



Reference: AF12/375 MJT

14th May, 2014

TO: CR MAHER (PRESIDING MEMBER)
CR RICHARDSON
CR SHEARING
CR REIS (DISTRICT COUNCIL OF GRANT)
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DAVID MEZINEC
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CHIEF EXECUTIVE OFFICER
LIBRARY MANAGER
COMMUNITY DEVELOPMENT OFFICER

COPY: MAYOR
MEMBERS
TEAM LEADER EXECUTIVE SUPPORT

NOTICE is hereby given that the Mount Gambier Lifelong Learning Sub-Committee will meet in the following Meeting Room on the day, date and time as follows:

LIFELONG LEARNING SUB-COMMITTEE
(Committee Room - Level 4)

Friday, 16th May 2014 at 2.00 pm

An agenda for the meeting is enclosed herewith.

Members of the Sub-Committee, please note the date/time of the above meeting.

Other Members not on the Sub-Committee are encouraged to attend the above meeting as your thoughts and contributions will be appreciated.

Barbara CERNOVSKIS
MANAGER - COMMUNITY SERVICES AND DEVELOPMENT

MOUNT GAMBIER LIFELONG LEARNING SUB-COMMITTEE

Meeting to be held at the Committee Room, Civic Centre, 10 Watson Terrace, Mount Gambier
on Friday, 16th May 2014 at 2.00 p.m.

AGENDA

PRESENT: Cr Maher (Presiding Member)
Cr Richardson
Cr Shearing
Cr Julie Reis (District Council of Grant)
David Mezinec
Sarah Pellen
Alexandra Nicholson

APOLOGY: moved that the apology from be
received.
seconded

NOT IN ATTENDANCE:

OTHER MEMBERS IN
ATTENDANCE:

COUNCIL EMPLOYEES: Mark McShane, Chief Executive Officer
Barbara Cernovskis, Manager - Community Services and
Development
Vicki Hutchinson, Library Manager
Alison Brash – Community Development Officer.

EMPLOYEE APOLOGIES:

LEAVE OF ABSENCE:

APOLOGIES – OTHER
MEMBERS:

OTHER GUESTS IN
ATTENDANCE:

WE ACKNOWLEDGE THE BOANDIK PEOPLES AS THE TRADITIONAL CUSTODIANS OF THE LAND WHERE WE MEET TODAY. WE RESPECT THEIR SPIRITUAL RELATIONSHIP WITH THE LAND AND RECOGNISE THE DEEP FEELINGS OF ATTACHMENT OUR INDIGENOUS PEOPLES HAVE WITH THIS LAND.

MINUTES: moved that the minutes of the Mount Gambier Lifelong Learning Sub-Committee held on 17th April 2014 be received.
seconded

1. LIFELONG LEARNING

The Presiding Member reported:

- (a) Operations of Sub-Committee
 - Amended Terms of Reference attached for discussion
 - Future direction/plans for Lifelong Learning

Mount Gambier Lifelong Learning Sub-Committee Agenda, Friday, 16th May, 2014 cont'd..

- (b) Co-opt Member
 - Co-opt Adam Box, Education Director Blue Lake Partnerships
- (c) Children's Charter
 - Final Draft document attached for information
 - Consultation underway
 - Discuss development of implementation strategy and measures
- (d) LGA Showcase
 - City of Mount Gambier were joint winners of the booth award with City of Whyalla
 - Presentation given at the Showcase attached

RECOMMENDATION NO. 1

moved that the Presiding Members report be received.

seconded

2. MATTERS OF INFORMATION

The Manager Community Services and Development reported on:

- (a) Education Leaders Forum/Mount Gambier Village Online Hub
 - Feedback from the forum attached for discussion
 - Where to from here
- (b) Outdoor Learning Environment
 - Community meeting scheduled for Thursday, 22nd May 2014 with Council Officers, Mulga Street Primary Leadership Governing Committee, Mount Gambier Children's Centre and community to collaboratively implement the project for John Powell Reserve project.
- (c) Learning Trails
 - Meeting held with Helen Strickland, Partnership Broker, RDA regarding progress of Learning Trails Project. Attached are draft educational resources for discussion.

RECOMMENDATION NO. 2

moved that the Manager Community Services & Development report be received.

seconded

3. NEXT MEETING: 2.00 pm Friday, 20th June 2014

Meeting closed at

MOUNT GAMBIER LIFELONG LEARNING SUB-COMMITTEE

Minutes of Meeting held at the Committee Room, Civic Centre, 10 Watson Terrace, Mount Gambier on Thursday, 17th April 2014 at 2.00 p.m.

- Present: Cr Maher (Presiding Member)
Cr Richardson
Cr Shearing
Cr Julie Reis (District Council of Grant)
David Mezinec
Sarah Pellen
Alexandra Nicholson
- Apologies: Nil
- Not in Attendance: A late apology was received from Cr Reis by administration staff after meeting had convened. Apology for noting.
- Other Members in Attendance: Nil
- Council Employees: Barbara Cernovskis, Manager - Community Services and Development
Vicki Hutchinson, Library Manager
Alison Brash – Community Development Officer
- Employee Apologies: Mark McShane, Chief Executive Officer
- Leave of Absence: Nil
- Apologies - Other Members: Nil
- Other Guests in Attendance: Nil

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MINUTES OF PREVIOUS MEETING – Friday, 21st February 2014

Cr Shearing moved that the minutes of the Mount Gambier Lifelong Learning Sub-Committee held on 21st February 2014 be received.

Sarah Pellen seconded Carried

1. LIFELONG LEARNING

The Presiding Member reported:

- (a) Operations of Sub-Committee
 - Amended Terms of Reference attached for discussion
- (b) Children's Charter
 - Amended Draft document attached for discussion

RECOMMENDATION NO. 1

Cr Richardson moved it be recommended:

- (a) the Presiding Member's report be received;
- (b) the Terms of Reference be amended as discussed and presented at next meeting for review;
- (c) the Children's Charter, as discussed and amended be endorsed for consultation release on 7th May, 2014.

Cr Shearing seconded

Carried

2. MATTERS OF INFORMATION

The Manager Community Services and Development reported on:

- (a) Education Leaders Forum
 - Scheduled for 7th May, 2014 at 10.00 a.m.
 - Update on the program
 - Online Village
- (b) Outdoor Learning Environment
 - Report prepared and presented to Council, Tuesday 15th April, 2014
 - Ongoing meetings scheduled with Mulga Street Primary Leadership Governing Committee, Mount Gambier Children's Centre and community to collaboratively implement the project for John Powell Reserve project.
- (c) Learning Trails
 - RDA will be engaging on a short term contract a project officer to develop an Educational Resource template.
- (d) LGA AGM Presentation
 - Report on the Lifelong Learning display showcased in Adelaide on 10/11 April 2014.
- (e) Transects – Canberra University Proposal
 - Tabled at meeting for discussion
- (f) Sidney Myer Foundation/Flinders University Workshop
 - Tabled at meeting for discussion

RECOMMENDATION NO. 2

David Mezinec moved it be recommended:

- (a) the Manager Community Services and Development report be received;

Mount Gambier Lifelong Learning Sub-Committee Minutes, Thursday 17th April, 2014 cont'd..

- (b) provide advice of ongoing progress with design etc. for John Powell Reserve;
- (c) involvement with the RDA Learning Trails Project be suspended pending a report to next meeting;
- (d) the Lifelong Learning Sub-Committee strongly support the proposal from professor Scott Heyes, Canberra University seeking Council contribution to a paper submission of the Transects Project for the International Indigenous Development Research Conference 2014. Cr Maher and Community Development Officer to work with Professor Heyes;
- (e) the Lifelong Learning Sub-Committee endorse ongoing work with Professor John Halsey in principle, a report be provided at the next meeting for discussion;
- (f) the Lifelong Learning Sub-Committee seek information on the Melaleuca Park Early Learning Project and provide update at the next meeting;
- (g) a Family Fun Day Meeting with Community Engagement and Social Inclusion Sub-Committee be scheduled as soon as practicable.

Cr Shearing seconded

Carried

3. NEXT MEETING: 2.00 pm Friday, 16th May 2014

Meeting closed at 3.21 p.m.

1st May, 2014
MJT/TLG



MOUNT GAMBIER LIFELONG LEARNING SUB-COMMITTEE

TERMS OF REFERENCE

A Sub-Committee of Council Established
pursuant to the provisions of Section 41
of the Local Government Act 1999.

Terms of Reference for the conduct of the business of the Council Sub-Committee were approved and adopted by the City of Mount Gambier at its meeting held on 18th September, 2012.

Mount Gambier Lifelong Learning Sub-Committee

The Mount Gambier Lifelong Learning Sub-Committee has been established to assist the Mount Gambier City Council achieve its strategic goal;

“To be recognised as a learning community which celebrates learning for all groups and members of the community.”

The Sub-Committee will:

1. Encourage and promote partnerships with the community, industry and governments that will increase delivery and uptake of lifelong learning opportunities.
2. Foster relationships and facilitate conversations to improve community engagement and learning.
3. Promote the benefits of cooperative learning and the contribution learning makes to our enhanced quality of life.
4. Support a diverse range of community learning initiatives and celebrate the success of formal and informal learning achievements.

Mount Gambier Lifelong Learning Sub-Committee

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1. NAME

The name of the Council Sub-Committee shall be the Mount Gambier Lifelong Learning Sub-Committee (in these Terms of Reference referred to as "the Sub-Committee").

2. INTERPRETATION

For the purpose of these Terms of Reference, unless inconsistent with the subject matter or context: -

2.1 Definition

- 2.1.1 "Act" means the Local Government Act 1999 and includes all Regulations and Schedules.
- 2.1.2 "Sub-Committee" means the Sub-Committee of Council established pursuant to 3.0.
- 2.1.3 "Sub-Committee Member" means the person appointed by the Standing Committee.
- 2.1.4 "Commencement Date" means the date on which the Sub-Committee is established and becomes operative pursuant to 3.2.
- 2.1.5 "Council" means the City of Mount Gambier.
- 2.1.6 "Presiding Member of the Sub-Committee of Council" means the person appointed to that position pursuant to 5.3.
- 2.1.7 "Observers" means those persons attending any meeting of the Sub-Committee of Council, but not having a vote on any matter to be determined by the Sub-Committee and not having been appointed as Members.
- 2.1.8 "Singular" includes a reference to the "plural".
- 2.1.9 Standing Committee means the Committee that established the Sub-Committee and to which the Sub-Committee reports.

2.2 Defined Terms

Any words, phrases or terms used in these Terms of Reference that are defined in the Act shall have the same meaning as are given in the Act.

2.3 Local Government Act

These Terms of Reference shall be interpreted in line with the provisions of the Act.

2.4 Notices

All communication to be given to the Sub-Committee shall be addressed to: -

Mount Gambier Lifelong Learning Sub-Committee
PO Box 56
MOUNT GAMBIER SA 5290
Email: city@mountgambier.sa.gov.au

3. ESTABLISHMENT

- 3.1 The Sub-Committee is established under Section 41 of the Local Government Act 1999.
- 3.2 The Sub-Committee will be established and become operative from the time a resolution of the Standing Committee is passed.
- 3.3 The Sub-Committee is established by the Standing Committee to assist in the co-ordination and administration of Council's Lifelong Learning Strategy.

4. OBJECTIVES

- 4.1 ~~The Sub-Committee is created for the express purpose of assisting the Standing Committee to develop, co-ordinate and progress the opportunities within Council's Lifelong Learning Strategy. To be recognised as a learning community which celebrates learning for all groups and members of the community.~~

5. MEMBERSHIP

- 5.1 Membership of the Sub-Committee will comprise ~~three (3) City of Mount Gambier Elected Members, one (1) District Council of Grant Elected Member and three (3) Elected Members and~~ Community Members. The Mayor has Ex-Officio membership on this Sub-Committee.

- ~~5.15.2~~ Elected Members will serve on the Sub-Committee for the duration of the Council term (4 years). Community Members will be stood down (with a right to renominate) mid way through the Council term for a period equivalent to said term to enable ~~efficient successive transition~~ effective succession.

- ~~5.25.3~~ The Standing Committee reserves the right from time to time to remove any Member of the Sub-Committee and appoint another Member in their stead. All Members hold office at the pleasure of the Standing Committee.

- ~~5.43~~ The Sub-Committee will appoint a Presiding Member.

- ~~5.54~~ The Sub-Committee have the flexibility to co-opt Members to assist in an advisory capacity to assist with project work. A co-opted Member will not have any voting rights.

6. CASUAL VACANCIES AND REPLACEMENT REPRESENTATIVES

- 6.1 The Standing Committee may replace any Member on the Sub-Committee or fill any casual vacancies, by notifying the Sub-Committee the identity of the person proposed to replace the representative or fill the casual vacancy.

7. NO PROXY

- 7.1 The appointment of a person as proxy for any Member on the Sub-Committee is not permissible.

How do we get them transparent?

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8 RESIGNATION OF REPRESENTATIVES

- 8.1 Any Sub-Committee Member may resign from the Sub-Committee, but such resignation shall not be effective until the Presiding Member has received written notice to that effect.

9 QUORUM

- 9.1 At all Meetings of the Sub-Committee a quorum must be present.
- 9.2 A quorum will be determined by dividing by 2 the number of Members formally appointed to the Sub-Committee ignoring any fraction and adding 1 (excluding Mayor as ex-officio).

10 MEETINGS OF THE SUB-COMMITTEE

- 10.1 The Sub-Committee shall meet as and when determined by the Presiding Member.
- 10.2 The CEO shall give notice to each Sub-Committee Member at least five clear days prior to any meeting.
- 10.3 The CEO shall send a copy of the notice of a meeting and minutes of the Sub-Committee to the Standing Committee.
- 10.4 The CEO must, at the request of the Presiding Member or three other Members, call a special meeting of the Sub-Committee.
- 10.5 All notices of meetings shall be issued under the hand of the CEO.
- 10.6 No business shall be transacted at any meeting of the Sub-Committee unless a quorum of Members is present.
- 10.7 Each Member of the Sub-Committee including the Presiding Member present at any meeting of the Sub-Committee must vote on any matter requiring determination and all decisions shall be decided on a simple majority of votes cast.
- 10.8 Each Member of the Sub-Committee including the Presiding Member present at any meeting of the Sub-Committee shall have one deliberative vote only.

11 PROCEDURES AT MEETINGS

The procedure to be observed in relation to the conduct of meetings of the Sub-Committee is in accordance with Local Government (Procedures at Meetings) Regulations 2000.

12 LIABILITY OF THE SUB-COMMITTEE

- 12.1 A liability incurred by the Sub-Committee rests against Council.

- 12.2 No liability attaches to a Member of the Sub-Committee for an honest act or omission by that Member of the Sub-Committee in the performance or discharge, or purported performance or discharge, of the Member's or the Sub-Committee's functions or duties.

13 MINUTES OF THE SUB-COMMITTEE

13.1 Administration

- 13.1.1 The CEO must cause minutes to be kept of the proceedings of the Sub-Committee.
- 13.1.2 Minutes of the Sub-Committee shall be available to all Members of the Sub-Committee, Standing Committee, Council and the public.
- 13.1.3 The Minutes of the proceedings of a meeting must include:
- 13.1.3.1 the names of the Members present and the time at which they entered or left the meeting;
 - 13.1.3.2 the names of observers or visitors to any meetings;
 - 13.1.3.3 every motion or amendment and the names of the mover and seconder;
 - 13.1.3.4 any disclosure of interest declared by a Member;
 - 13.1.3.5 whether the motion or amendment is carried, lost or lapsed;
 - 13.1.3.6 Minutes of the Sub-Committee Meeting shall be distributed within 5 days of the meeting;
 - 13.1.3.7 Minutes of the Sub-Committee Meeting shall be submitted for confirmation at the next meeting of the Sub-Committee and if confirmed, shall be signed by the Presiding Member or other person presiding at the subsequent meeting.

14 AMENDMENTS TO THESE TERMS OF REFERENCE

- 14.1 It will be lawful for the Standing Committee by resolution of the Standing Committee to revoke, vary or add to any of the provisions of these Terms of Reference at its own discretion within the parameters of the Local Government Act and other relevant legislation.
- 14.2 Notwithstanding 14.1 before the Standing Committee resolves to revoke, vary or add to any of the provisions of these Terms of Reference the opinion of the Sub-Committee shall be obtained.

15 INTERPRETATION OF THESE TERMS OF REFERENCE

- 15.1 Should there be any dispute as to the definition and/or interpretation of these Terms of Reference, or any part thereof or any irregularities whatsoever, then

the Standing Committee shall determine the dispute and the decision of the Standing Committee shall be final and binding.

16 WINDING UP

16.1 The Standing Committee may cease the operation of the Sub-Committee and the Sub-Committee may make such recommendation to the Standing Committee on the completion of its function.

25th February, 2014
Ref: AF11/350
MJT/LD/TLG

City of Mount Gambier's Charter for Children

We listen and respond to the many voices of our children.

Our families are engaged in the care, education and development of their children.

Our children feel they belong, contribute and are valued citizens of Mount Gambier.

Our children are loved, respected, safe and free to be, dream and explore.

Our community fosters equity & access for all of our children & their families.

Our community is a village of many cultures that raises our children through respect, diversity, cooperation & compassion.

Our community is committed to seeing the whole child flourish; creative, physical, social, emotional and intellectual.

Our children have a right to connect with natural environments, to explore, play, be challenged and have fun.

We are bold in the planning and risk management of initiatives developed for and with our children.





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Local Government Showcase
April 2014

Lifelong Learning



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Education is that which remains when one has forgotten everything learned in school.

Albert Einstein

Men are born ignorant, not stupid. They are made stupid by education.

Bertrand Russell

Education is the kindling of a flame, not the filling of a vessel

Socrates



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The Vision

To be recognised as a learning community which celebrates learning for all groups and members of the community

- *Encourage and promote partnerships...*
- *Promote the benefits of cooperative learning and the contribution learning makes to our quality of life..*
- *Support....and celebrate the success of formal and informal learning achievements*



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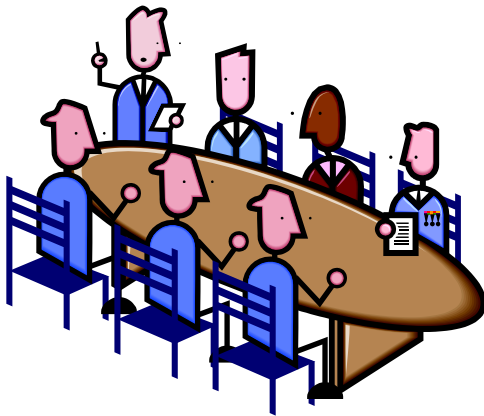
Key Drivers

- **Embed in Community**
- **Develop Partnerships**
- **Understand that**
 - *Learning is social*
 - *Learning is formal and informal*
 - *Learning is community strength*
- **Shared responsibility**
 - *Council*
 - *Community*
 - *Educators*



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What can Local Government do?





Some History

- **2006-7 Business Plan**
 - *28th position (out of 28)*
 - *Mount Gambier be recognised as a Lifelong Learning City*
- **Current Strategic Plan**
 - *Lifelong Learning is one of 7 key strategic goals*
- **Sub-Committee embracing**
 - *elected members (including neighbouring Grant District Council)*
 - *community representatives*
 - *staff*
- **Has taken time and spluttering**



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Education Leaders' Forums

- **Partnerships and relationships across all sectors and levels**
 - *Preschool*
 - *Primary and secondary*
 - *Tertiary (TAFE and University)*
 - *Special Education (Gordon Education Centre)*
 - *Independent Learning Centre*
- **VET and employers**
- **Public and private**
- **Sharing, promoting, supporting**



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Sidney Myer Lecture/Workshops

(Dr George Otero and Prof John Halsey)

- ***Rural Communities.... Education for the 21st Century***
- ***Social Capital and Community-based Education and Learning***
 - *School contribute 20% of learning and childhood development*
 - *Schools are part of the community*
 - *Relationships (schools, community, family, learners) underpin effective learning*

Dr Otero is Founder of The Center For Relational Learning in Santa Fe, New Mexico

Prof Halsey is Sidney Myer Chair of Rural Education and Communities Flinders University

https://www.flinders.edu.au/eh/fms/education_files/coreacom/SM%20Rural%20Lectures/Sidney%20Myer%20Rural%20Lecture%202_Dr%20George%20Otero%204_09_2012.pdf



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Perspectives of the Child

- **Learnings from Reggio Emilia – a philosophy and framework**
- **Workshops with sector leaders**
- **Research with children**
- **AEDI learnings**
- **Dr Carla Rinaldi guidance**
- **Children’s Charter**
- **Play and Learn – with nature**
- **Leadership from DECD, pre-school leaders and Tenison Woods College**

City of Mount Gambier's Charter for Children

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Our community is a village of many cultures that raises our children through respect, diversity, cooperation & compassion.

Our Community is committed to seeing the whole child flourish; creative, physical, social, emotional and intellectual.

Children have a right to connect with natural environments, to explore, play, be challenged and have fun.

Our community applies courage and forethought in exploring creative initiatives with and for our children.





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Our Mount Gambier Village

- **Online Hub/Forum to enable conversation and collaboration**
- **An ongoing virtual table for all stakeholders**
- **Next slide to be snapshot**



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Login to Village with simple “this is
what it is”

www.haveyoursaymountgambier.sa.gov.au



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And More....

- **Library as community learning centre** (our third place)
- **UniSA B. Ed. (now 2 streams)**
- **UniSA expansion (HEIF) facilities and network**
- **Research and Innovation projects**
- **FURCS (Flinders University Rural Clinical School)**
- **Canberra University** (Transects - Windows Into Boandik Country)



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And More....

*Please take time
to visit*

The City of Mount Gambier Showcase Booth



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Wisdom from another side of the world

"Chance events were to play a constant and decisive role in my life. I began forging an ideology, on my own, the very moment I had a real opportunity to observe and reflect on the world around me, as a child, teenager and young student.

Education became, for me, the instrument par excellence to bring about change in the time it was my lot to live in, an instrument on which the very survival of our fragile species would depend.

With many years of experience under my belt, what I think today about this sensitive issue is totally congruous with that idea. I need not excuse myself, as some choose to do, for speaking the truth, no matter how ugly it is."

2014 Mount Gambier Education Leaders Forum

May 7th 2014 City Hall. Convenor – Cr. Jim Maher

Participant Feedback.

Summary:

42 people involved in the Education Leaders Forum (including staff and Councillors)

Feedback forms Received – 22.

On a scale of 1 to 10 where 1 represents poor quality and 10 represents excellent quality - 70% of respondents rated the forum at 8 or above.

25% rated the forum a 7 and one person rated the forum at 5.

Responses Below:

1) Did you find today's forum relevant to your professional practice?

No	Yes	No Response
0	21	1

2) Please tell us which item you found most useful today

- Hearing what other people are doing in their areas of expertise, but all working towards the same goal.
- Information sharing. The Village Hub.
- Hearing what is going on, on ground level, in and around Mount Gambier.
- To hear of the range of opportunities and challenges that the Educational Leaders shared.
- Affirming the broad range of community partnerships. There is a growing understanding that supporting children for first few years is critical, which means supporting parents/care-givers to be effective too!
- Hearing and learning about some of the initiatives.
- Village hub information. Each of the guest speakers. Round table opportunity was excellent to hear from others about community engagement.
- Discussions.
- I really enjoyed the You Tube clips that I saw. I also liked that we had extended in primary and high school and were all 'thinking' together.
- Sharing of practice and interactions to develop partnerships. Prompting our thinking.
- The input and sharing in relation to engaging in our community; ideas, challenges and successes.
- Reviewing Children's Charter. All speakers – community engagement discussion.
- Collaboration of ideas and information sharing.
- Round table discussion – opportunities and challenges.
- Information – about partnerships. Online hub. Early leaning. Input from all individuals.
- Learning about all the different programs and organisations currently working in our area.
- Opportunity to see the Children's Charter – fabulous!! & the Village Hub.

- Sharing of partnership projects/links. Enjoyed – thought provoking videos.
- Sense of commitment across many areas of the community.
- Exploring the Village Hub. Hearing about Adam's experience in Victoria with the school partnerships.
- Hearing what everyone is working on/have achieved.
- You Tube clips & meeting of other networks.

3 a) How do you think you'll be able to utilise or contribute to The Village Hub

- Sharing with others. Having a say.
- Uploading relevant documents (research). Conversing on forum.
- Engage in forums etc. Share with family, friends, colleagues. With students.
- Work in progress.
- Need to have a look at it in detail. Look and like it will be a useful resource. Will promote it through WIBRD.
- Definitely accessing the Village Hub. Accessing links/forums etc. Great concept – even includes 'Great start' weblink for families.
- Yes
- Collaborative reflection and action.
- To be informed of City Council priorities and projects. As a resource for families.
- Fantastic, will be registering and actively involved in feedback.
- Share what is happening in the community.
- Yes
- Uploading community health and sustainability projects for consultation. Or using the survey tool to gather information.
- Will use this – intend to have a staff session to support them to navigate the site.
- As a forum for discussion.
- Reference, information and conversation with staff and community at school.
- Use it for projects for sharing – contributing - gathering feedback – consultation.
- Any relevant feedback that we can use or apply in the library.
- Yes – good resources.
- No response x 3

3b) How do you think you'll be able to utilise or contribute to The Mount Gambier Charter for Children

- Collaborate with staff and families at my site to provide feedback and get conversations started.
- Excellent idea from Steve Phillips regarding the reference to it or part of it for all formal/where possible informal events.
- Will continue to draft and facilitate its' implementation .
- Needs to be reinforced at every community point/activity to embed this across our community.
- Great idea!
- Use this as a point of reference in our work.
- Reflection and sharing the Charter in the community.

- Yes
- A pillar for our development; strategic planning; master planning; staffing strategy and consultation strategies.
- Reflect on current practice at our site and how it relates/fits with the Charter.
- Will be using and referring to in L.C ICAN work and strategic planning.
- Yes
- Yes. When developing programs that aim to influence children’s public health.
- I will be using this & embedding it in all practices in my site.
- Share at worksite – how it provides framework.
- Reference, information and conversation with staff and community at school.
- It will be used as guiding principles of my work.
- Tie in with work in the library.
- No response x 4

3c) How do you think you’ll be able to utilise or contribute to future Mount Gambier based Education Forums

- Would be pleased to continue to be involved.
- In conversation with Lifelong Learning.
- To continue to have them!
- Happy to continue to contribute.
- Learn from others, network, pass onto colleagues and students.
- Keeping up to date/contribution to discussions/professional learning etc.
- Yes
- Continued official reflection and collaboration
- Needs to continue to ensure collaborative partnerships.
- Great idea – we need to continue this working together and sharing information.
- I think it is very important for all educational leaders/sectors to be involved and informed about this.
- I would have limited input based on topics discussed.
- Will be interested in seeing this rolled out in the near future.
- Reference, information and conversation with staff and community at school.
- Hearing of the great work already happening. How we continue the journey. Provides a linking opportunity for us all to learn together.
- No response x 7

4)Overall how would you rate today’s forum?

1	2	3	4	5	6	7	8	9	10	N/R
				1 5%		5 25%	6 30%	6 30%	2 10%	2

** Those who did not respond have not been taken into account.*

5) What do you think might have improved today’s events?

- Too much time spent per person without any prior knowledge given to ‘round the table’.

equipment and information...
Included in each kit is background information, a running
to lead the activity.

Curriculum subject key

Australian Curriculum

English



History



Maths



Science



Health &
Physical
Education



Geography



AC Perspectives

Aboriginal
perspectives



Sustainability
perspectives



Adventure Challenge cycle

Participants work in small groups to complete an "Arma
work together to solve clues that lead them to a destin
challenge activities. The clues and challenges are desig

Magical Mount Gambier Mystery Tour

Teacher Record Sheet

	<u>Task 1:</u> Yrs 3,4,5 <u>Know Your Own History Challenge</u> Yrs 6,7 <u>Library Learnings</u>	<u>Task 2:</u> <u>Sculptures in the Square</u>	<u>Task 3:</u> <u>Treasures in the Cave Gardens</u>	<u>Task 4:</u> <u>Which Door is that?</u>	<u>Task 5:</u> <u>People, Portraits & Painting</u>	<u>Task 6:</u> <u>Exciting Eruptions</u>	<u>Teacher Comment</u>
Group 1 Names:							
Group 2 Names:							

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Group 3 Names:							
Group 4 Names:							
Group 5 Names:							

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Teacher Record Sheet

	<u>Task 1:</u> Yrs 3,4,5 <u>Know Your Own History Challenge</u> Yrs 6,7 <u>Library Learnings</u>	<u>Task 2:</u> <u>Sculptures in the Square</u>	<u>Task 3:</u> <u>Treasures in the Cave Gardens</u>	<u>Task 4:</u> <u>Which Door is that?</u>	<u>Task 5:</u> <u>People, Portraits & Painting</u>	<u>Task 6:</u> <u>Exciting Eruptions</u>	<u>Teacher Comment</u>
Group 1 Names:							
Group 2 Names:							

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Group 3 Names:							
Group 4 Names:							
Group 5 Names:							

Magical Mount Gambier Mystery Tour

Task No 6

Exciting Eruptions

(Yrs 3-7)

30 minutes

(To be completed after 22nd June when Lego Exhibition is finished)

Return to your teacher for the next task 😊

Magical Mount Gambier Mystery Tour

Task No 6

Exciting Eruptions

Yrs 3-7

30 minutes

(To be completed after 22nd June when Lego Exhibition is finished)

Links with the Australian Curriculum

Geography

Year 3 Achievement Standard

By the end of Year 3, students [describe](#) the characteristics of different places at the local scale and [identify](#) and [describe](#) similarities and differences between the characteristics of these places...

Year 4 Achievement Standard

By the end of Year 4, students [describe](#) and [compare](#) the characteristics of places in different locations at the national scale. They [identify](#) and [describe](#) the interconnections between people and the environment...

Year 5 Achievement Standard

Magical Mount Gambier Mystery Tour

By the end of Year 5, students [explain](#) the characteristics of places in different locations at the national scale. They [describe](#) the interconnections between people, places and environments and [identify](#) the effect of these interconnections on the characteristics of places and environments...

Year 6 Achievement Standard

By the end of Year 6, students [explain](#) the characteristics of diverse places in different locations at different scales from local to global. They [describe](#) the interconnections between people and places, [identify](#) factors that influence these interconnections and [describe](#) how they change places and affect people....

Magical Mount Gambier Mystery Tour

Task No 5

People, Portraits and Painting

(Yrs 3-7)

30 minutes

(Riddoch Art Gallery) To be completed after 22nd June

When you have finished or your time is up, solve the riddle below to work out the number



Dan the Detective is looking for a number.

He found a number less than 20.

He took 12 away from 20, added 10 and divided by 2.

What is the number?

Remember the number, it is your clue to a surprise

Return to your teacher for the next task 😊

Magical Mount Gambier Mystery Tour

Task No 5

People, Portraits and Painting

Yrs 3-7

30 minutes

(Riddoch Art Gallery) To be completed after 22nd June



Dan the Detective is looking for a number.

He found a number less than 20.

He took 12 away from 20, added 10 and divided by 2.

What is the number? 9

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Links with the Australian Curriculum

Visual Arts

Year 3 and 4 Achievement Standard

By the end of year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks.

Year 5 and 6 Achievement Standard

By the end of Year 6, students explain how ideas are represented in the artworks they make and view. They describe the influence of artworks and practices from different cultures, times and places on their art making.

Magical Mount Gambier Mystery Tour

Task No 4

Which Door Is That?

30 minutes

(Yrs 3-7)

There are many doors in or near the Garden Square, can you identify each one?



This door is the entrance to:



This door is the entrance to:

Go inside and politely see if you can find out what happens inside?

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This door is the entrance to:

Go inside and politely see if you can find out what happens inside?



This door is the entrance to:

Go inside and politely see if you can find out what happens inside?

Magical Mount Gambier Mystery Tour



This door is the entrance to:

Can you enter through this door? _____

Find out which door you need to go through to get inside and politely see if you can find out what happens there? _____



This door is the entrance to:

Go inside and politely see if you can find out what **5 things** that happen inside?

1. _____

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2. _____

3. _____

4. _____

5. _____

When you have finished or your time is up, solve the riddle below to work out



the number.

Dan the Detective is looking for a number.

The number is less than 20.

He took 10 away from 20,

He added 2,

He divided by 4

What is the number?

Remember this number, it is your clue to a surprise.

Now return to your teacher for the next task 😊

Magical Mount Gambier Mystery Tour

Links with the Australian Curriculum

Civics and Citizenship

Year 3 Achievement Standard

By the end of Year 3, students ... [describe](#) how people participate in their community as active citizens.

Year 4 Achievement Standard

By the end of Year 4, students [explain](#) the role of local government and [distinguish](#) between rules and laws. ...

Year 5 Achievement Standard

By the end of Year 5, students ... [identify](#) various ways people can participate effectively in groups to achieve shared goals.

Magical Mount Gambier Mystery Tour

Year 6 Achievement Standard

By the end of Year 6, students [explain](#) the purpose of key institutions and levels of government in Australia's democracy. ...

Year 7 Achievement Standard

By the end of Year 7, students [explain](#) features of Australia's system of government...

Magical Mount Gambier Mystery Tour

Task No 4

Which Door Is That?

30 minutes

(Yrs 3-7)

There are many doors in or near the Garden Square, can you identify each one?



This door is the entrance to: _____



This door is the entrance to: _____

Go inside and politely see if you can find out what happens inside?

Magical Mount Gambier Mystery Tour



This door is the entrance to: _____

Go inside and politely see if you can find out what happens inside?



This door is the entrance to: _____

Go inside and politely see if you can find out what happens inside?

Magical Mount Gambier Mystery Tour



This door is the entrance to: _____

Can you enter through this door? _____

Find out which door you need to go through to get inside and politely see if you can find out what happens there? _____



This door is the entrance to: _____

Go inside and politely see if you can find out what **5 things** that happen inside?

1. _____

Magical Mount Gambier Mystery Tour

2. _____
3. _____
4. _____
5. _____

When you have finished or if your time is up, solve the riddle below to work out the number.



Dan the Detective is looking for a number.

Dan the Detective is

The number is less than 20.
He took 10 away from 20,
He added 2,
He divided by 4
What is the number? **3**

Remember this number, it is your clue to a surprise

Now return to your teacher for the next task ☺

Magical Mount Gambier Mystery Tour

Australian Curriculum Links

Civics and Citizenship

Year 3 Achievement Standard

By the end of Year 3, students ... [describe](#) how people participate in their community as active citizens.

Year 4 Achievement Standard

By the end of Year 4, students [explain](#) the role of local government and [distinguish](#) between rules and laws. ...

Year 5 Achievement Standard

By the end of Year 5, students ... [identify](#) various ways people can participate effectively in groups to achieve shared goals.

Year 6 Achievement Standard

By the end of Year 6, students [explain](#) the purpose of key institutions and levels of government in Australia's democracy. ...

Year 7 Achievement Standard

By the end of Year 7, students [explain](#) features of Australia's system of government...

Magical Mount Gambier Mystery Tour

Task No 3

Treasures in the Cave Gardens

30 minutes

MP, UP

1. Clue:

*"A wish, a coin, a worthwhile deed
Will help another soul in need"*

Where are these words in the Cave Gardens?

2. Find:

The green information signs at the top of the Cave.

One is about Early Settlement:

Read this and write a sentence about the information:

One is about the occupiers of the Cave:

Read this and write a sentence about the information:

One is about the Aboriginal occupation and stories:

Read this and write a sentence about the information:

3. How many steps form the top of the Cave entrance to the bottom?

Magical Mount Gambier Mystery Tour

4. **Find:** some volcanic rock (Hint: it is a dark grey rock and has holes in it)

Where did you find the rock? _____

Why do you think it has holes in it? _____

5. **Look** for the time capsule buried in the ground (Hint: It's on the north east side of the Cave Gardens near a building)

What year is it to be opened? _____

6. **Find:** *the fence near the City Hall.*

Take a good look at the pictures on the fence panels.

Each panel has a theme, what do you think the themes are?

a) _____

b) _____

c) _____

d) _____

e) _____

*If you have time, design a new, modern day panel for the fence
Showing what life is like in Mt Gambier today.*

When you have finished or your time is up, solve the riddle below to work out the number.

Magical Mount Gambier Mystery Tour



Dan the Detective is looking for a number.
He found an even number which was less than 20.
The number is one third of 12.

Remember this number, it is your clue to a surprise

Return to your teacher for the next task 😊

Magical Mount Gambier Mystery Tour

Task No 3

Treasures in the Cave Gardens

30 minutes

(Yrs 3-7)

1. Clue:

*"A wish, a coin, a worthwhile deed
Will help another soul in need"*

Where are these words in the Cave Gardens?

Rotary Wishing Well

2. Find:

The green information signs at the top of the Cave.

One is about Early Settlement:

Read this and write a sentence about the information:

One is about the occupiers of the Cave:

Read this and write a sentence about the information:

One is about the Aboriginal occupation and stories:

Read this and write a sentence about the information:

Magical Mount Gambier Mystery Tour

3. **How many** steps form the top of the Cave entrance near the wishing well to the bottom? **Approx. 44**

4. **Find:** some volcanic rock (Hint: it is a dark grey rock and has holes in it)

Where did you find the rock? _____

Why do you think it has holes in it? _____

5. **Look** for the time capsule buried in the ground (Hint: It's on the north east side of the Cave Gardens near a building)

What year is it to be opened? **2076**

6. **Find:** *the fence near the City Hall.*

Take a good look at the pictures on the fence panels.

Each panel has a theme, what do you think the themes are?

- a) **The Arts**

- a) **Transport**

- b) **Sports (2)**

- c) **Blacksmithing**

- d) **Farming in the olden days**

- e) **Ambulance/health care in the olden days**

- f) **Banking/money in the olden days**

- g) **Clothing in the olden days**

*If you have time, design a new, modern day panel for the fence
Showing what life is like in Mt Gambier today.*

Magical Mount Gambier Mystery Tour



Dan the Detective is

looking for a number.

He found an even number which was less than 20.

The number is one third of 12. 4

Remember this number, it is your clue to a surprise

Return to your teacher for the next task ☺

Magical Mount Gambier Mystery Tour

Australian Curriculum Links

History

Year 3 Achievement Standard

By the end of Year 3, students [explain](#) how communities changed in the past. They [identify](#) events and aspects of the past that have significance in the present.

Year 4 Achievement Standard

By the end of Year 4, students [explain](#) how and why life changed in the past, and [identify](#) aspects of the past that remained the same. They [describe](#) the experiences of an individual or group over time. They [recognise](#) the significance of events in bringing about change.

Year 5 Achievement Standard

By the end of Year 5, students [identify](#) the causes and effects of change on particular communities, and [describe](#) aspects of the past that remained the same. They [describe](#) the different experiences of people in the past. They [describe](#) the significance of people and events in bringing about change.

Year 6 Achievement Standard

By the end of Year 6, students [identify](#) change and continuity and [describe](#) the causes and effects of change on society. They [compare](#) the different experiences of people in the past. They [explain](#) the significance of an individual and group.

Year 7 Achievement Standard

By the end of Year 7, students [suggest](#) reasons for change and continuity over time. They [describe](#) the effects of change on societies, individuals and groups. They [describe](#) events and developments from the perspective of different people who lived at the time

Magical Mount Gambier Mystery Tour

Task No 2

Sculptures in the Square

30 minutes

MP, UP

1. Have a look around the Garden Square until you find the pictures shown:



Choose ONE of these sculptures:

As a group discuss what you think the sculpture of your choice is meant to represent.

Record your thoughts below:

Magical Mount Gambier Mystery Tour

2. Move over to the area near the Library and look carefully at the sculpture there:



Walk around the whole sculpture and study it very carefully. Look at each plaque.

As a group decide what you think the sculpture is about:

3. Each person will now need their own piece of paper:

Magical Mount Gambier Mystery Tour

- a) Your task is to draw the man and woman holding the baby.
- b) Your next task is to design 2 more plaques to add to the others on the sculpture which would fit with the theme.

When you have finished or your time is up, solve the riddle below to work out the number



Dan the detective looked for a number.

The number was less than 20

If you add the same number 4 times you will get 20.

What is the number?

Remember this number, it is a clue to a surprise

Return to your teacher for the next task 😊

Magical Mount Gambier Mystery Tour

Task No 2

Sculptures in the Square

30 minutes

(Yrs 3-7)

1. Have a look around the Garden Square until you find the pictures shown:



Choose ONE of these sculptures:

As a group discuss what you think the sculpture of your choice is meant to represent.

Record your thoughts below:

Magical Mount Gambier Mystery Tour

2. Move over to the area near the Library and look carefully at the sculpture there:



Walk around the whole sculpture and study it very carefully. Look at each plaque.

As a group decide what you think the sculpture is about:

3. Each person will now need their own piece of paper:

Magical Mount Gambier Mystery Tour

- a) Your task is to draw the man and woman holding the baby.
- b) Your next task is to design 2 more plaques to add to the others on the sculpture which would fit with the theme.



Dan the detective looked for a number.

The number is less than 20.

If you add the number together 4 times you will get 20.

What is the number? **5**

Return to your teacher for the next task 😊

Magical Mount Gambier Mystery Tour

Australian Curriculum Links

Visual Arts

Year 3 and 4 Achievement Standard

By the end of year 4, students describe and discuss similarities and differences between artworks they make, present and view.....Students collaborate to plan and make artworks that are inspired by the artworks they experience....

Year 5 and 6 Achievement Standard

By the end of Year 6, students explain how ideas are represented in the artworks they make and view. They describe the influence of artworks and practices from different cultures, times and places on their art making....

Year 7 and 8 Achievement Standard

By the end of Year 8 students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their artmaking. They explain how an artwork is displayed to enhance its meaning....

Magical Mount Gambier Mystery Tour

Task No 1

Library Learnings

30 minutes

Yr 6,7

Go to the Mount Gambier Public Library

Use the facilities there to find out as much as you can about volcanoes, including the answers to the following:

- Follow the link: www.ngkids.co.uk/did-you-know-?Volcano_Facts

Find out 5 interesting facts about volcanoes

- From other sources find answers to the following:
- What is a maar volcano?
- What are the names of the Mt Gambier lakes?
- How old is Mt Gambier?
- What can you find out about the soil near volcanoes?
- Where does the word volcano come from?
- What temperature can lava reach?
- Follow the link: www.mountgambiertourism.com.au/
- Find out as much as you can about our area, write some interesting facts

Magical Mount Gambier Mystery Tour

When you have finished or your time is up, solve the riddle below to work out the number



Dan the Detective looked for a number.

He found a number less than 20.

The number is a prime number which is a factor of 14.

The number is $\frac{1}{3}$ of 21.

Remember this number, it is your clue to a surprise!

Return to your teacher for the next task 😊

Magical Mount Gambier Mystery Tour

Task No 1

Library Learnings

30 minutes

Yrs 6,7

Go to the Mount Gambier Public Library

Use the facilities there to find out as much as you can about volcanoes, including the answers to the following:

- Follow the link: www.ngkids.co.uk/did-you-know-?Volcano_Facts

Find out 5 interesting facts about volcanoes

- From other sources find answers to the following:
- What is a maar volcano? **A broad, low relief volcanic crater**
- What are the names of the Mt Gambier lakes? **Blue Lake, Valley, Leg of Mutton, Brownes**
- How old is Mt Gambier? **Erupted 6000 yrs ago**
- What can you find out about the soil near volcanoes? **Fertile and rich**
- Where does the word volcano come from? **Vulcan, god of fire**
- What temperature can lava reach? **1250 degrees celsius**
- Follow the link: www.mountgambiertourism.com.au/
- Find out as much as you can about our area, write some interesting facts

Magical Mount Gambier Mystery Tour



Dan the Detective looked for a number.

He found a number less than 20.

The number is a prime number which is a factor of 14.

The number is $\frac{1}{3}$ of 21. **7**

Return to your teacher for the next task ☺

Magical Mount Gambier Mystery Tour

Geography

Year 6 Achievement Standard

By the end of Year 6, students [explain](#) the characteristics of diverse places in different locations at different scales from local to global. They [describe](#) the interconnections between people and places, [identify](#) factors that influence these interconnections and [describe](#) how they change places and affect people....

Year 7 Achievement Standard

By the end of Year 7, students [describe](#) geographical processes that influence the characteristics of places and how places are perceived and valued differently. They [explain](#) interconnections between people, places and environments and [describe](#) how they change places and environments.

Magical Mount Gambier Mystery Tour

Task No 1

Know Your Own History Challenge

30 minutes

******(need map here with directions)******

Yrs 3,4,5

1. **Begin** at the Main Corner Complex street Sign, head *south* for approximately 90m. Turn to face *west*. Look across Bay Road. What was the building previously used for?

Use your Heritage Walk pamphlet to find out its original purpose and the year it was built.

2. **Continue** in a *southerly* direction for a block until you come to a Hotel.

- a) What is the name of the Hotel? _____
- b) What kind of stone is beneath the painted walls? _____

3. **Head** in an *easterly* direction until you reach the tourist sign, then turn *north* til you reach the Civic Centre, turn *east* and head towards Ferrers Street. When you reach it turn *south* on the footpath til you find no 9 in your *Heritage Walk pamphlet*.

What is this building? _____

When was it built? _____

What was it used for? _____

4. **Go north** until you find Building no 10 in your *Heritage Walk pamphlet*.

What can you find out about this building? _____

5. **Behind you** is a fountain.

What is the name of this fountain, who gave it to Mt Gambier and how much did it cost?

Magical Mount Gambier Mystery Tour

6. **Walk** along Commercial Street until you find the Riddoch Art Gallery.

What was the Gallery used for in former times? _____

7. **Go** inside the Riddoch Art Gallery***** (10 -15 minutes)

When you have finished or your time is up, solve the riddle below to work out the number



Dan the Detective is looking for a number.

He found a number less than 20.

Twice this number is 14.

What is the number?

Remember this number, it is your clue to a surprise.

Return to your teacher for the next task ☺

Magical Mount Gambier Mystery Tour

Task No 1 **Know Your Own History Challenge** Yrs

3,4,5 30 minutes

*****(need map here with directions)*****

1. **Begin** at the Main Corner Complex street Sign, head *south* for approximately 90m. Turn to face *west*. Look across Bay Road. What was the building previously used for?

Mt Gambier Post Office 5290

Use your *Heritage Walk pamphlet* to find out its *original* purpose and the year it was built.

built as a telegraph office, 1865

2. **Continue** in a *southerly* direction for a block until you come to a Hotel.

- a) What is the name of the Hotel? **Macs Hotel**
- b) What kind of stone is beneath the painted walls? **Dolomite**

3. **Head** in an *easterly* direction until you reach the tourist sign, then turn *north* til you reach the Civic Centre, turn *east* and head towards Ferrers Street. When you reach it turn *south* on the footpath til you find no 9 in your *Heritage Walk pamphlet*.

What is this building? **Varcoe Foundry**

When was it built? **1911**

What was it used for? **Iron Foundry**

4. **Go north** until you find Building no 10 in your *Heritage Walk pamphlet*.

What can you find out about this building? **Jens Hotel/Annexe, in 1902 was begun as a coffee palace, purchased by Jens Family in 1922,**

5. **Behind you** is a fountain.

What is the name of this fountain, who gave it to Mt Gambier and how much did it cost?

Magical Mount Gambier Mystery Tour

Gardiner Fountain, give in 1884 by Captain Robert Gardiner who was the great grandfather of Sir Robert Helpmann. Constructed in Carlton, Melbourne, cost 60 pounds.

6. **Walk** along Commercial Street until you find the Institute.

What was the Institute used for in former times? **Library, Lecture Hall 1869**

7. **Go** inside the Riddoch Art Gallery***** (10 -15 minutes)



Dan the Detective is looking for a number.

He found a number less than 20.

Twice this number is 14.

What is the number? **7**

Return to your teacher for the next task ☺

Magical Mount Gambier Mystery Tour

Australian Curriculum Links

History

Year 3 Achievement Standard

By the end of Year 3, students [explain](#) how communities changed in the past. They [identify](#) events and aspects of the past that have significance in the present.

Year 4 Achievement Standard

By the end of Year 4, students [explain](#) how and why life changed in the past, and [identify](#) aspects of the past that remained the same. They [describe](#) the experiences of an individual or group over time. They [recognise](#) the significance of events in bringing about change.

Year 5 Achievement Standard

By the end of Year 5, students [identify](#) the causes and effects of change on particular communities, and [describe](#) aspects of the past that remained the same. They [describe](#) the different experiences of people in the past. They [describe](#) the significance of people and events in bringing about change.

Magical Mount Gambier Mystery Tour Teacher Instructions

1. Students will need to be divided into groups of 4 or 5, each group will need an adult supervisor.
2. Name the groups as follows:
 - 1) Boandik group
 - 2) James Grant group
 - 3) Lord Gambier group
 - 4) Crater Lakes group
 - 5) Mt Schank group
 - 6) Limestone Caves group

***see next page for information about each of these names, read to students*

3. Each group will need a coloured folder from the tub.

4. There are badges for the students to wear in the folders, to indicate their role.

5. In each group there will need to be a
- Manager
 - Recorder
 - Reporter
 - Timekeeper
 - Observer (if 5)

(It's a good idea to rotate roles when activity changes.)

6. There are 6 different activities, each designed to take approx. 30 minutes.

- Task 1: Know Your own History Challenge (Yr3,4,5) **or** Library Learnings (Yr 6/7)
- Task 2: Sculptures in the Square (Yrs 3-7)
- Task 3: Treasures in the Cave Gardens (Yrs 3-7)
- Task 4: Which Door is that? (Yrs 3-7)
- Task 5: People, Portraits and Paintings (Yrs 3-7)
- Task 6: Exciting Eruptions (Yrs 3-7)

Everything needed for each task is in the folder labelled with the suitable year levels and task number.

7. Each task ends with a puzzle, the answer to which is a number.
When they have completed all tasks they will have **5** numbers.

These numbers are the combination to the combination lock which unlocks the Magical Mystery Tour Box! Inside there is a surprise for each student who has completed the tasks.

(For teachers information only: the combination no is 75439)

(It is a special Mount Gambier Citizen Certificate but don't tell them!!)

***Thank you for bringing you class to the Main Corner.
Any feedback is most appreciated.***

PS Please ensure that all folders are left as you found them with everything intact.

Name of group	Information about name
1. Boandik group	Before European settlement the Buandig (or Boandik) people were the original inhabitants of the area. They called it 'Ereng balam' or 'egree belum', meaning the home of the eagle hawk.
2. James Grant group	In 1800 James Grant was the first white person to see the extinct Mt Gambier crater. He saw it from his ship 'the Lady Nelson'.
3. Lord Gambier group	James Grant named the mountain Mt Gambier after the Admiral of his fleet, Lord Gambier.
4. Crater Lakes group	The names of the lakes which formed when Mt Gambier erupted are: Blue Lake, Valley Lake, Leg of Mutton Lake and Brownes Lake. Leg of Mutton lake became permanently dry in the 1960s and Brownes Lake became dry in the 1980s.
5. Mt Schank group	Mt Schank was also named by James Grant. It last erupted about 5000 years ago, similar to Mt Gambier.
6. Limestone Caves group	Mt Gambier and its surrounds are famous for the many limestone caves and sinkholes, such as the one in the centre of the city known as the Cave Gardens.

- More time for group conversation, in particular about what to take forward, not what is already in place (though great to hear!).
- Heating.
- Turn up heater.
- Maybe have a break after guest speakers before round table.
- It was fantastic. I love coming and always learn so much (it was really cold however!)
- A lot achieved within the timeframe.
- More time for collaborative discussions/ small table work and feedback.
- Longer period of time needed.
- Very noisy – lots of noise from kitchen area.
- For the round table activity, perhaps asking participants before hand to prepare an introduction of their organisations or current projects of interest. Just as a time saving ideas so we don't go off track. I really enjoyed listening to this section, so possibly increasing the allotted time for the activity.
- Timing – felt last session rushed – under pressure. Perhaps sharing in small groups and feeding back.
- Better time management
- No response x 8

6) What would you like to see as next steps with the Education Leaders Forums?

- Two provocateurs – out of box thinking.
- Maybe next time, have a focus area ie. Ways to use the charter!
- Communication with broader community. Regional use of some of the outputs.
- Working on the concept and seeing how it evolves – have to wait for feedback to see where to next – at moment I will use it personally and definitely promote it.
- Continued presentations and discussions in relation to the activities of individual sites /agencies
- Would be interesting to see how people have incorporated the Charter for children into their work (daily activities, projects) and organisation.
- Progress of development of Blue Lake Partnerships.
- Convenor communication tool and consistent agenda development.
- No response x 14

7) Do you have any other comments or suggestions?

- Congratulations City of Mt Gambier – pioneering and strong leadership. Well done!
- Very exciting to have City Council involved, committed and genuinely interested!
- Thank you to the organisers and key drivers of this initiative.
- I really enjoyed the session, very interesting listening to so many passionate people.
- Represent Indigenous /refugee members of our community on the Village Hub – in visuals and perhaps information segment. Is there a way of “capturing” some of the partnerships in photo stories?
- Thank you for having me!
- No response x 15