

Photo: Steve Brownlee © Queensland Government

Excursion guide

Thank you for choosing David Fleay Wildlife Park for your school excursion. Students will experience Queensland's natural environment and cultural heritage through enjoyable and meaningful wildlife and conservation-focused activities. Our excursions feature environmental education activities linked with the Australian Curriculum, including topics such as habitats, animal adaptations and life cycles.

We are committed to providing a safe and supportive environment directed at ensuring the safety and wellbeing of children and young people visiting our venues. We adhere to the Child Protection Policy and Procedure (part of the Child and Youth Risk Management Strategy) for our venues to foster a safe and supportive environment for children and young people by identifying potential risks for harm and implementing strategies to minimise these risks. This is reviewed annually and is available to all clients upon request.



Photo: Jessica Rosewell © Qld Gov

Contact Details

Loman Lane, Burleigh Heads, QLD 4220
 PO Box 3454 Burleigh Town LPO QLD 4220
 Telephone: 07 5669 2051
 Email: fleays@des.qld.gov.au

Booking confirmation

Your booking confirmation contains your arrival and departure times, what to bring and excursion costs. You will receive a detailed itinerary on the day. Some of the activities on this itinerary are self-guided and children must be supervised. Care of students remains with the school at all times.

Group size

We cater to small and large bookings as our site contains several natural learning platforms such as our nocturnal Nalu Theatre, our Living Rainforest Classroom and the David Fleay Outdoor Amphitheatre. The students will gain knowledge about some of Queensland's unique native species and environments, with specialised educational programs for all year levels.

A minimum number of 10 students is required to guarantee the group rate. We provide free entry for teachers accompanying the excursion as well supporting adults in line with the following ratio of supervision:

Program	Student Price (10 or more paying students)
School Group - Self-guided tour	\$9.50
Wild Ed (up to 30 mins) - Curriculum linked presentation <i>*Early Childhood program 'Connectedness' (up to 20 mins) is offered at a reduced rate, at \$5.90 a child</i>	\$15.00
<i>*Optional Add On: Wild Challenge (up to 1hr including presentation) - An optional but essential add on that takes learning beyond the presentation in the form of an interactive workshop. *Must be booked in addition to a Wild Ed program</i>	\$5.00
Into the Wild (up to 45 mins) - Non-curriculum linked presentation	\$15.00
Ranger-guided Park Tour (up to 1.5hrs)	\$15.00

Free of Charge (FOC) Ratio for Teachers/Supervisors	FOC Ratio
Early Childhood (under 4 years)	1 FOC to 3 students
Foundation - Year 6	1 FOC to 5 students
Years 7 - 12	1 FOC to 10 Students

Time of activity

The start time for your activity is noted on the booking confirmation. Late arrival may result in an amendment to your excursion timetable or the activity being rescheduled for a later date. Please contact us if you are running late.

Bus parking

Large buses are able to park within the designated bus parks to drop students off. If additional parking is required, buses may park across vacant car spaces at the rear of the car park.

Accessibility

The Park is suitable for wheelchairs with some assistance. There is accessible parking available in the car park.

Group meeting area

The group meeting area is at the entrance to the Park, near Fleay's Cafe. Your group will be met by the Park Ranger who will welcome the group, explain your schedule and lead the group to an area which can be used as a base for the day.

Adverse weather

In the event of adverse weather, activities may need to be altered, postponed or cancelled. Please encourage children/parents to pack a raincoat in case of wet weather.

Health and safety

We suggest that teachers carry their own first-aid kit throughout their excursion, but there are first-aid stations around the park.

The Excursion Venue Risk Management Guidelines will be provided with your booking confirmation. For your safety, please ensure the attending teacher(s) and all other supervising adults are familiar with this information before your visit.

Supervision

Please remember the Park Rangers are not responsible for supervising your class. Behaviour management is the responsibility of the attending teacher.

For some activities, Park Rangers will be showing live animals to support important themes such as wildlife conservation. Please ensure that the students and supporting adults are aware of this and have been briefed about what will occur. Please help the Park Rangers by supporting these key messages during the wildlife show.

If you are bringing extra supervisors/parents/helpers – due to space restrictions we regret that they may not accompany the class into the education room.

Standard of behaviour

Students must understand the standard of behaviour expected of them and why rules must be followed. Please ensure that children have an understanding of the following points before they visit the Park:

- Put all litter in the bins provided. Litter can get into enclosures and harm animals.
- Keep quiet and do not bang on enclosures, shout or imitate animal sounds as this will scare the animals.
- Never feed the animals—they are provided with a balanced diet.
- Be considerate to others in the group and remain quiet while the Park Ranger is talking.
- Be aware that there are other visitors at the Park. Respect their needs too, so that everyone can have an enjoyable day.
- Follow your itinerary, particularly for the daily shows as these are public and must start/finish on time.
- Wash your hands thoroughly with soap and running water after touching any animals or animal products in the presentations.
- Follow all safety directions for our wildlife shows and programs.

Staff

Park Rangers delivering activities for students at the Park have been issued with a Positive Notice Blue Card for child related employment.



Photo: Jaime Kruusmaa © Qld Govt

How to get there

The Park is located at the corner of West Burleigh Road and Loman Lane in Burleigh Heads, on Queensland's Gold Coast.

The Park is only two minutes from the Tallebudgera Creek Road turn-off on the Pacific Highway (exit 89) and 10 minutes from the Gold Coast Airport.

Pre-visit option

The Park is happy to provide free pre-visit tickets for teachers. Coming to the Park before your school's trip will allow you to plan your day more effectively. Please contact us to organise a visit.

Opening hours

The park opens from 9.00am to 4.00pm seven days a week, every day of the year except Christmas Day and Anzac Day morning. Fleay's Cafe is open from 9.00am to 4.00pm.

Purchasing food

Fleay's Cafe sells tea and coffee, cold drinks, sandwiches, some hot food, snacks and confectionary. Students wishing to visit Fleay's Cafe and purchase food/drinks will be given set times to visit, so as not to affect the lunch catering. Please speak to the Park Ranger about organising for students to visit Fleay's Cafe prior to your visit. Catering for your group can be arranged with at least two weeks' notice.

Eating food at the park

Please be aware that there are many wild animals at the Park in addition to the exhibited animals. Feeding is not permitted and you must supervise students during their meal breaks to prevent food being given to the animals or left on the ground. Please ensure that students keep their bags zipped up to prevent wild animals from going through the contents of their bags.

Payment

Payment can be accepted on the day of your excursion via Cash/Visa/MasterCard or an invoice can be sent to your school. Please advise us prior to your visit.

**We hope you have an enjoyable visit to the Park.
We look forward to seeing you soon!**

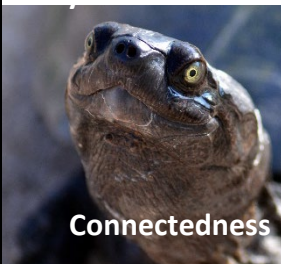
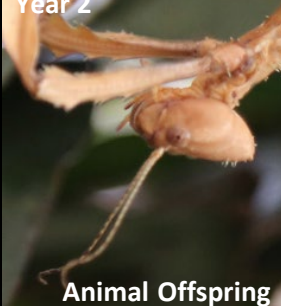








Education Activities

Our school excursions feature environmental education activities linked with the Australian Curriculum. They explore concepts such as habitats, animal adaptations and the Theory of Evolution, and are offered through a range of approaches including our practical workshop option. Your students will experience Queensland's natural environment through educational talks, wildlife presentations, interactive experiences with native animals, and self-guided walks. Our programs range from early childhood to senior school students, and activities can be tailored to suit your educational needs.

Our activities include:

- Wild Ed - A Ranger-led curriculum linked presentation
 - * Early Childhood program 'Connectedness' is offered at a reduced rate
 - *Wild Challenge – An optional but essential add on that takes learning beyond the presentation in the form of an interactive workshop
- Into the Wild – A Ranger-led non-curriculum linked presentation showcasing a variety of native animals
- School Group Self-guided tour
- Ranger-guided park tour (up to 1.5hrs)

Programs	Curriculum Connection	Wild Ed (Presentation)	Wild Challenges (Optional add on)
 <p>Connectedness</p>	<p>Early Years Learning Framework Children are connected with and contribute to their world.</p>	<p>We understand that discovery and learning in an early childhood context can grow from many different avenues and focus on many different concepts. That is why this presentation will be tailored to your specific needs by extending on your current lines of inquiry.</p>	<p><i>*No workshop option</i></p>
 <p>Basic Needs</p>	<p>Australian Curriculum Living things have basic needs, including food and water (ACSSU002)</p>	<p>This presentation will explore the basic needs that living things require. Enlisting the help of some of our animal friends, our rangers will demonstrate the necessity of food, water, shelter, oxygen and rest for living things to survive.</p>	<p>This Wild Challenge will encourage the students to identify and document animals satiating these needs in situ. They will engage in careful observation and comparative thinking during this session.</p>
 <p>Fur, Feathers, Scales and Habitats</p>	<p>Australian Curriculum Living things have a variety of external features (ACSSU017) Living things live in different places where their needs are met (ACSSU211)</p>	<p>This presentation will delve into the physical features that can be found on a variety of Queensland's unique wildlife. We will explore different body parts, their purpose and look for clues to find out where these animals live in the wild.</p>	<p>This challenge encourages creative and critical thinking as students work together to discuss, design and create a habitat model catered to the needs of different animals. They will need to consider and cater to physical adaptations as they replicate a simulated environment.</p>
 <p>Animal Offspring</p>	<p>Australian Curriculum Living things grow, change and have offspring similar to themselves (ACSSU030)</p>	<p>This presentation will introduce students to various Australian animals with an emphasis on the initial stages of their life cycle. Together we will compare these beginnings as we more closely examine the similarities and differences found in contrasting animal groups.</p>	<p>This Wild Challenge will promote scientific reasoning as the students reflect on common characteristics found in juvenile animals, then apply it to a range of native species. They will identify similarities and differences as they draw educated conclusions.</p>

 <p>Year 3</p> <p>Living and Non-living</p>	<p>Australian Curriculum Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)</p>	<p>All living things are defined by seven key characteristics; movement, reproduction, growth, sensitivity, respiration, excretion and nutrition gain. This presentation will challenge students to differentiate between living, non-living and once-living.</p>	<p>This Wild Challenge will send students out into the park to determine whether a variety of things are in fact living or non-living. They will need to use critical thinking as they consider the seven key characteristics outlined in the presentation.</p>
 <p>Year 4</p> <p>Life Cycles</p>	<p>Australian Curriculum Living things have life cycles (ACSSU072)</p>	<p>The young of many native species can change drastically as they grow into adulthood, moving through significant alterations through their lifetime. This presentation will explore several examples of this growth, and the differences between identifiable stages.</p>	<p>This Wild Challenge will focus on identifying and ordering a series of distinct life stages. The students will need to use problem solving and comparative thinking in order to determine the sequence of various animal's life cycles.</p>
 <p>Year 5</p> <p>Adaptations</p>	<p>Australian Curriculum Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</p>	<p>The animals found in Queensland have evolved unique behavioural and structural adaptations. This presentation will present students with the opportunity to observe several animals closely to determine how their adaptations aid their survival.</p>	<p>Utilising the knowledge acquired from the Adaptations presentation, this Wild Challenge will encourage students to get critical and creative as they adapt a variety of existing animal's adaptations to suit different scenarios.</p>
 <p>Year 6</p> <p>Extreme Survival</p>	<p>Australian Curriculum The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)</p>	<p>Australia is home to some of the most extreme environments on Earth, and yet our native wildlife have evolved to thrive in even the harshest of conditions. This presentation will feature a specialised group of animals who have adapted to life in the Australian desert.</p>	<p>To solidify this new learning, students will be tasked with redesigning one of the desert-adapted animals featured in the presentation, to survive in another extreme environment. This challenge will prompt the participants to reflect on an adaptation's purpose.</p>
 <p>Year 7</p> <p>Food Chains</p>	<p>Australian Curriculum Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112)</p>	<p>The natural environment contains a multitude of interrelated relationships including the transference of energy. This presentation will explore the levels found in specific food chains, identifying the producers, consumers and decomposers.</p>	<p>After learning of the fragile balance that exists within ecosystem energy transfers, students will be charged with the task of preserving stability within native food chains by addressing the issue of invasive animals.</p>
 <p>Year 8</p> <p>Herbivore vs Carnivore</p>	<p>Australian Curriculum Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce (ACSSU150)</p>	<p>This presentation explores the differences in digestive systems correlated with specific diets. Students will learn how to identify digestive and physical traits of herbivores, carnivores and omnivores, examining things like tooth shape and structure, scat and specialised organs.</p>	<p>Using physical structures and features as clues, the students will examine a range of different animal skeletons and remnants to determine information about an individual. They will form a bigger picture of the animal's role, size, diet and habitat through careful examination.</p>

 <p>Year 9</p> <p>Ecosystems</p>	<p>Australian Curriculum Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)</p>	<p>Natural ecosystems depend on a series of stable conditions and relationships in order to continue. This presentation will encourage students to identify interconnected biotic relationships and develop a stronger appreciation for the importance of abiotic factors.</p>	<p>As students will now be aware of the fragile balance between biotic and abiotic factors within specific ecosystems, they will be encouraged to predict the short term and long-term outcomes caused by varying events. This includes weather, disease and human impact.</p>
 <p>Year 10</p> <p>The Theory of Evolution</p>	<p>Australian Curriculum The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (ACSSU185)</p>	<p>This presentation will introduce students to the work of Charles Darwin while demonstrating the concept of natural selection. The students will compare the similarities and differences between two descendants of the Elephant bird, the Emu and Southern cassowary, determining the traits that led to the development of each species.</p>	<p>This Wild Challenge will task the students with predicting the outcome of natural selection on one particular species millions of years in the future. They will need to identify the traits that will be favoured over time to suit varying environments and climates.</p>
 <p>Year 11/12</p> <p>Keystone Species</p>	<p>Australian Curriculum Keystone species play a critical role in maintaining the structure of the community (ACSBL024)</p>	<p>Biologists have identified surrogate species to guide decision making and protective measures. These species are known as, including indicator, umbrella, flagship and keystone. This presentation will explore the purpose of these titles, with an emphasis on the importance of keystone species.</p>	<p>This Wild Challenge will charge students with the task of locating a variety of different species within the park and then using their new-found understanding, careful observation and group discussion, to identify which surrogate title it connects to and why.</p>
 <p>Various Year Levels</p> <p>An Historic Figure</p>	<p>Australian Curriculum Foundation (ACHASSK017) Year 1 (ACHASSK033) Year 2 (ACHASSK044) Year 3 (ACHASSK069) Year 4 (ACHASSK088) Year 5 (ACHASSK113)</p>	<p>This presentation will explore the achievements and milestones of Dr David Fleay as we meet several of those species with which he formed significant connections. We will delve into his contributions to the zoological and conservation fields, share the history of this reserve and highlight the importance of continuing his legacy on our heritage site.</p>	<p><i>*No workshop option</i></p>

Photo: Robert Ashdown © Qld Gov

Excursion Venue Risk Management Guidelines

- **Insurance:** This venue has public-liability cover.
- **First aid:** Park Rangers at David Fleay Wildlife Park are trained in first aid. There are first-aid kits on site but it is recommended that group leaders/teachers also carry their own first-aid kit while visiting.
- **Evacuation plans:** David Fleay Wildlife Park has an emergency evacuation plan in place. Should an emergency that requires evacuation occur, Park Rangers will guide your groups to the assembly points.
- **Class supervision:** Supervision of students/groups is the responsibility of the attending teacher/group leader.
- Please take responsibility for ensuring that your students adhere to the advice provided by the Park Ranger.
- **School excursion guide:** This guide will be sent to you with your booking confirmation, unless provided prior. Safety information is included in this guide. Please ensure you read it thoroughly. If you do not have a copy of this guide please contact us.
- **Headcounts:** Ensure teachers know where students are at all times and what they are doing. Teachers must conduct regular headcounts.

Activity	Hazard	Potential risks/consequences	Control strategies
Site Construction	Vehicles, machinery, equipment etc.	Injury due to moving vehicles In park. Injury resulting from touching sharp/ Hazardous equipment	Students must adhere to Ranger's instructions and directions. Teachers notified of works and location on arrival. Rangers will set up detours where necessary and ensure supervision/spotting by construction teams. All contractors advised to keep sharp/hazardous equipment covered, out of reach or supervised while in use. Teachers will be notified of any accessible hazards and their location within the park.
COVID-19	COVID-19	Contact with an active COVID-19 case	All attendees to the David Fleay Wildlife Park sixteen years and over must be fully vaccinated and will need to carry with them a COVID-19 digital certificate, their immunisation history statement or an International COVID-19 Vaccination Certificate. All teachers and accompanying adults will need to check-in using the Check-in Qld app on arrival. All students, teachers and accompanying adults will need to adhere to any new protective measures and directions as new developments unfold.

Activity	Hazard	Potential risks/consequences	Control strategies
Park access	Exiting, boarding or assembling near buses or vehicles in car parks	Students being hit by a vehicle	Students must follow the Park Ranger's instructions. Teachers must ensure that students are aware of other traffic and safely and promptly move away from the car park on arrival.
	Stairs, ramps, boardwalks	Tripping, falling	Teachers must ensure that students keep their pace to a walk at all times and stay on the designated walking tracks. Stairs are present in David Fleay Wildlife Park. Wheelchair access is available.
	Untreated grey water around the Park	Sickness caused by ingesting bacteria in untreated water	Teachers must ensure that students bring sufficient drinking water or only use designated taps in the picnic area.
Bag storage	Bags left unattended	Lost property and theft	We do not offer secure bag storage facilities. Students are advised to keep personal belongings with them at all times. We do not take any responsibility for lost, damaged or stolen items.
Bag storage		Animals gaining access to food left in bags	Food must be securely stored inside bags which are zipped/fastened to prevent wild animals from accessing.
		Blocked access points and walkways	Students must not leave bags in access points or walkways—we advise they use the bag storage facilities in the picnic area.
Student behaviour	Disruptive students Students not following instructions	Level of student safety becoming compromised	Teachers must be present at all times throughout the activity. Supervision of the students is the responsibility of the teacher. Sufficient supervising adults must be provided for each group. Continued disruption may lead to an amendment or cancellation of the activity.
Walking on tracks	Uneven walking tracks/surfaces	Slipping or tripping	Prior to activities Park Rangers complete a risk assessment on tracks. Teachers must ensure that students keep their pace to a walk at all times and stay on the designated walking tracks.
	Straying from the designated walking track	Student separation from the group	Students are advised to walk carefully and be mindful of their environment. Park Rangers use group management skills to maneuver groups safely around sites to avoid potential hazards. Park Rangers repeat important points about safe conduct throughout the activity. Teachers/adults must supervise students at all times and reinforce Park Ranger's instructions.
Outdoor activities	Weather exposure	Slipping on wet surfaces	If weather conditions are deemed unsuitable for the activity, the activity may be altered or cancelled.
	Exposure to a natural environment	Sickness caused by cold and wet conditions. Sun or heat related injury	Teachers must ensure that all students have hats, sunscreen, insect repellent, warm clothing and rain gear for wet weather. Teachers must ensure students wear sturdy, closed shoes suitable for walking in the natural environment. Teachers must ensure that students bring sufficient food and water (especially in hot weather) for their visit. Teachers must ensure that students remain a safe distance from all wildlife at all times.

Activity	Hazard	Potential risks/consequences	Control strategies
	Uneven surfaces	Animal bites/stings Tripping	Teachers should advise that students/adults check themselves after visiting natural environments for ticks, leeches etc. Teachers must supervise students at all times.
Student/live animal interactions	Inappropriate handling of live native animals Bacteria passed on by not covering wounds or not washing hands after touching animals Dangerous animals Escaped animals	Bites, scratches, infection People with reduced immunity (e.g. pregnant women, the elderly and diabetics) are at higher risk of contracting diseases through contact with animals Bites, scratches Bites, scratches	Activities are conducted by qualified Park Rangers. Students must follow the Park Ranger's instructions at all times. Inappropriate behaviour may result in the activity being altered or cancelled. After touching animals or animal products, teachers must advise students to wash their hands thoroughly with running water and soap. Cuts and abrasions should be covered before touching animals to avoid risk of infection. Enclosure fences are constructed to exclude access and comply with industry standards. Warning signs are placed on appropriate enclosures. Teachers/adults must ensure that students do not put fingers, hands or any part of the body into animal enclosures. All possible steps are followed to ensure that all wildlife remain within their enclosures for the safety and enjoyment of the Park visitors. Should an animal escape from its enclosure, volunteers and/or visitors are to advise the nearest Park Ranger and move well away from the animal/s. All Park Rangers carry two-way radios and can relay communications at any time of the day. Please note that some wild animals also frequent the Park (including water dragons, dusky moorhens, brush-turkeys, ducks and ibis). These animals are free to come and go as they please.
Wildlife shows	Free-flying animals Unrestrained animals	Collisions Bites, scratches	Wildlife shows feature free-flying birds as well as other free-moving animals like snakes and mammals. These animals can interact with the public so caution should be taken when sitting in the audience. Anxious students or those with a fear of birds should be seated to the sides of the theatre to minimise interaction. Students should follow the instructions of the Park Rangers at all times, including remaining seated, keeping hands down, and ensuring that no food is to be consumed during the show.
Visiting specific areas within the Park (dark areas, dams and creeks, or enclosure fences)	Dark environments Accessible water bodies	Stress due to fear of the dark Tripping, falling or injury caused by collision in the dark Students falling into water becoming wet Drowning	Students are required to follow the teacher/adults instructions while in this darkened area. Teachers must ensure that students keep their pace to a walk at all times. Visiting the nocturnal area is optional. Exit signs are illuminated. Teachers/adults must supervise students at all times. Teachers/adults must ensure that students act appropriately to minimise water related risks.

Activity	Hazard	Potential risks/consequences	Control strategies
	High railings and fences	Students falling from railings and fences after sitting on them	Teachers/adults must supervise students at all times. Teachers/adults must ensure that students act appropriately to minimise falling related risks.
	Electric fences	Slight pain from contact with electric fence	Electric fences are required on some enclosures but are contained behind the enclosure fence, therefore making it unlikely that contact would occur. The electric fences are also low voltage and contact would inflict a sharp pain only.
	Wallaby Way	Animal bites and scratches	Students must be supervised when entering Wallaby Way and remain on the paths at all times.
	Theatre seating	Trips and falls from students using seating in theatres for climbing/playing/jumping	The animals in this enclosure are free-roaming and members of the public are not to approach, feed, or touch the animals without the supervision of a Park Ranger. Students should be under supervision in these areas at all times and acting appropriately.
Meal breaks	Wild animals, insects	Bites and Stings	Teacher/adults are advised to inspect the ground before requesting students to sit, as wildlife (i.e. insects, birds and lizards) may be present. Teachers must ensure food is not left unattended and that students do not feed wildlife.
Access to public toilets	Contact with strangers	Harm caused by outsiders	Teacher/adults are advised to inspect public toilets before use. Students should not go to the bathroom unaccompanied.
	Student separation	Stress due to separation	Teachers/adults must be aware of students' whereabouts at all times.
Student/plant and soil interactions	Contact with soil, plants and seeds	Inhalation of soil particles Choking or ingesting seeds	Park Rangers should moisten the soil to reduce the risk of inhaling soil particles. Seeds are not edible; teachers must ensure that students do not place seeds in their mouth.
		Allergies	After touching plants and soil, students must wash their hands thoroughly with running water and soap. Teachers must be aware of any allergies that students have and decide whether the activity is suitable for them.
		Infection from bacteria	Cuts and abrasions must be covered before touching plants or soil to avoid risk of infection.
Bad weather	Weather exposure	Sickness caused by cold and wet conditions, injuries from falling branches	In the case of severe weather (torrential rain, lightning strikes, strong winds etc.) management will determine whether it is appropriate to close the Park in the interest of public safety. Park Rangers guiding the group will return visitors to areas of safe shelter or evacuate the Park.