



Adopt-a-reach

Information Kit

Wilmot Road Primary School

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In partnership with: Department of Sustainability and Environment, Department of Primary Industries, Department of Education and Early Childhood Development Shepparton Network, Yorta Yorta Joint Body, Yorta Yorta Nations, Rumbalara Cooperative, Word and Mouth, Goulburn Murray Landcare Network, Parks Victoria, Sir Andrew and Lady Fairley Foundation and Norm Wettenhall Foundation.



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Please note: At the time of publication, all Internet addresses in this kit were correct. However due to the dynamic nature of the Internet it cannot be guaranteed they will remain intact.



"The River" – by Rebecca Atkinson, acrylic on canvas, 2003

*"The painting is about the bush, particularly the animals that live there.
The story behind the painting is my interpretation of the way I see the bush."*

Reproduced with permission from the Goulburn Broken Catchment Management Authority.

Foreword

Welcome to the RiverConnect Adopt-a-reach project. We are delighted that you have decided to support this exciting project and look forward to working with you as you connect your students to our wonderful river environment.

By participating you will be playing a vital role in helping make the dreams of the RiverConnect Community Advisory Committee become a reality. Members of this committee and its forerunner the RiverConnect Steering Committee, believe that the well being of both the environment and the community as a whole can only be enhanced through this project.

This kit more fully outlines the RiverConnect journey so far and the future vision for RiverConnect, as well as providing ideas and resources to assist you as you develop your own unique Adopt-a-reach program.

We would really like to hear about what you do with your students and would value your feedback about what else you would like to do, what extra assistance you would like or how you think the RiverConnect concept could be broadened and extended. To help you do this we have a feedback section at the end of the kit which we would like you to return to us each semester.

We appreciate and value the important and significant role teachers and schools play both in students' lives and in influencing the future directions of our society. We are therefore confident that your work with your students through this program will have a ripple effect through our whole community and will have a lifelong impact on students.

Dianne Hanna

RiverConnect Education Consultant

Education representative on the RiverConnect Community Advisory Committee

Section 1: What is RiverConnect?

Project overview

RiverConnect is a grand plan that will see the Goulburn and Broken River system duly recognised as the life and soul of the Shepparton and Mooroopna communities. This dynamic concept will support a raft of existing and new alliances and activities drawing in the community to ultimately embrace the river and enjoy its many wonders.

It could be said that in the recent past, Shepparton - Mooroopna largely turned its back on the Goulburn River at its door step. The towns that were built on the waterway that provided transport, food, social and cultural amenities and the very life blood of survival – water - have forgotten its importance. The modern built environment has not taken full advantage of the aesthetic values of the river system and its environmental, economic and cultural significance are now largely unrecognised.

There has been a growing appreciation of the significance of the Goulburn - Broken system. It is the lifeblood of the region supplying water for irrigation, food processing, homes and gardens. It also offers a beautiful and environmentally significant backdrop for recreation and is an enormously significant cultural heritage site for the Aboriginal population of Shepparton. There is a wealth of untapped secrets and opportunities around the river.

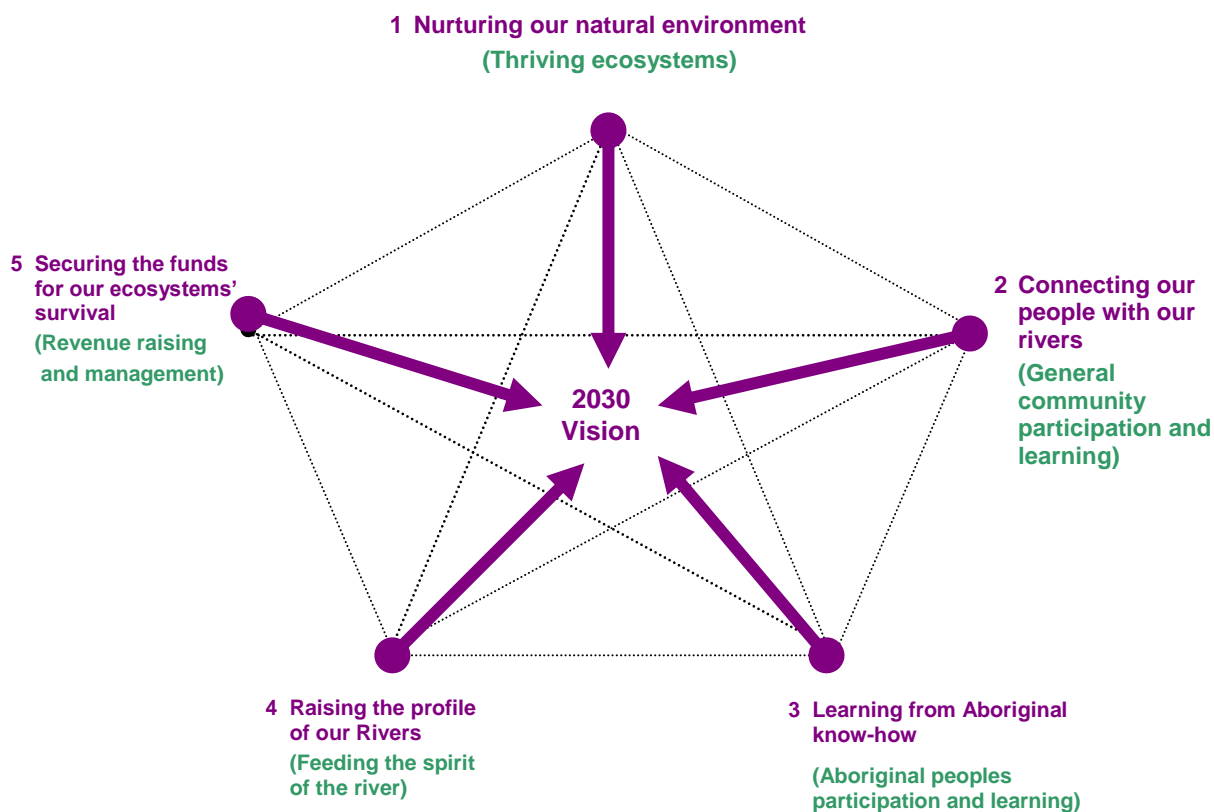
Many agencies, individuals and organisations are already involved with the river and its surrounds as a landowner, traditional owner, asset manager or in the delivery of environmental planning and works. However, there is a lack of integration and synergy in current activities and they have not been given due consideration or acknowledgement.

Aboriginal and educational organisations have built on the groundswell in interest and preliminary discussions between the Greater Shepparton City Council, the Goulburn Broken Catchment Management Authority (GBCMA) and other natural resource management agencies. Together, these groups have identified the merits of a multi-agency, whole of community approach to future management of the Goulburn and Broken Rivers and surrounding Red Gum forests between Shepparton and Mooroopna.

How can we together increase community appreciation and custodianship of the Goulburn and Broken River System as a social, economic, environmental, educational and cultural asset?

2030 Vision for RiverConnect

The 2030 Vision will be achieved by developing strategies to achieve objectives under five inter-connecting strategic nodes.



Governance

In 2008 a RiverConnect Community Advisory Committee (CAC) was formed under the auspice of the Greater Shepparton City Council. This group replaces the former RiverConnect Steering Committee, which was led by the Goulburn Broken Catchment Management Authority (GB CMA).

The Community Advisory Committee includes representatives from the GB CMA, Greater Shepparton City Council, Department of Sustainability and Environment, Parks Victoria, Department of Primary Industries, Goulburn Murray Landcare Network, Department of Education and Early Childhood Development Shepparton Network, Rumbalara Aboriginal Cooperative, Yorta Yorta Nations, the Yorta Yorta Joint Body, Word and Mouth and two community representatives appointed by the former steering committee.

This membership reflects the interests of the rivers' key stakeholders in the Shepparton-Mooroopna area.

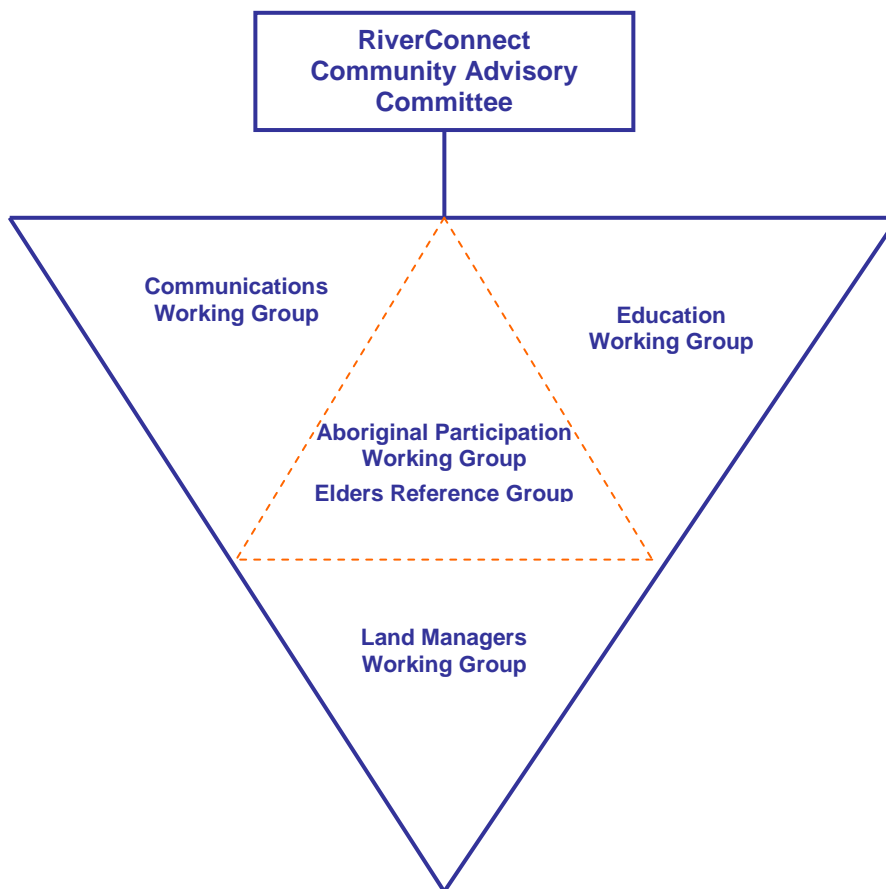
Role of the RiverConnect Community Advisory Committee

The RiverConnect CAC is a high-level committee, which is appointed in an advisory capacity to the Greater Shepparton City Council. It has no executive authority, but it will:

- Provide direction and leadership and enable all stakeholders across the community to participate in the development and implementation of a RiverConnect Master Plan,
- Identify and recommend appropriate sources of funding for RiverConnect initiatives,
- Recommend the sequencing of works associated with the Master Plan,
- Monitor the implementation and effectiveness of the approved Master Plan,
- Ensure that the membership of the RiverConnect CAC is representative of all key stakeholders with an interest in the management and development of the Goulburn Broken River floodplain between Shepparton and Mooroopna,
- Have primary responsibility to communicate the RiverConnect vision, Master Plan, funding arrangements and associated works to the wider community,
- Facilitate two-way communication between the community and the Council,
- Advocate on behalf of the community, including promotion of the approved Master Plan.

Working group structure

Four working groups and an Elders Reference Group have been established to undertake the detailed planning required for particular issues.



Education Working Group

- Education is a key component of the RiverConnect project; with better education and a greater community understanding of the great asset we have on our doorstep, its future will be in better hands.
- RiverConnect offers opportunities to promote local interest in issues relevant to the Goulburn and Broken Rivers, in Shepparton and Mooroopna schools and the wider community.
- The Education Working Group is one means by which these opportunities can be realised.
- A prime task of the group is to encourage and support school and tertiary education involvement in RiverConnect.
- The first step in this process was the RiverConnect secondary education curriculum review project conducted by Dianne Hanna and David Hodgkins in 2006. After reviewing VCE, VCAL and VELS requirements, opportunities for the inclusion of RiverConnect issues within this curriculum were identified.
- The review resulted in a series of recommendations for the way forward. The Adopt-a-reach Project is the first stage in the implementation of these recommendations.

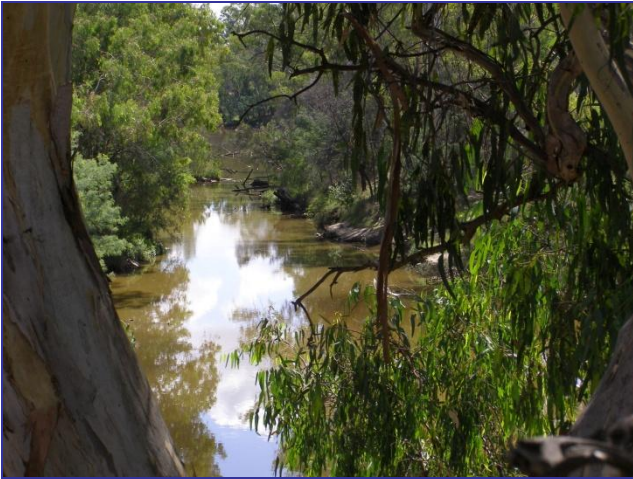
Education Working Group membership

| Member | Position | Organisation | Role |
|-------------------|--|---|----------|
| Dianne Hanna | Former Teacher | Education Consultant | Convenor |
| David Hodgkins | Community Education Manager (WaterWatch) | Goulburn Valley Water, Shepparton | |
| Michaela Bicknell | Waterwatch Facilitator | Goulburn Valley Water, Shepparton | |
| Cindy Doherty | RiverConnect Project Coordinator | Greater Shepparton City Council | |
| Neville Atkinson | Aboriginal Participation Working Group | Yorta Yorta Joint Body, GB CMA | |
| Rod McLennan | Director | Rod McLennan & Assoc. Pty Ltd | |
| Danielle Ahern | RiverConnect Project Officer | Goulburn Murray Landcare Network | |
| Kylie Tuhan | Education Officer | LandLearn – Dept Primary Industries | |
| Leigh Riether | Tertiary Student | Word and Mouth | |
| Ann Fagan | Former Teacher | Education Consultant | |
| Wendy D'Amore | Community Member | Shepparton Mooroopna Urban Landcare Group | |

For more information regarding the Education Working Group please contact:

Dianne Hanna - RiverConnect Education Consultant
Ph: 5828 9281 Email: dhanna@mcmedia.com.au

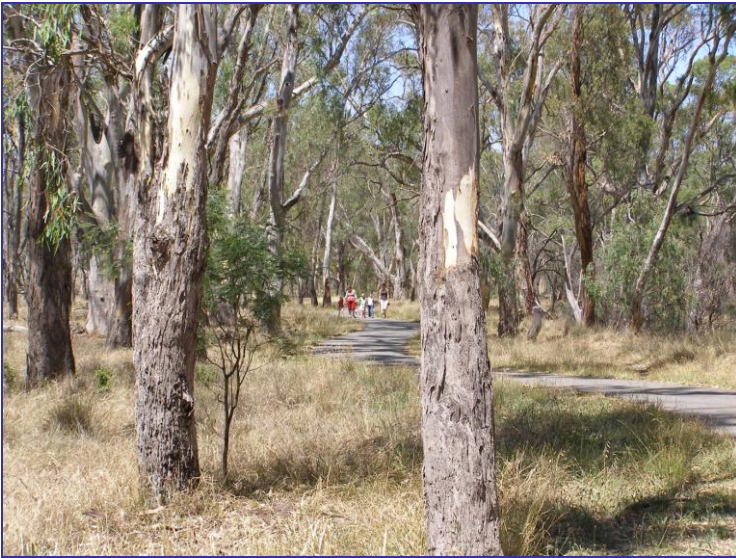
Where were these photos taken?



..... at the same spot by simply turning 120 degrees!!**The river floodplain does truly lie in the heart of the Shepparton Mooroopna urban area.**

Section 2: The RiverConnect Project Area

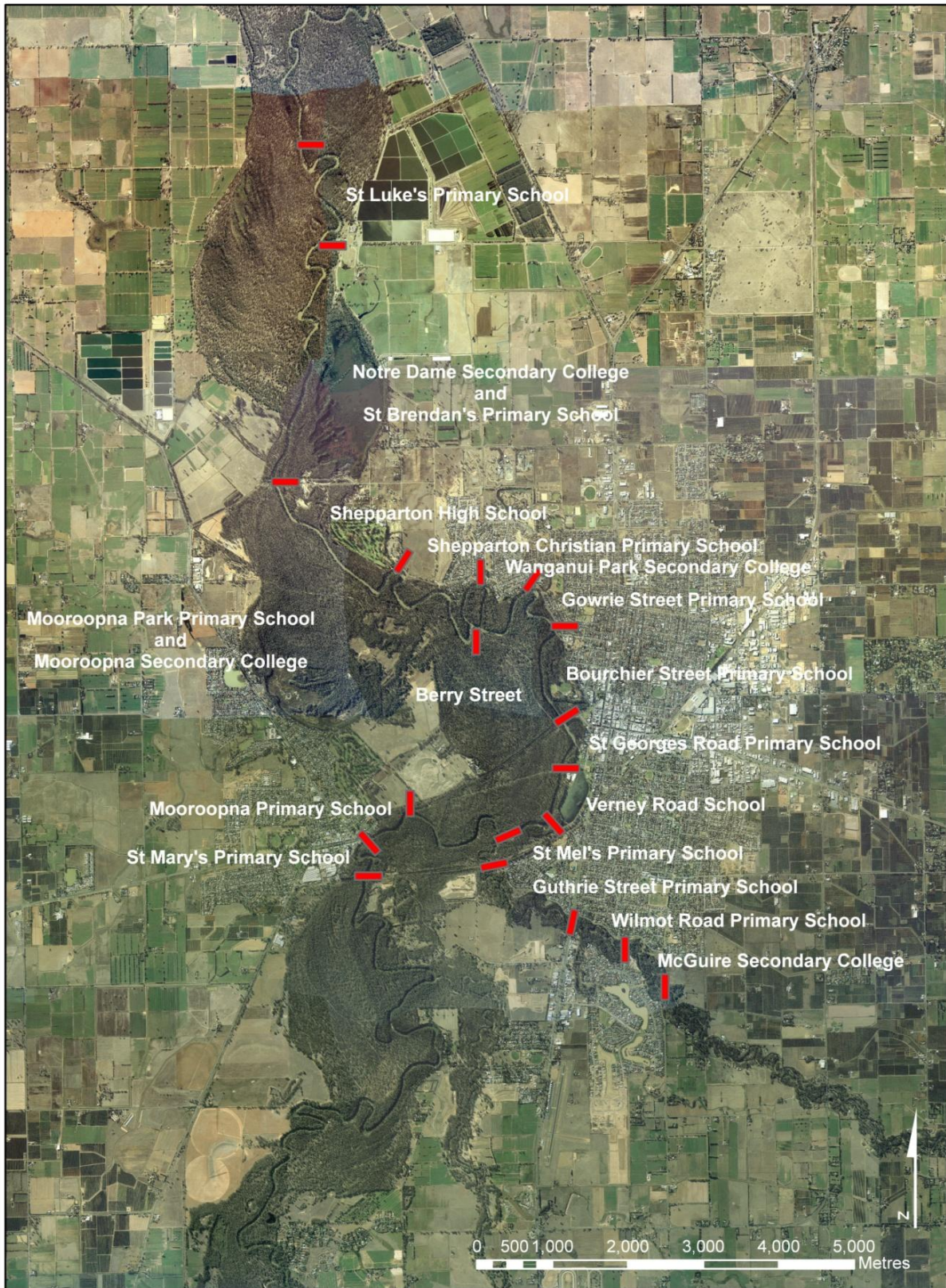
- a** Aerial photograph
- b** Map



2a Aerial photograph



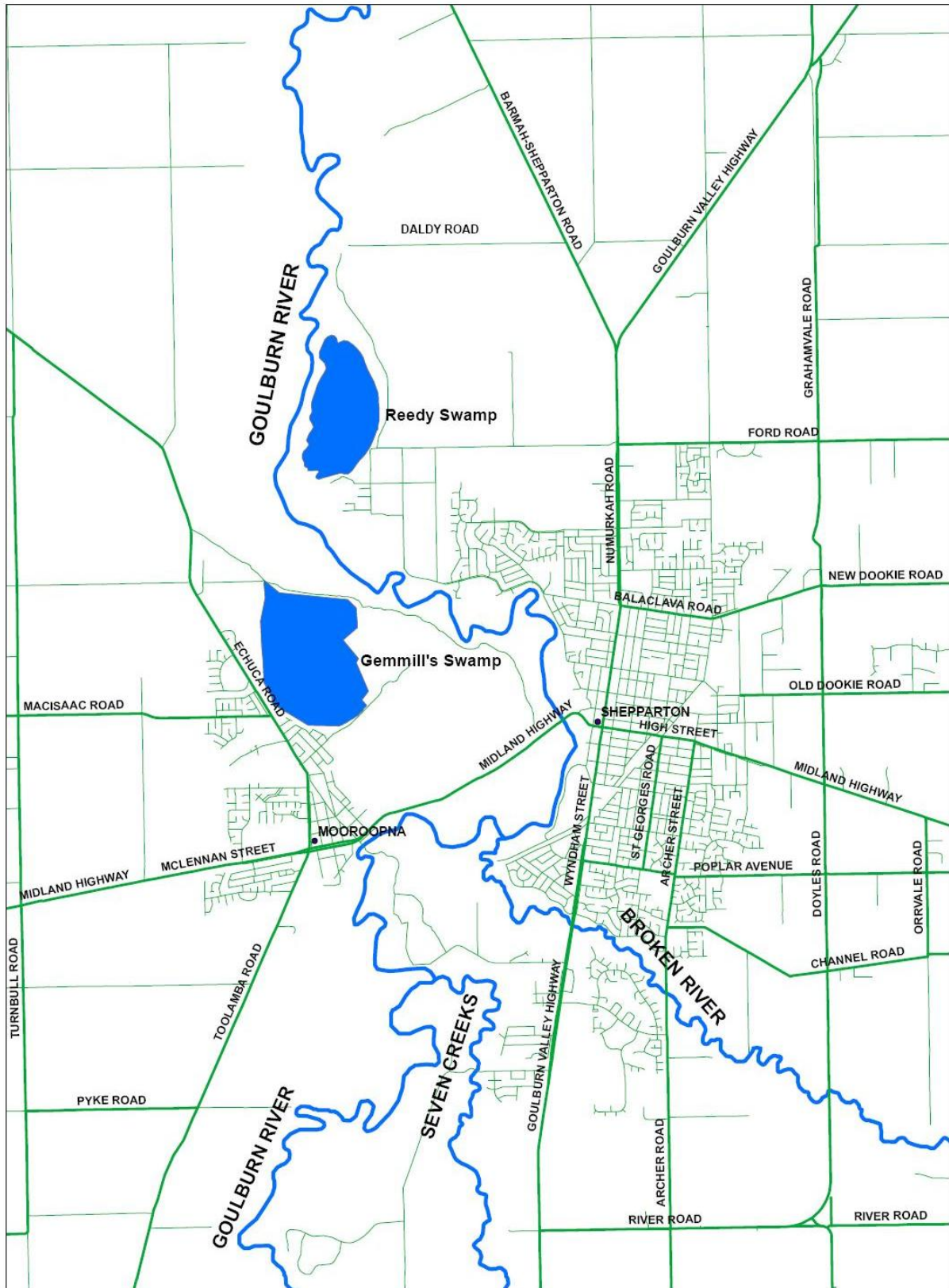
RiverConnect Project Area



2 b Map



RiverConnect Project Area



Section 3: The Adopt-a-reach Project

Vision

To have all sections of the Broken and Goulburn Rivers in the Shepparton/Mooroopna RiverConnect area linked to a school who will participate in environmental enhancement, educational and recreational programs within their river area.

To have all schools in the RiverConnect area involved, with the possibility of the program being expanded by the formation of community groups made up of a school, local Aboriginal people, other interested individuals or groups and supported by corporate sector sponsorship.

Goals:

1. To assist in achieving the overarching RiverConnect objectives of *“nurturing our natural environment, connecting our people with our rivers, learning from local Aboriginal know-how, raising the profile of our rivers and securing the funds for our ecosystems’ survival”*.
2. Each school in the RiverConnect area makes a commitment to undertake activities that will link their students with a particular section of the Goulburn or Broken Rivers.
3. Through this student involvement, increase community appreciation and custodianship of the Goulburn and Broken Rivers system as social, economic, environmental, educational and cultural asset.

Objectives:

1. Each school to participate in at least one activity along their section of the river, with one group of students each semester.
2. To hold a launch of the Adopt-a-reach Project during 2008 to publicly acknowledge the commitment made by the schools.
3. To hold an annual community event, possibly in conjunction with Water week each October, to provide schools with an opportunity to celebrate their achievements.

Process:

- After initial discussions each school has been allocated a section of the Goulburn or Broken River.
- Each school to determine the nature and extent of their involvement in the program.
- Subject to funding availability, the Education Working Group of RiverConnect will maintain regular contact with the schools; providing advice and assistance to enable them to access support from the range of available resources.



Section 4: Your reach

4a. The location of your reach

- i. Aerial Photo of your reach
- ii. Aerial photo with map overlay of your reach and location description

4b. Land management in your reach

- i. Land management responsibilities
- ii. Process for completing on-ground work

4c. Environmental issues in your reach

- i. Environmental themes that could be considered
- ii. Site assessments from *Assessment of Crown Land in Urban Zones, 2005 SKM*
- iii. RiverConnect Waterway Activity Plan (Results available late 2008)



Section 4a: Aerial photo of your reach



Wilmot Road Primary School's Reach



0 25 50 100 150 200 250
Metres

Section 4b: Land Management in your Reach

i. Land management responsibilities

All crown land area within the RiverConnect area is under the management authority of the Department of Sustainability and Environment, Parks Victoria and/or the Greater Shepparton City Council and Yorta Yorta Nations as part of the co-management agreement of the State Government of Victoria.

The area within your reach is co-managed by the Greater Shepparton City Council and Yorta Yorta Nations.

In addition the Goulburn Broken Catchment Management Authority has a role as the caretaker of river health in the Goulburn Broken catchment. In fulfilling this role they carry out works on rivers and the river banks and work in partnership with the appropriate land managers to ensure the health of the waterways are maintained and where possible enhanced



Dianne Hanna can help you negotiate with Council regarding any on-ground works that you may wish to be involved in. She can also assist with any OH & S requirements that you may need to follow. See below for details outlining the process for this.

ii Process for completing on-ground works

If you wish to participate in on-ground works in your reach please complete the form on the following page to enable the appropriate processes to be followed with your reach's land manager.

Please either phone Dianne Hanna (Ph 58 289 281) to discuss the details or post the form to Dianne (1735 Midland Highway Cosgrove South 3631). Alternatively there is a digital version on the CD rom of this kit which you may use to email to Dianne. (dhanna@mcmmedia.com.au)



RiverConnect – Adopt-a-reach

Request to complete on-ground works in our reach

School:

Contact Name:

Email:

Phone:

Location within your reach where activity is to occur:

Proposed on-ground works you wish to complete:

Date of activity:

Time of activity:

Any assistance required:

Please either phone Dianne Hanna (Ph 58 289 281) to discuss the proposed works OR post the completed form to Dianne (1735 Midland Highway Cosgrove South 3631). Alternatively there is a digital version on the CD of this kit which you may use to email to Dianne.

(dhanna@mcmmedia.com.au)

Section 4 c: Environmental issues in your reach

You may wish to investigate the impact of human intervention in your reach. To assist you, this section identifies some of the issues you could consider and provides references from GBCMA studies.

i. Environmental themes that could be considered

Below is a list of issues that were apparent when Dianne Hanna walked around your reach area in Spring 2007. It is not an exhaustive list but it could be used as a starting point.

- Vegetation changes - the need for revegetation, introduced weeds and their control, timber harvesting, mowing river verge areas.
- Water quality - measurement, impact of human activities, water quality improvement strategies.
- The impact of stormwater on water quality and on bank erosion.
- River bank erosion and methods of control - revegetation, pole fields, rock fill, concrete slab filling etc.
- The role of the artificial wetland in improving water quality in the Broken River.
- The nature and impact of "Water Sensitive Urban Design" principles in the stormwater infrastructure in the Kialla Lakes Estate.
- Introduced animals including feral cats and dogs, rabbits, foxes, rats, mice etc.
- Rare and endangered species (including Squirrel Glider).
- Plant, bird, frog, and other species identification
- The impact of changing river regimes (due to irrigation and potentially climate change) on the floodplain.
- The impact of fire (natural and human caused).
- The impact of river parties - campfires, litter, timber removal, cubbies).
- Littering and the deliberate dumping of waste, household and garden.
- The impact of recreational trail bike and BMX bike riding - soil disturbance, gully erosion, building of bike jumps.
- The impact of urban areas beside the river including the encroachment of private gardens onto crown land, the planting and spread of non-indigenous species, dumping of garden refuse, loss of understorey, walking access down and along banks.
- The history of the aborigines' association with the land and their understanding and use of the environment.
- The sustainable use of the environment. What is it and how to achieve it?
- The appropriate management of the area? A National Park, a Regional Park, maintain the status quo or.....?
- Managing conflict between user groups.

ii. Site Assessments from Assessment of Crown land in Urban Zones, 2005 SKM

In 2005 Sinclair Knight Merz (SKM), environmental consultants, on behalf of the Goulburn Broken Catchment Management Authority (GBCMA), conducted an assessment of the Crown Land in the RiverConnect area.

The study assessed all the Crown Land adjacent to the Goulburn and Broken Rivers within the Shepparton and Mooroopna area. In total 42 individual parcels were assessed.

The purpose of the study was to:

- Assess the condition of Crown Land parcels in the RiverConnect area,
- Report on current land management practices,
- Identify threatening frontage land uses and/or management practices to identified values and uses,
- Assess the effectiveness of current management practices in protecting these values,
- Recommend changes to current management practices to achieve the sustainable use and management of Crown Land and to protect the conservation, recreation, cultural and other values and uses,
- Prepare a list of priority actions for implementation.

On the following pages are copies of the individual Crown Land Assessment Sheets for the sites assessed in your reach. The assessment sheet summarises the information collected at the site including:

- A map of the parcel of land assessed,
- The date of the assessment,
- A photograph of the site,
- Results of the assessment,
- Comments on access, condition, values and threats to the site,
- Priority actions for the site.

Each site has been given two ratings: A Rapid Habitat Assessment score and a Crown Frontage Assessment Score. The scoring criteria are explained below.

The Rapid Habitat Assessment score for each of the sites has been assigned a rating which is indicated below.

| Rapid Habitat Assessment Scoring Criteria | |
|---|--------|
| Rapid Habitat Assessment | |
| Score | Rating |
| 12 - 20 | High |
| 7 – 11.5 | Medium |
| 0 – 6.5 | Low |

The Crown Frontage Assessment Score for each of the sites has also been assigned a rating which is indicated below.

| Crown Frontage Condition (Vegetation Quality) Assessment Scoring Criteria | |
|---|-----------|
| Crown Frontage Condition (Vegetation Quality) Assessment | |
| Score | Rating |
| 31 - 35 | Excellent |
| 25 - 30 | Good |
| 19 - 24 | Moderate |
| 13 – 18 | Poor |
| 7 - 12 | Very Poor |

Source: Sinclair Knight Mertz, 2005

Urban Crown Land (Riparian) Assessment 2005



Site 1.1
Tenure Type – GSCC Reserve

Assessment Date: 4 April 2005
Assessment Location (AMG): 356487 E 5969561 N



| CWF Vegetation Quality Assessment | |
|-----------------------------------|-----------|
| Vegetation Width | 5 |
| Soil Disturbance | 3 |
| Tree Health | 3 |
| Tree Regeneration | 4 |
| Weed Presence | 1 |
| Species Richness | 2 |
| Vegetation Structure | 2 |
| Total | 20 |

CWF Quality Class = **Moderate**

| Rapid habitat Assessment 2005 | |
|-------------------------------|----------|
| Large Trees | 1 |
| Canopy Cover | 1 |
| Understorey | 2 |
| Weeds | 0 |
| Recruitment | 1 |
| Organic Litter | 0 |
| Logs | 0 |
| Size | 2 |
| Neighbourhood | 0 |
| Distance | 0 |
| Total | 6 |

Habitat Quality = **Low**

Access: Unrestricted pedestrian access from Broken River Drive. Shared path located within Crown Parcel

Comments: Moderate quality Parcel. Suffering from recreation and litter impacts.

Values: Large Trees

Threats: Bank Erosion, Exotic Flora, Other Access, Timber Removal

Priority Actions to achieve Minimum Acceptable Standards:

- Manage weeds, particularly environmental weed species.
- Control recreational activities particularly uncontrolled access to site
- Enforce existing legislation regarding littering and rubbish dumping
- Ensure that unauthorised timber removal does not occur
- Implement revegetation programs to improve quality of native understorey

Source: *Assessment of Crown Land in Urban Zones*. 2005 SKM

Urban Crown Land (Riparian) Assessment 2005



Site 1.2
Tenure Type – GSCC Reserve

Assessment Date: 4 April 2005
Assessment Location (AMG): 356111 E 5969744 N



| CWF Vegetation Quality Assessment | |
|-----------------------------------|-----------|
| Vegetation Width | 5 |
| Soil Disturbance | 2 |
| Tree Health | 4 |
| Tree Regeneration | 3 |
| Weed Presence | 4 |
| Species Richness | 4 |
| Vegetation Structure | 3 |
| Total | 25 |

CWF Quality Class = Good

| Rapid habitat Assessment 2005 | |
|-------------------------------|-------------|
| Large Trees | 1 |
| Canopy Cover | 1 |
| Understorey | 5 |
| Weeds | 2 |
| Recruitment | 1 |
| Organic Litter | 1 |
| Logs | 0.5 |
| Size | 2 |
| Neighbourhood | 0 |
| Distance | 0 |
| Total | 13.5 |

Habitat Quality = High

Access: Unrestricted pedestrian access from Broken River Drive. Shared path located within Crown Parcel.

Comments: High quality parcel. Localised intense disturbance from unauthorised construction of bike paths/jumps including the lopping of native vegetation.

Values: Large Trees, Width of Vegetation, Terrestrial Timber

Threats: Soil and Vegetation Disturbance due to Recreation

Priority Actions to achieve Minimum Acceptable Standards:

- Control recreational activities particularly uncontrolled access to site
- Enforce existing legislation regarding littering and rubbish dumping
- Ensure that unauthorised timber removal does not occur
- Implement revegetation programs to improve quality of native understorey

Source: *Assessment of Crown Land in Urban Zones*. 2005 SKM

Urban Crown Land (Riparian) Assessment 2005



Site 3.11
Tenure Type – GSCC Reserve

Assessment Date: April 2005
Assessment Location (AMG): 356375 E 5969607 N



| CWF Vegetation Quality Assessment | |
|-----------------------------------|-----------|
| Vegetation Width | 5 |
| Soil Disturbance | 3 |
| Tree Health | 3 |
| Tree Regeneration | 2 |
| Weed Presence | 1 |
| Species Richness | 2 |
| Vegetation Structure | 2 |
| Total | 18 |

CWF Quality Class = Poor

| Rapid habitat Assessment 2005 | |
|-------------------------------|------------|
| Large Trees | 1 |
| Canopy Cover | 0.5 |
| Understorey | 2 |
| Weeds | 0 |
| Recruitment | 1 |
| Organic Litter | 1 |
| Logs | 0 |
| Size | 2 |
| Neighbourhood | 1 |
| Distance | 0 |
| Total | 8.5 |

Habitat Quality = Medium

Access: Off George Court

Comments: Moderate to Poor quality parcel, unrestricted pedestrian and vehicle access, multiple motorbike tracks present

Values: Instream habitat, Width of Vegetation

Threats: Exotic Flora, Other Access, Timber Removal,

Priority Actions to achieve Minimum Acceptable Standards:

- Define public/private land boundary
- Enforce existing legislation regarding littering and rubbish dumping
- Manage weeds, particularly environmental weed species.
- Control recreational activities particularly uncontrolled access to site
- Ensure that unauthorised timber removal does not occur
- Implement revegetation programs to improve quality of native understorey
- Undertake community education program

Source: *Assessment of Crown Land in Urban Zones*. 2005 SKM

iii. RiverConnect Waterway Activity Plan

The Crown Land in the RiverConnect area is managed by a range of land managers and includes seven different land tenures, making the area very difficult to manage.

The RiverConnect Land Management Working Group brings together all the land managers in an attempt to manage the area in the more coordinated way. The Land Management Working Group has agreed that the best way to coordinate management in the area is to develop a Waterway Activity Plan. The Waterway Activity Plan will consider existing management documents (such as the Forest Management Plan for the Mid-Murray Forest Management Area; the Reedy Swamp Management Plan; and the Gemmill's Swamp Wildlife Reserve Management Plan) as well as the Crown Land Assessment. It will then prioritise management actions in the area.

It is expected that the Plan will be completed by mid 2008 and will outline all the priority on-ground activities in the RiverConnect area that are required to maintain or enhance the existing values and mitigate threats. This may include prioritised on-ground activities for your reach. When available this information will be forwarded to you and there may be some opportunities for students to participate in these recommended activities.



***Biodiversity and recreation values are evident on the Goulburn River,
near the junction with the Broken River at Shepparton
Photo: Ann Fagan***

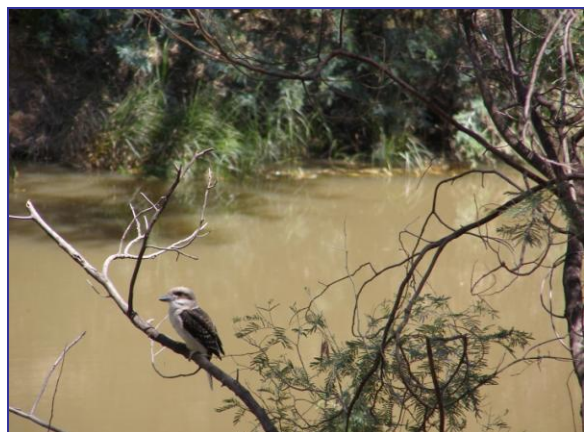
Section 5: What you could do in your area

5a. Possible school programs

5b. Curriculum links

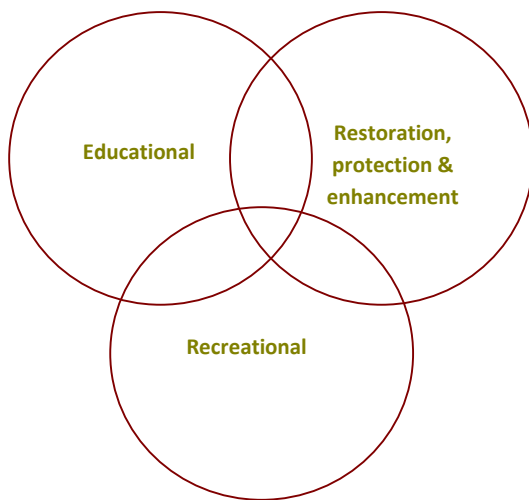
- i. Possible curriculum links between RiverConnect and Primary School Levels in the Victorian Essential Learning Standards (VELS).
- ii. Possible projects for Secondary school

5c. Special environmental and cultural events



Section 5a: Possible school programs

Below are some possible activities or themes schools may wish to pursue. They are based around three main areas which undoubtedly overlap.



Restoration, protection and enhancement

- Revegetation (e.g. the recent RiverConnect replanting project at Stuart Reserve)
- Weed mapping and removal
- Building and placement of nesting boxes
- Litter clean up
- Installing barriers to limit unauthorised access
- Photographic record of habitat changes (e.g. impact of recent fires).

Recreational

- Canoe trips along the river
- Bike ride along bike trails
- Cross country run through the area.
- Fishing
- Picnic/BBQ on the river
- Rope course
- Orienteering

Educational

Student education focus

- Investigation of the terrestrial and aquatic ecosystems
- Completion of the GB WaterWatch Catchment Capers activities based on the reach
- Water quality testing, (physical, chemical, biological) including river and storm water monitoring
- Habitat assessment
- Living laboratory, conducting scientific research (e.g. different revegetation techniques.)
- Bird, plant, frog identification
- Cultural studies with local Aboriginal experts (e.g. aboriginal history of life on the river flats)
- Study the impact of human activities (e.g. changing river flow from irrigation)
- Investigation of the main threats to the area or one particular issue (e.g. erosion caused by trail bikes)
- Inspiration for creative writing or artistic expression
- Issue for argumentative writing or artistic statement.(eg. Should the RiverConnect area become a Regional Park?)
- Map reading, orienteering, GPS use
- Field work, data collection and analysis
- Stage for dramatic works
- Team building, conflict resolution activities (e.g. raft building, problem solving task; also see Recreation above).

Community education focus

- Signed trails
- Preventative community education programs to minimise threats. (eg. distribution of brochures outlining problems of weed invasion from private gardens, rules re collection of firewood or dumping of garden waste.)

5b i Possible links between RiverConnect and Primary VELs

| Discipline Based Learning Strand | Domain | Dimension | Level | Possible RiverConnect Links |
|----------------------------------|-----------------------------|---|------------|---|
| | Art | <i>Creating & making</i> | 1 - 4 4 | Use a visit to the river as a source of inspiration for the creation and presentation of performance and visual art works. Use local aboriginal art to incorporate "influences from their own and other cultures and times". |
| | | <i>Exploring & Responding</i> | 3 4 | Use local aboriginal art to "identify and describe key features of arts works from their own and other cultures". Using local aboriginal art to "discuss traditional and contemporary arts works...." |
| | English | <i>Reading</i> | 1 - 4 | Using texts with a river environment or indigenous theme to meet the outcomes. |
| | | <i>Writing</i> | 1 - 4 | Use a visit to the river to provide stimulus to develop their personal appreciation and understanding of the value of our rivers as a theme to use to when meeting their writing outcomes. |
| | | <i>Speaking & Listening</i> | 1 - 4 | When completing activities in the river environment students can practise their listening and speaking skills or they could use the river as a theme for the content of their listening and speaking tasks. |
| | Humanities | <i>Humanities understanding & knowledge</i> | 3 | Use local aboriginal history to enable "students (to) describe and sequence ..key aspects of the histories of cultural groups that make up their class, community and nation". Use the river environment as a case study to "describe the human and physical characteristics of their local area and other parts of Victoria" and to "describe how people use and affect different environments in Victoria". |
| | | <i>Humanities Skills</i> | 3 | Use local aboriginal history to enable "students (to) use a range of historical evidence, including oral history, artefacts, narratives and pictures, to retell events and describe historical characters". Visit the river environment to enable "students (to) draw simple maps and plans of familiar environments observing basic mapping conventions and (to) identify the location of places on a simple map using an alphanumeric grid and describe direction using four cardinal compass points." |
| | Humanities Geography | <i>Geographical knowledge & understanding</i> | 4 | Use river environment to enable "students (to) recommend ways of protecting environmentally sensitive areas in a sustainable way." |
| | | <i>Geospatial skills</i> | 4 | Use river environment to enable "students (to) research, collect, record and describe data obtained through field study surveys and measurements to form conclusions about the use of resources." |

Discipline Based Learning Strand (cont.)

| | Domain | Dimension | Level | Possible RiverConnect Links |
|--|-----------------------------|--|---|--|
| | Humanities History | <i>Historical knowledge & understanding</i> | 4 | Using local aboriginal history to enable "students (to) demonstrate their knowledge and understanding of significant events in Australian history including Aboriginal and Torres Strait Islander history (and to) compare aspects of different cultures and countries, in both the past and present, and ask questions about their own society." |
| | | <i>Historical reasoning & interpretation</i> | 4 | Use local aboriginal people as "primary... sources to investigate the past". |
| | Maths | <i>Space</i> | 4 | Use river environment to enable "students (to) locate and identify places on maps and diagrams. They give travel directions and describe positions using simple compass directions and grid references on a street directory." |
| | | | 3 | Use the river environment to enable "students (to) create two-dimensional representations of three dimensional objects found in the surrounding environment" and to "use ideas of size, scale, and directions to describe relative location and objects in maps, (to) use compass directions, coordinates, scale and distance, and conventional symbols to describe routes between places shown on maps..." |
| | | 4 | Use the river environment to enable "students (to) create two-dimensional representations of three dimensional objects found in the surrounding environment" and to "use ideas of size, scale, and directions to describe relative location and objects in maps, (to) use compass directions, coordinates, scale and distance, and conventional symbols to describe routes between places shown on maps..." | |
| | | <i>Measurement, chance & data</i> | 4 | Use data collection in fieldwork to enable students to "present data in appropriate displays... (and to) calculate and interpret measures of centrality (mean, median, and mode) and data spread (range)." |
| | Science | <i>Science knowledge and understanding</i> | 3 | Use the river environment to enable "students (to) identify and describe the structural features of living things, including plants and animals, (to) identify how these features operate together to form systems which support living things to survive in their environments, (to) distinguish between biotic and abiotic factors in their environment and describe interactions that occur between them, (to) describe natural and physical and biological conditions, and human influences in the environment, which affect the survival of living things.. |
| | | | 4 | (to) explain how features of the landscapes are altered by processes of weathering and erosion." Use the river environment to enable "students (to) identify and explain the relationships that exist within and between food chains in the environment, (to) use everyday examples to illustrate the transforming and transferring of energy." |
| | <i>Science at work (L4)</i> | 4 | Use the river environment to enable "students (to) explain how sustainable practices have been developed and/or are applied in their local environment, (to) design their own simple experiments to collect data and draw conclusions." | |

Physical and Personal Learning Strand

| Domain | Dimension | Level | Possible RiverConnect Links |
|-------------------------------|--|--------------|--|
| Health & Phys Ed | <i>Movement & Activity</i> | 1 - 4 | Use the river environment to enable students to engage in periods of moderate to vigorous physical activity in an outdoor environment for the purpose of improving skill and health. |
| Interpersonal Learning | <i>Building social relationships</i> | 1 - 4 | Use the river environment to enable students to engage in activities that would provide them with opportunities to demonstrate their social interaction skills (including understanding, managing and resolving conflict and respect for other people). |
| | <i>Working in teams</i> | 1 - 4 | Use the river environment to enable students to "develop the knowledge, skills and behaviours to cooperate with others to contribute to the achievement of group goals". |
| Personal Learning | <i>Managing personal learning</i> | 3 - 4 | Students complete activities in the river environment that require them to set goals and develop plans to implement them within a given time frame. |
| Civics and Citizenship | <i>Civic knowledge and understanding</i> | 3 | Use the river environment to enable "students (to) explain why protection and care for the natural and built environment is important." |
| | | 4 | Use local aboriginal people to help students "explain the concept of multiculturalism and describe the contribution of various cultural groups, including Aboriginal and Torres Strait Islander communities, to Australian identity." |
| | <i>Community engagement</i> | 3 4 | Use the river environment to enable "students (to) participate in activities to protect and care for the natural and built environment." Use the current community problem of water scarcity as the case study for students when presenting "a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues." |



| Domain | Dimension | Level | Possible RiverConnect Links |
|---|---|---|---|
| Communication | <i>Listening, viewing, & responding</i> | 4 | Use activities in the river environment as an opportunity practise skills of listening, viewing and responding. |
| | <i>Presenting</i> | 4 | "Students summarise and organise ideas and information (gained from their river activities), logically and clearly in a range of presentations". |
| Design, Creativity, Technology | <i>Investigating & designing</i> | 3 – 4 | Students use the river environment as a source of inspiration for their products, as a source of materials for their products, as the source of a problem that requires the development of a creative and innovative product. |
| | <i>Producing</i> | | |
| | <i>Analysing & Evaluating</i> | | |
| Information & Communication Technology | <i>ICT for creating</i> | 3 – 4 | Students use data and information gained from their river activities to enable "students to use ICT tools for creating solutions to problems and for creating information products." |
| | <i>ICT for communicating</i> | 3 – 4 | Students locate information about the river environment from a range of online and multimedia resources to support their own learning and use ICT to upload their work and fieldwork data and to share their knowledge and express ideas. |
| Thinking Processes | <i>Reasoning, processing & inquiry</i> | 3 | Use activities in the river environment to enable "students to collect information from a range of sources to answer their own and others' questions. Use activities in the environment to enable students to "develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth." |
| | | 4 | |
| | <i>Creativity</i> | 3 | Students use river environmental issues as the vehicle to "apply creative ideas in practical ways and test the possibilities of ideas they generate". Students use the river environmental issues to "use creative thinking strategies to generate imaginative solutions when solving problems." |
| | | 4 | |
| <i>Reflection, metacognition & evaluation</i> | 3 – 4 | Students use activities in the river environment to develop their skills of reflection, evaluation and metacognition. | |

Section 5b ii Possible projects for Secondary schools

Projects

1. River environs as a resource for students as inspiration for creative writing or artistic expression or for providing an issue for argumentative writing or an artistic statement.
2. Ecological studies – themes could include forest ecology, aquatic and terrestrial ecosystems.
3. Human impact studies: water quality, altering water regimes, introduced species, urban/ transport landuse, recreational/ tourism impact.
4. An inquiry based problem solving project as an integrated study, e.g. sustainability project, a survival exercise.
5. River environs as a resource for physical activity and the vehicle for team building, conflict resolution e.g. canoeing, raft building, orienteering, map reading, rope course, cross country course.
6. River environs as a community resource: sustainable development (environmental needs v economic use v cultural values); different cultural perspectives (especially indigenous perspectives and understandings as shown in oral history and indigenous art, land rights).
7. Walking trail incorporating an oral history of indigenous relationships with the land.
8. Fieldwork study of changing land use over time with emphasis on the Kidstown site.
9. Fieldwork for data collection, study of location, space and measurement, map reading, use of GPS and GIS.
10. Community engagement projects: e.g. revegetation, storm water cleanup, litter clean up, water conservation, staging of a river conference.
11. Development of a RiverConnect website/ discussion board/ blog.

5b ii Summary of curriculum links to the possible RiverConnect Education projects

| VELS | | | | | | | | | | | | | | VCE | | | | | | | |
|---------|---------------------------|--------------------------|-------------------|------------|-----------------------|-----------------------|----------------------------|--------------------|---------|----------------------------|------------|--------------------|------------|-------------------|--------|-------|------|------|------|-----------|---|
| Strand | Discipline based learning | | | | | | Interdisciplinary learning | | | Physical/personal learning | | | | OES | Enviro | Geog | Biol | Chem | Hist | S & R VET | |
| Domain | Art | Eng | Humanities | | | Maths | Sci | Comm | ICT | Thinking | H & P Ed | Inter Pers Devpt | Pers | Civics & cit'ship | | | | | | | |
| Project | | | Eco | Hist | Geog | | | | | | | | | | | | | | | | |
| 1 | 5.1 5.2 6.1 6.2 | 5.2 5.3 6.2 6.3 | | | | | | 5.1 5.2 6.1 6.2 | 5.1 | | | | 5.2 | | | | | | | | |
| 2 | | | | | 5.2 6.2 | 5.3 6.3 | 5.1 5.2 | 5.2 6.2 | 5.1 | | | | 5.2 | | 2 | 1 2 | 1 | 2 | 1 | | |
| 3 | | | 6.1 6.2 | | 5.1 5.2 6.1 6.2 | 5.3 6.3 | 5.1 5.2 6.1 6.2 | 5.2 6.2 | 5.1 | 5.2 6.1 6.3 | | | 5.2 | 5.2 6.2 | 2 4 | 1 2 4 | 1 3 | 2 | 1 | 1 | |
| 4 | | 5.2 6.2 | 5.2 6.1 | | 5.1 5.2 6.1 6.2 | | 5.1 6.1 6.2 | 5.1 5.2 6.1 6.2 | | 5.2 6.1 6.3 | 5.1 | 5.1 5.2 6.1 6.2 | 5.1 5.2 | 5.2 6.2 | | | | | | * | |
| 5 | | | | | 5.2 6.2 | 5.2 | | 5.2 6.2 | | 5.2 6.1 | 5.1 6.1 | 5.1 5.2 6.1 6.2 | 5.1 5.2 | | 1 | | | | | * | |
| 6 | | 6.3 | 5.2 6.1 6.2 | 6.1 6.2 | 5.1 5.2 6.1 6.2 | | 5.1 6.1 6.2 | 5.1 5.2 6.1 6.2 | | 5.2 6.3 | 6.3 | | 5.2 | 5.2 | 2 4 | 4 | 3 | | | 1 2 | * |
| 7 | | | 6.2 | 6.1 6.2 | 5.1 5.2 6.2 | | | 5.1 6.1 | | 6.3 | 6.3 | | | 5.2 6.1 | | | | | | 1 2 | * |
| 8 | | | | 6.2 | 5.1 5.2 6.2 | | | 5.2 6.2 | | | | | 5.2 | | | | | | | 1 2 | |
| 9 | | | | | 5.2 6.2 | 5.2 5.3 6.2 6.3 | 5.1 5.2 | 5.2 6.2 | 5.1 6.1 | 5.2 | | | 5.2 | | | | | | | | |
| 10 | | | | | 5.1 6.1 | | 6.1 | 5.2 6.2 | | 5.2 6.1 6.3 | 5.1 | 5.1 5.2 6.1 6.2 | 5.1 5.2 | 5.2 6.2 | | | | | | | * |
| 11 | | 5.2 6.2 | | | 5.1 5.2 6.2 | | 5.1 6.1 | 5.1 5.2 6.1 6.2 | 5.3 6.3 | 5.2 | | | | 5.2 | | | | | | | |

5b ii Victorian Certificate of Applied Learning (VCAL)

Strands relevant to RiverConnect

Strand 3 - Work Related Skills

In order to develop 'employability' skills, VCAL gives students the choice of undertaking either a structured work placement or part-time apprenticeship/traineeship or part-time work. They can also study units and modules that will help prepare them for work, for example occupational health and safety or job interview skills.

Strand 4 - Personal Development Skills

As part of a VCAL learning program students must participate in community-based projects, voluntary work and/or structured activities that will help develop their self-confidence, teamwork skills and other skills important for life and work.

RiverConnect opportunities through VCAL

The Adopt-a-reach project provides an excellent opportunity for a habitat enhancement project to be developed that could meet the needs of Work related skills and Personal Development Skills for VCAL either Unit 1 (year 11) or Unit 2 (year12).

RiverConnect can assist schools in the development of their VCAL programs and direct them to available resources in the community that could provide support for their program.

Types of activities could include:

Revegetation, weed eradication, litter removal, GPS mapping of vegetation, building and placement of nesting boxes, seed collection and propagation, building of picnic tables, water quality testing and recording of data, investigation of indigenous understandings of the environment, photographic and video records.

In addition to habitat restoration schools may wish to choose other activities such as the development of an orienteering course or a RiverConnect education website.



**VCAL Students from Notre Dame College placing nesting boxes they had built – Nov 2007.
Photo: Cindy Doherty**

5 c: Special environmental and cultural events

| Date 2008 | Event | Internet address (also more good sites can be found by googling!) |
|--|--|---|
| 2 nd Feb | World Wetlands Day | www.environment.gov.au/water/environmental/wetlands/do/day |
| 29 th Feb | Schools Clean up Australia Day | http://www.cleanup.org.au/au/ |
| 2 nd March | Clean up Australia Day | http://www.cleanup.org.au/au/ |
| 9 th – 16 th March | National Ground Water Awareness Week. | www.ngwa.org/public/awarenessweek/index.aspx |
| 22 nd March | World Water Day | http://www.worldwaterday.org/ |
| 22 nd March or 22 nd April | Earth Day | http://www.earthsite.org/ http://en.wikipedia.org/wiki/Earth_Day |
| 26 th May | Australia National Sorry Day | http://www.austlii.edu.au/au/special/rsjproject/sorry |
| 27 th May – 3 rd June | Reconciliation Week | http://www.reconciliation.org.au/i-cms.jsp?page=97 |
| 5 th June | World Environment Day | http://www.unep.org/wed/2007/english/ |
| 6 th – 12 th July | NAIDOC week | http://www.naidoc.org.au/ |
| 25 th July | Schools Tree Day | http://treeday.planetark.com/ |
| 27 th July | National Tree Day | http://treeday.planetark.com/ |
| 9 th August | International day of the World's Indigenous people | http://www.cultureandrecreation.gov.au/articles/indigenouseoples/ |
| 25 th – 31 st August | Keep Australia Beautiful Week | http://www.kab.org.au/01_cms/details.asp?ID=3 |
| September | Biodiversity month | www.environment.gov.au/biodiversity/month.html |
| 7 th Sept | National Threatened Species Day | http://www.environment.gov.au/biodiversity/threatened/ts-day/index.html |
| 13 th -14 th Sept | Sustainability House Day | http://www.solarhouseday.com/index01.shtml |
| 19 th -25 th October | National Water Week | http://www.nationalwaterweek.org.au/ |
| 10 th – 16 th Nov | National Recycling Week | http://www.planetark.com/campaignspage.cfm/newsid/9/story.htm |
| 5 th Dec. | International Volunteer Day | http://www.volunteeringaustralia.org/html/s02_article/default.asp?nav_cat_id=208&nav_top_id=55 |

Section 6: Resources

6a. RiverConnect Support

Dianne Hanna, River Connect Education Consultant

1735 Midland Highway Cosgrove South 3631

Ph: (03) 5828 9281

Email: dhanna@mcmedia.com.au

Danielle Ahern, RiverConnect Project Officer

Goulburn Murray Landcare Network

70 New Dookie Road Shepparton 3630

Ph: (03) 5832 1133 Fax: (03) 5832 1130

Mobile: 0437 981 544

Email: danib@iinet.net.au

Cindy Doherty, RiverConnect Project Coordinator

City of Greater Shepparton

90 Welsford St Shepparton

Ph: (03) 5832 9714

Email: cindy.doherty@shepparton.vic.gov.au

6b. Local community resources

i Government agencies and community organisations

Note: This section lists possible sources of advice or information. In addition those agencies with education officers may be able to provide some assistance for activities with students.

Greater Shepparton City Council (COGS)

90 Welsford St Shepparton

Locked Bag 1000 Shepparton 3632

Ph: (03) 5832 9700 Fax: (03) 5831 1987

Email: council@shepparton.vic.gov.au

www.greatershepparton.com.au

- Sustainability and Environment Department
Greg McKenzie, Manager
Ph: (03) 5832 9833
Email: greg.mckenzie@shepparton.vic.gov.au
- Tracy Taylor, Sustainability and Environment Facilitator
Ph: (03) 5832 9862 Fax: (03) 5831 1987
Mobile: 0409 546 491
Email: tracy.taylor@shepparton.vic.gov.au
- Ann Roberts, Sustainability and Environment Officer
Ph: (03) 5832 9816 Fax: (03) 5831 1987
Mobile: 0407 859 428
Email: ann.roberts@shepparton.vic.gov.au

- Kristy Elrington, Regional Stormwater Education Officer
70 New Dookie Road
Shepparton 3630
Ph: (03) 5832 1133
- Drought Relief program - Janet Congues, Drought Recovery Officer
Ph. (03) 58329857
- Leisure Services Department - Brendan Gosstray, Manager
Ph. (03) 5832 9776

Goulburn Broken Catchment Management Authority (GBCMA)

168 Welsford St Shepparton
PO Box 1752 Shepparton 3632
Ph: (03) 5820 1100

www.gbcma.vic.gov.au

- Neville Atkinson, Indigenous Natural Resources Management Facilitator
Ph: (03) 5820 1127
Mob: 0419 502 272
Email: nevillea@gbcma.vic.gov.au

Parks Victoria (PV)

168 Welsford St Shepparton
PO Box 1752 Shepparton 3632
Ph: (03) 5820 1100

www.parkweb.vic.gov.au

- Bruce Wehner, Team leader
Ph: (03) 5820 1116
Email: bwehner@parks.vic.gov.au
- Hilda Stewart, Indigenous ranger
Ph: (03) 5869 3302 or (03) 5866 9905
Email: hstewart@parks.vic.gov.au
- Greta Morgan, Indigenous ranger
Ph: (03) 5869 3302 or (03) 5866 9905
Email: gmorgan@parks.vic.gov.au

Goulburn Broken Catchment WaterWatch / Goulburn Valley Water

Email: education@gvwater.vic.gov.au
<http://www.gbwaterwatch.org.au>

- David Hodgkins, Regional Coordinator
Ph: (03) 5832 0460
Email: davidh@gvwater.vic.gov.au
- Michaela Bicknell, Northern Coordinator
Ph: (03) 5832 0461
Email: michaelab@gvwater.vic.gov.au
- Bruce Paton, Education Officer
Ph: (03) 5832 0469
Email: brucep@gvwater.vic.gov.au

Goulburn Valley Water

104 -110 fryers St Shepparton
Ph: (03) 5832 0400
Fax: (03) 5831 1467
Email: mail@gvwater.vic.gov.au

www.gvwater.vic.gov.au

Department of Sustainability and Environment (DSE)

225 Ferguson Rd Tatura

Ph: (03) 5833 5222 www.dse.vic.gov.au

Goulburn-Murray Water

21 Wheeler St Shepparton

Ph: (03) 5832 9900

40 Casey St Tatura

Ph: (03) 5833 5500 www.g-mwater.com.au

Department of Primary Industries- Tatura (DPI)

225 Ferguson Rd Tatura

Private Bag 1, Tatura, 3616

Ph: (03) 5833 5222 Fax (03) 5833 5299 www.dpi.vic.gov.au

Staff in the following roles may be able to provide information and advice to support schools. Depending on availability and time of year, it may be possible to have staff visit the school as a guest speaker or to assist with activities at the 'reach'.

When seeking assistance telephone Reception and ask to speak to a staff member in the role relevant to your particular needs. Because these staff work 'in the field' much of their time, you will often need to leave a message so include the best times to get back to you.

For education-based DPI activities, teachers are advised to contact LandLearn staff at DPI Tatura. (see contact details below)

DPI roles / areas of expertise relevant to River Connect (education) based at DPI Tatura:

- Wetlands – management, monitoring, vegetation and planting
- Plant identification – indigenous, weeds, other natives
- Re-vegetation projects – advice on appropriate species, sources of plants, how and when to plant
- Saltwatch (Saltwatch Week is early May)
- Red Gum forest management

If you are not able to contact the appropriate person or not sure if DPI staff can assist with your particular issue, then seek advice from LandLearn staff or ask to speak to the Environment Program Team Leader.

LandLearn (DPI education program)

Email: landlearn.program@dpi.vic.gov.au www.landlearn.net.au

- Kylie Tuhan Education Officer
Ph:(03) 5833 5367
Email: Kylie.Tuhan@dpi.vic.gov.au
- Sheree - Communications and Project Officer (Tatura)
Ph: (03) 5824 5523
- Sherin - Statewide Coordinator (Echuca)
Ph: (03) 5482 0453

Goulburn Murray Landcare Network (GMLN)

70 New Dookie Road

Shepparton 3630

Ph: (03) 5832 1133 Fax: (03) 5832 1130

Email: gmln@inet.net.au <http://www.gmln.org/getinvolved.html>

Shepparton Mooroopna Urban Landcare Group

70 New Dookie Road

Shepparton 3630

Ph:(03) 5832 1133 Fax: (03) 5832 1130

Email: gmln@inet.net.au

<http://goulburnbroken.landcarevic.net.au/groups/shepparton-irrigation/LandcareGroups/Sheppartonmooropna/?searchterm=shepparton>

- Chairperson - Ph: (03) 5831 5401

Yorta Yorta Nations

- Greta Morgan, Contact person
Ph: (03) 5869 3302 or (03) 5866 9905
Email: gmorgan@parks.vic.gov.au
- Wade Morgan - Cultural Heritage Officer
Ph: (03) 5869 3353

Yorta Yorta Joint Body

- Neville Atkinson, Convenor
Ph: (03) 5820 1127 Mob: 0419 502 272
Email: nevillea@gbcma.vic.gov.au
- Jade Miller, Executive Officer
Ph: 0427 336 100

Shepparton Aboriginal Community Art Gallery

Aboriginal Community Strategic Planning Policy

170 Corio St Shepparton

Ph: (03) 5822 2944

- Michael Tynan, Contact person

Resource GV (Goulburn Valley Regional Waste Management Group)

Locked Bag 1000, Shepparton VIC 3632

Fax: (03) 5831 1987

- Brad Montgomery, Regional Education Officer
Ph: 0427 286 442
Email: bradmontgomery@bigpond.com

Goulburn Valley Environmental Group (GVEG)

PO Box 2073 Shepparton 3630

Ph:(03) 5831 7794 Fax (03) 5832 1130

Email: gveg@mcmedia.com.au www.gveg.tk

- Nick Roberts, GVEG Coordinator
Mob. 0429 945 429

Red Gum Icons Project - Victorian National Parks Association (VNPA)

PO Box 2073 Shepparton 3630

www.redgum.org.au

- Nick Roberts
Ph: (03) 5831 7794 Fax: (03) 5832 1130
Mob. 0429 945 429
Email: gveg@mcmedia.com.au

Friends of Gemmill Swamp

- Michael Lee Whyte, Chairperson
Ph: (03) 5826 6443

Shepparton Wildlife Shelter

- Katherine Lohse
Ph: 0419 530 522

Bird Observation and Conservation Australia

Murray Goulburn Branch

- Don Roberts
Ph: (03) 5825 2404

Shepparton Field and Game Association

- David Moore, Secretary
Ph: (03) 5854 8237

Goulburn Valley Sport Fishing Club

- David Trickey, Contact person
Ph: 0412 269 418

Greater Shepparton Bicycle User Group

P.O. Box 6061, Shepparton 3632

<http://www.sheppbug.com.au/>

- Daryl Meddings, President
Ph : (03) 5825 1486 Mob: 0429 963 523
Email: dwm@bigpond.net.au

ValleySport

Shepparton Sports Stadium, Numurkah Rd Shepparton 3630

Ph: (03) 5831 8456

Email: valleysport@valleysport.net.au**Shepparton Canoe Club**

P.O. Box 1157 Shepparton –

Ph: 0408 579 663

Shepparton University of the Third Age

- Elaine Wilson, Secretary
Ph: (03) 58 214 647

Shepparton Heritage Centre

Corner of High & Welsford Street, Shepparton

- Bev Ford Ph: (03) 5821 7717 OR
- Margaret Babbidge Ph: (03) 5821 2305

Mooroopna Historical Society

PO Box 206 Mooropna 3629

<http://www.hsm.org.au/>

- Mrs Gwenda Collins, Curator
Ph: (03) 5825 2403

ii Schools

Secondary:

McGuire Secondary College

Wilmot Rd. Shepparton 3630

Ph: (03) 5821 5966 Email: mcguire.co@edumail.vic.gov.au

<http://www.mcguireco.vic.edu.au/>

Mooroopna Secondary College

Echuca Rd Mooroopna

Ph: (03) 5825 2344 Email: mooropna.sc@edumail.vic.gov.au

<http://www.mooropnasc.vic.edu.au>

Notre Dame Secondary College

139 Knight St Shepparton 3630

Ph: (03) 5821 6622 Email: ndc@notredame.vic.edu.au

www.notredame.vic.edu.au

Wanganui Park Secondary College

Parkside Drive Shepparton 3630

Ph: (03) 5820 9900 Email: wanganui.park.sc@edumail.vic.gov.au

www.wanganuipsc.vic.edu.au

Shepparton High School

Hawdon St Shepparton 3630

Ph: (03) 5821 4322 Email: shepparton.hs@edumail.vic.gov.au

<http://www.shs.vic.edu.au>

Goulburn Valley Grammar School

Verney Rd Shepparton 3630

Ph: (03) 5821 8155

www.gvgs.vic.edu.au/

P-12:

Verney Rd School

Verney Rd Shepparton 3630

Ph: (03) 5821 8185 Email: lukies.ross.ra@edumail.vic.gov.au

Primary:

Bourchier St Primary School

Bourchier St Shepparton 3630

Ph: (03) 5821 3488 Email: bourchier.street.ps.shepparton@edumail.vic.gov.au

<http://www.bourchierps.vic.edu.au>

Gowrie St Primary School

1 – 19 Gowrie St Shepparton 3630

Ph: (03) 5821 3100 Email: gowrie.street.ps.shepparton@edumail.vic.gov.au

<http://www.gowriestps.vic.edu.au/>

Guthrie St Primary School

Guthrie St Shepparton 3630

Ph: (03) 5821 1944 Email: guthrie.street.ps.shepparton@edumail.vic.gov.au

<http://www.guthriestps.vic.edu.au>

Primary (cont.)

Mooroopna Primary School

O'Brien Street Mooroopna 3629

Ph: (03) 58252060 Email: mooroopna.ps@edumail.vic.gov.au

<http://www.mooroopna.vic.edu.au>

Mooroopna Park Primary School

McIsaac Rd Mooroopna 3629

Ph: (03) 5825 3856 Email: mooroopna.park.ps@edumail.vic.gov.au

<http://www.mpps.vic.edu.au/>

St Brendan's Primary School

Knight St Shepparton 3630

Ph: (03) 58211926 Email: principal@brendans.sand.catholic.edu.au

<http://www.brendans.sand.catholic.edu.au/>

St Georges Rd Primary School

120 St George's Rd Shepparton 3630

Ph: (03) 5821 3383 Email: st.georges.road.ps.shepparton@edumail.vic.gov.au

<http://www.stgeorges.vic.edu.au>

St Luke's Primary School

Goulburn Valley Highway Shepparton 3630

Ph: (03) 5822 1834 Email: principal@stlukes.sand.catholic.edu.au

www.stlukes.sand.catholic.edu.au

St Mary's Primary School

McLennan St Mooroopna 3629

Ph: (03) 5825 2858 Email: principal@smymrpna.sand.catholic.edu.au

<http://www.smymrpna.sand.catholic.edu.au/>

St Mel's Primary School

160 – 190 Archer St Shepparton 3630

Ph: (03) 5821 3163 Email: principal@stmels.sand.catholic.edu.au

<http://www.stmels.sand.catholic.edu.au/>

Shepparton Christian Community School

155 Verney Rd Shepparton 3630

Ph: (03) 5831 7790 Email: r.ashcroft@mcmmedia.com.au

Wilmot Rd Primary School

84 – 90 Wilmot Rd Shepparton 3630

Ph: (03) 5821 4953 Email: wilmot.road.ps.shepparton@edumail.vic.gov.au

<http://www.wilmotrd.vic.edu.au/>

Other:

Berry St

Kaiela Office Reedy Swamp Road Shepparton

Ph: (03) 5821 3622 Email: jhowley@berrystreet.org.au

<http://www.berrystreet.org.au/>

6 c. Internet sites and printed reference material

Note: Below is only an introductory list. This type of reference information is best sourced by your own searching as it needs to be specific to your requirements. In addition it becomes out of date very quickly. Also see the above list of local government agencies and community organisations for their web addresses.

i. Internet resources

City of Greater Shepparton RiverConnect

<http://www.greatershepparton.com.au/watermanagement/riverconnect.html>

City of Greater Shepparton Leisure Services Department

<http://www.greatershepparton.com.au/leisure/>

LandLearn

www.landlearn.net.au

Catchment Capers – A Goulburn Broken Collaborative Project

<http://www.catchmentcapers.org.au/>

Goulburn Broken Waterwatch

<http://www.gbwaterwatch.org.au/>

Goulburn Broken Waterwatch oral history project

www.GB-oralhistory.org.au

2006 ANU Shepparton Field Studies program

www.anu.edu/art

Contact: John Reid Ph: (02) 6125 5809 Email: john.reid@anu.edu.au

Local oral history of “The Cultural Landscape of the ‘Flat’” (when available)

Cooperative Research Centre for Australian Weed Management (Weeds CRC)

“Lord of the Weeds” competition

www.weeds.crc.org.au

ii. Printed reference material

Shepp. The Earth - an address about water (2006) ANU Shepparton Field Studies program, Shepparton Art Gallery, Welsford St Shepparton

Year in the life of Gemmill's GVEG and GBCMA

(Available from GBCMA Shepparton Ph: (03) 5820 1100)

Gemmill's Swamp Wildlife Reserve Tour Guide GVEG Habitat Action Group

Gemmill's Swamp Master Plan GBCMA Shepparton.

Weeds of the Goulburn Valley - A field guide to terrestrial and aquatic weeds. GBCMA

Reedy Swamp Environmental Monitoring 2005-2006 DPI Tatura

Reedy Swamp Environmental Management Plan 2003 DPT Tatura

Section 7: Funding sources

NOTE: It is requested that you contact Cindy Doherty, RiverConnect Coordinator, Greater Shepparton City Council ph. (03) 5832 9714 or email at cindy.doherty@shepparton.vic.gov.au prior to applying for funding from sources such as those listed below.

Not only will Cindy be able to give you advice on your application but she will know how to coordinate between the different schools to ensure the chance of greatest success. In many cases coordinated community applications between different agencies is much more likely to receive favourable consideration. This list below is not exhaustive and you are encouraged to look beyond those listed, especially to your own Department of Education sources.

- **Greater Shepparton City Council – Leisure Services Department**
Carmen Patterson - Leisure Services Officer – ph 5832 9536
<http://www.greatershepparton.com.au/leisure/leisureservices/>
 - **Related Links**

| | |
|-------------------------------|---|
| Grants Link | http://www.grantslink.gov.au |
| Our Community | http://www.ourcommunity.com.au |
| Sport & Recreation Victoria | http://www.sport.vic.gov.au |
| Vic Health | http://www.vichealth.vic.gov.au |
| Vic Sport | http://www.vicsport.asn.au |
| Australian Institute of Sport | http://www.ais.org.au |

- **Goulburn Broken Catchment Management Authority - funding opportunities**
www.gbcma.vic.gov.au
Casey Damen Regional NRM Coordinator
Ph: (03) 5820 1114 Email: caseyd@gbcma.vic.gov.au
Megan McFarlane Funding Coordinator
Ph: (03) 5820 1100

- **State Government Department of Planning and Community Development**
www.grants.dvc.vic.gov.au

- **Federal Government Community Water Grants**
www.australia.gov.au/communitywatergrants

- **Catchment Education and Awareness Grants program**
Terry Batey, Department of Primary Industries,
Ferguson Rd, Tatura, (03) 5833 5386

- **Australia Post Community Benefits Grants** www.landcareonline.com

- BiLo-Junior Landcare Land Grant www.landcareonline.com
- Bundaberg Rum Bush Fund www.landcareonline.com
- Mitre 10 Junior Landcare Grants Program www.mitre10.com.au
- The Myer Foundation – G4 Fund www.myerfoundation.org.au
- Envirofunds www.nht.gov.au/envirofund
- Grants to Voluntary Environment and Heritage Organisations (GVEHO)
www.deh.gov.au/programs/gveho
- Reichstein Foundation www.reichstein.org.au/
- Second Generation Landcare (SGL) www.gbcma.vic.gov.au
- Victorian Volunteer Small Grants www.grants.dvc.vic.gov.au
- Volunteer Small Equipment Grants www.facs.gov.au

The river has been a very important part of community life in Shepparton and Mooroopna – let's work together to ensure this continues to be so.



A family picnic at Stuart's Beach, Goulburn River near the western end of Mason Street, Shepparton, 1947.
(Gowrie St Reach)

Section 8: Communication with RiverConnect

To assist us in this program could you please complete the form below each semester? This will enable us to better provide for your needs and give us the evidence required when applying for funding for the Adopt-a-reach project.

RiverConnect... Adopt-a-reach

What we have done in our reach....

School:

Semester:

Year:

| Activity | Date | Time at the river | No. of students & year level(s) | Name of teacher-in-charge |
|-----------------|-------------|--------------------------|--|----------------------------------|
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