use in the classroom. The Virtual Farm Visit features three very different beef and sheep farms showcasing the breadth and adaptability of these agricultural enterprises.

A suite of video clips show each farmer talking to the 'visitor' about the various aspects of their business, grouped in curriculum-aligned subject areas. The tool has been developed in consultation with teachers to ensure it meets their needs in the classroom.

"The Virtual Farm Visit is a great concept. The videos grouped in subject area make it very easy for teachers to guide their class to the relevant videos and the interface is fresh and engaging," says Ben Stockwin, the Primary Industries Education Foundation executive manager said.

Although the Virtual Farm Visit was developed with Years 7-10 in mind, the video format can easily be adapted for use with younger students, or specific aspects of

the farming enterprises can be explored in greater depth for Years 11 and 12. Because actual farmers are used this is a very captivating learning tool. The video clips are supported by fact sheets that provide further descriptions and an explanation of terminology.

The Virtual Farm online tool is accompanied by a set of teacher's guides that include worksheets providing an 'off-the-shelf' classroom solution. The guides can also be easily adapted to meet teachers' individual needs if required.

"Having been a teacher myself, I appreciate the need for tools that are contemporary and relevant," says Mr Stockwin.

The tool was developed by Meat & Livestock Australia (MLA) and is publicly available at [www.mla.com.au/virtualfarm](http://www.mla.com.au/virtualfarm) MLA plans to develop the tool over time by adding case studies for greater depth of content.

To explore the Virtual Farm Visit go to [www.mla.com.au/virtualfarm](http://www.mla.com.au/virtualfarm)

For more information contact Ben Stockwin on 0427 931 148

# RESOURCES

## Materials for FLOOD EFFECTED SCHOOLS

Dear colleagues,

I would like to point you to a support site eClassroom:

[www.learningplace.com.au/sc/online](http://www.learningplace.com.au/sc/online)

that has been set up by the Learning Place due to the recent flood crisis.

The Department has provided a range of eLearning service options designed to provide easy access, flexibility and choice to support all Qld students, their parents/guardians and schools affected by flooding.

Under our Smart Classrooms banner, this open website on the Learning Place requires no password and contains learning activities and quality assured resources focussed initially around Maths, English & Science including:

- **Resources** - self-paced digital learning resources by year level
- **Activities** - self-paced structured lessons by year level
- **Programs** - self-paced vodcasts or daily scheduled multimedia events by year level

There is also a toll free Learning Helpline for

any Qld parents and guardians who require assistance from a teacher to use this website and curriculum materials to support their child's learning needs.

Learning helpline: 1800 350 714

Education Queensland teachers can also register for either a **primary or a secondary Virtual Classroom** which has been pre-loaded with a range of quality assured curriculum resources from Prep to year 12.

A special collaborative project room called **Healing words - Helping hands** is available for all EQ staff and students to share their experiences of the floods and how they supported their community.

Student Services have coordinated a useful podcast by Assoc Prof Brett McDermott to support teachers, school staff and parents to help students get back into learning after the floods:

<http://mediasite.eq.edu.au/eq/Catalog/pages/catalog.aspx?catalogId=289f6fa5-8758-4d6b-82c2-89b0c1e561fb>

Please feel free to use eClassroom and the associated materials during this term.

Best wishes to all our colleagues and their families.



## FLOODING IN 22 MINUTES...

The four photos below show how quickly the floods happened on a farm at Helidon on Monday 10.01.2011.

There has never been water on this cultivation before.

Lockyer Creek runs behind the cultivation. The times on the photos say it all.

The farm is upstream from Grantham. This community suffered severe flooding from Lockyer Creek and its tributary Flagstone Creek.



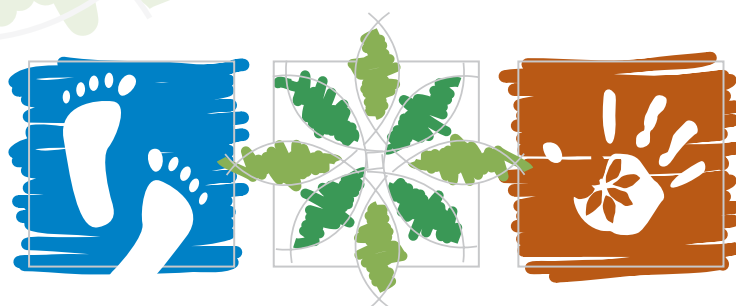
Image 1: 3:16pm



Image 2 & 3: 3:27pm and 3:34pm



Image 4: 3:38pm- underwater in just twenty-two minutes.



6th World Environmental Education Congress  
**EXPLORE EXPERIENCE EDUCATE**  
 19 – 23 July 2011 | Brisbane, Australia

**Register your interest to attend at [www.weec2011.org](http://www.weec2011.org)**



## The 6th World Environmental Education Congress comes to Australia

You are invited to join us in Brisbane to learn from, meet and network with environmental and sustainability educators from around the world.

The most recent Congress was held in Montréal in May 2009, with some 2200 participants from 106 countries. The 6th World Congress in Brisbane in July 2011 provides environmental educators from the Asia-Pacific with a unique opportunity to showcase the great work we are doing to our international colleagues.

### Contact details

**T:** +61 7 3858 5524 | **F:** +61 7 3858 5499 | **E:** [info@weec2011.org](mailto:info@weec2011.org) | **W:** [www.weec2011.org](http://www.weec2011.org)

*Images courtesy of Brisbane Marketing and School of Geography, Planning and Environmental Management, UQ*

# MARK IN YOUR DIARY TO CLOSE THE GAP

**National Close The Gap Day**  
Thursday, March 24, 2011



Aboriginal and Torres Strait Islander people still die 10-17 years younger than other Australians. But by working together we can Close the Gap.

Photo: Lara McKinley/OxfamAUS.

Register your interest to hold your own **National Close the Gap Day** event.

It's easy, email us at [campaigns@oxfam.org.au](mailto:campaigns@oxfam.org.au) with the subject line:

**NCTGD 2011 – keep me posted**

"Thanks to the resources provided by Oxfam this was a very easy to run event."  
– Melissa

"It was fantastic to generate discussion about the issues." – Mark

"We had a great day and will be making it a bigger and better event next year."  
– Kit-e Johnson

## CLOSE THE GAP

[www.oxfam.org.au/act/events/close-the-gap-day](http://www.oxfam.org.au/act/events/close-the-gap-day)

 **Oxfam**  
Australia