

Enhancing habitats... it's fun and easy!

This [Junior Landcare](#) guide is designed to provide teachers and students with an understanding of how to undertake Junior Landcare projects to enhance and restore habitats. A habitat is the place where plants, animals and organisms live and in the school grounds there can be lots of habitats with local native plants that will attract native animals.

The guide has been developed by teachers in schools in response to an identified need and learning that is valued in the Australian Curriculum.

Waikerie Primary School, in the Riverland in South Australia has a Youth Environment Team who in partnership with [Riverland West Landcare](#) and the Regent Parrot Recovery Team has won a [Junior Landcare](#) Award.

The team is actively involved in enhancing habitats and reducing the decline of the Regent Parrot, a vulnerable species in the area. All students get involved in supporting the plight of this bird and are proud that there are signs showing an increase in Regent Parrot bird sightings.

The basic requirements for attracting native fauna to a garden are food, water, shelter, nesting materials, safe places to raise young and closeness to similar areas.



Steps for attracting native fauna

Like Waikerie Primary School students you can:

- Hold a special assembly to inform others of the plan to conserve local biodiversity (plants and animals).
- Identify existing habitats and features (both natural or built) in the school grounds.
- Record these on a map of the school grounds.
- Think about protecting and expanding them, if appropriate.
- Look around the school grounds for signs of fauna (birds, insects, mammals, lizards, butterflies) and their habitats. Mark in the habitats on the map already started and note 'Who can live here?'.
- Set up a team including parents, community Landcare officers and others with expertise to assist in choosing the types of native habitat that could be developed in the school grounds.
- Research the needs of the species of fauna suited to the type of habitat being considered.
- Develop a list of things the habitat requires.
- Be sure to consider sources of food, water, shelter and nesting materials.

If creating a new habitat:

- Create new habitats with three layers: trees, shrubs and groundcovers. Local native plants are good to grow because they are well adapted to local climates, soils and conditions.





- Provide shelter for animals using logs and rocks to encourage and protect plants and animals.
- Create shaded areas for animals and people too.
- Eradicate any weeds and pests.
- Use screening plants to conceal unattractive areas.
- Plant hedging plants to create wind breaks.
- Fence off areas that have original vegetation.
- Erect nesting boxes for native birds and possums.
- Place logs in appropriate places for wildlife.
- Plant eucalyptus trees as they provide homes for birds such as parrots.
- Plant rough barked trees to provide habitat for insects.
- Include bird hides to monitor birds in the area.
- Include seating areas for quiet activities and bird monitoring.
- Erect signs as 'no go' areas.
- Display signs that highlight, describe and protect special species.



- Monitor progress and change anything that doesn't work.
- Take photos to use in school newsletters, local newspapers and grant applications.
- Keep the school community updated with progress through the school newsletter, assemblies, website and posters.
- Nominate monitors to ensure special places are protected.

Have fun!

Australian Curriculum Links

Year 6 Science

Strand: Biological sciences

The growth and survival of living things are affected by the physical conditions of their environment
[ACSSU094](#)

Year 5 and 6 Health and Physical Education

Strand: Personal, Social and Community Health: Being healthy, safe and active

Plan and practise strategies to promote health, safety and wellbeing [ACPPS054](#)

Cross Curriculum Priority: Sustainability

OI:2 All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

OI:3 Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.

OI:5 World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.

OI:7 Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

OI:9 Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), downloaded from the Australian Curriculum website on August 2 014.

This Junior Landcare guide has been developed to support the Australian Curriculum. For further details, please visit www.australiancurriculum.edu.au

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