



Neighbourhood Nature Final Report 25-26



Table of Contents



1	Introduction	3
2	Purpose of Grant	3
3	Summary of Key Project Components 3.1 Community-design nature trails 3.2 Collaboration with local schools and community groups 3.3 Community activations	5 5 5 5
4	Project Outcomes and Deliverables	6
5	Recourse Development 5.1 Approach to Themes 1. Theme One: Resilience 2. Theme Two: Adventurous 3. Theme Three: Creative 4. Theme Four; Curious 5. Theme Five: Mindful 6. Theme Six: Nurturing 7. Theme Seven: Playful 8. Theme Eight: Social	8 8 10 13 16 20 23 27 30 33
6	Budget Acquittal	36
7	Conclusion	37
8	Appendices Appendix One: Event Evaluation Report Appendix Two: Student theme workshop overview	38 38 38



Introduction

Neighbourhood Nature is a pilot project delivered by Nature Play SA in O'Sullivan Beach, a low socioeconomic suburb experiencing complex social and health challenges. Supported by Preventive Health SA, the project combines community designed nature trails, school partnerships and community activations to promote physical activity, strengthen social connections and deepen connection to nature and Kaurna culture. Across the life of the grant, three key components were implemented: a trail network across three reserves featuring QR coded videos created by local students and a Kaurna/Ngarrindjeri educator; collaboration with schools and community groups to codesign resources; and targeted community events that modelled nature based play and local use of green spaces.

Evaluation data from school and community activations show clear alignment with the three overarching grant outcomes: families reported increased motivation to walk between reserves, neighbours met and interacted for the first time, and children and adults demonstrated stronger awareness of local wildlife, places and culture. Parent surveys indicated that 100% of respondents would use the Neighbourhood Nature Trail and attend similar events, with most expressing a preference for child led, culturally rich content and clear wayfinding to support walking.

Children's feedback highlighted high levels of enjoyment, a desire to "do learning like this," and pride in contributing artwork, ideas and narration for the trail, reflecting the Five Ways to Wellbeing in practice (Connect, Be Active, Keep Learning, Take Notice, Give). Collectively, the findings demonstrate that accessible, codesigned nature experiences can function as practical preventive health interventions in disadvantaged communities.

Purpose of Grant

The purpose of the grant was to:

Design and implement the Neighbourhood Nature project. This pilot project will take place in O'Sullivan Beach and seek to activate this low socio-economic suburb in neighbourhoods through a multifaceted approach to combining physical activity, nature connection, and cultural engagement.

The Neighbourhood Nature initiative will develop and deliver a series of community events and network of trails. The local community, schools and community groups will support the design of resources that aim to provide inspiration and incentive on an ongoing basis.





Summary of Key Project Components



Neighbourhood Nature featured three key project components:

1. Community-designed nature trails featuring QR codes linking to educational videos about local flora, fauna, and Kaurna culture. The trail will be centred around eight themes: playful, adventurous, curious, creative, mindful, social, nurturing, and learning. Throughout these themes 5 ways to wellbeing will be integrated.
2. Collaboration with local schools and community groups, to develop resources that promote physical activity, improved mental health and wellbeing, and deepen connections to nature and culture.
3. Community activations to strengthen social connectedness and inspire the community through ideas that support physical activity, mental health and wellbeing, and greater connections to nature and Aboriginal Culture. Ideas will be collected from families at the first event to inform the resource development and determine what will work for them.

The grant is due for completion by 31 March 2026 with all elements on track.

Community-designed nature trails

This project component was to develop community-designed nature trails featuring QR codes linking to educational videos about local flora, fauna, and Kaurna culture.

Outcome: a trail has been designed across three reserves that feature QR codes on signs, illustrated by students that link to videos written and narrated by students and Drew Kilner (Kaurna/Ngarrindjeri man). The videos are completed. The signs are being constructed by the City of Onkaparinga and will be installed in time for a March launch.

Collaboration with local schools and community groups

Collaboration with local schools and community groups to develop resources that promote physical activity, improved mental health and wellbeing, and deepen connections to nature and culture.

Outcome: Collaborations with O'Sullivan Beach Primary School, Southern Montessori School, City of Onkaparinga, Green Adelaide and Drew Kilner have occurred resulting in activations and resources that promote physical activity, improved mental health and wellbeing, and deepen connections to nature and culture

Community activations

Community activations to strengthen social connectedness and inspire the community through ideas that support physical activity, mental health and wellbeing, and greater connections to nature and Aboriginal Culture.

Outcome: Two community activations have occurred that have seen over 200 people attend with one more to occur in March to launch the trail.

Project Outcomes and Deliverables

The intended outcomes of the project were to:

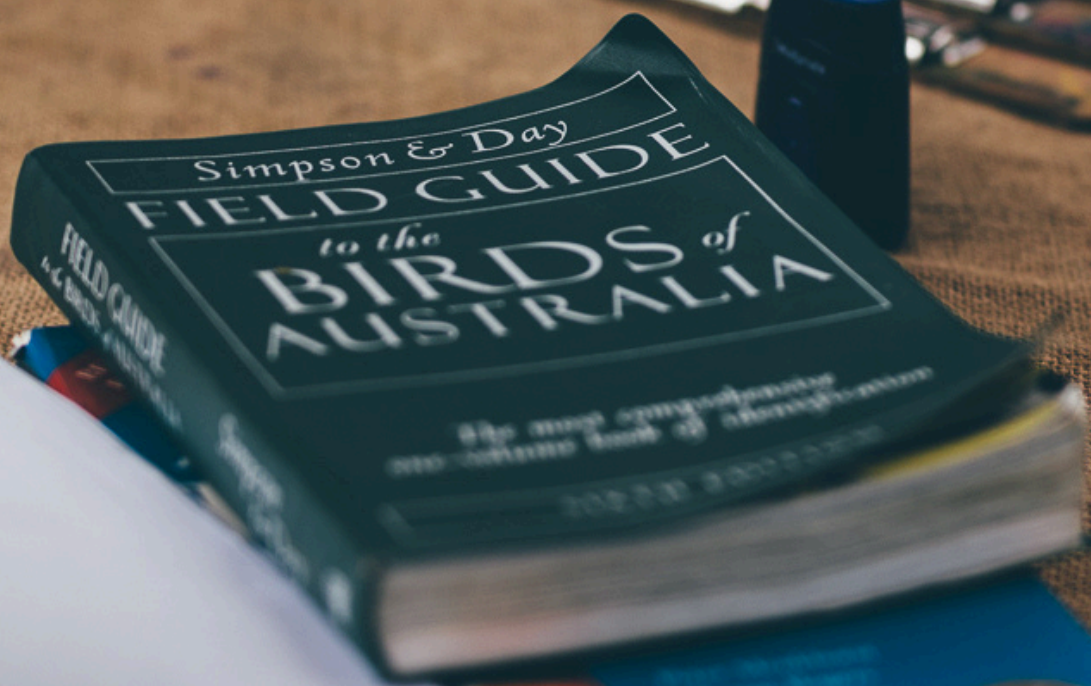
- Increase in physical activity (i.e. walking, more visits to the activated community spaces)
- Increase in social connections
- Greater understanding and connection to nature

In addition they were to integrate the 5 ways to wellbeing **Connect, Be Active, Take Notice, Keep Learning, and Give.**

Table One provides an overview of the deliverables and outcomes.

Table 1

Delivery Elements	Summary Outcome	Alignment to Preventive Health Grant Objectives
Kaurna engagement at events and consultation	Kaurna/Ngarrindjeri man Drew Kilner delivered cultural walks, supported content development and filmed eight short clips featuring Kaurna stories and local nature.	Increases greater understanding and connection to nature and Aboriginal culture; supports social connections through cultural sharing and community events.
Planning and delivery of three community activation events (up to 300 people each)	Two successful events delivered (>200 attendees total); final March launch event scheduled with student emcees, signage installation and nature packs. Neighbourhood-Nature-Final-Report.docx See Appendix 1 for evaluations showing 100% parent interest in future events.	Directly contributes to increased physical activity (walking/play), social connections (neighbours meeting, family participation) and nature connection; embeds Five Ways to Wellbeing.
Filming and editing of short videos (16 total)	16 videos completed: 8 studentscripted/narrated/illustrated + 8 by Drew Kilner. Showcases community connectedness, local flora/fauna and encourages trail use.	Promotes ongoing nature connection via QR codes on trails; supports mental health/wellbeing through educational, culturally relevant content.
Creating a Neighbourhood Nature webpage	Webpage in final testing stages, featuring trail map, videos, resources and links; launch aligned with March event.	Facilitates sustained physical activity (trail navigation) and social connections (community sharing platform).
School and community engagement	~300 students engaged; partnerships with O'Sullivan Beach PS, Southern Montessori, City of Onkaparinga, Green Adelaide and Drew Kilner	Builds social connections across schools/families/community; increases physical activity through activations and trail use.
Resource development	37 resources developed (themed lists, videos, artwork); nature packs distributed at events with final packs at launch.	Enhances understanding/connection to nature; supports mental health via Five Ways themes (e.g., resilience, mindfulness).
Production and installation of 8 posts across reserves	Signs designed/illustrated by students; fabrication complete by City of Onkaparinga; installation timed for March launch.	Drives increased physical activity (trail walking) and nature/culture connection via childled, accessible content.
Surveys, data collection and impact reporting	Parent surveys (100% trail/event interest); qualitative feedback from >200 attendees; full analysis in Appendix 1.	Provides evidence of outcomes: 86% would walk multiple reserves; prioritised wildlife/culture content aligns with grant goals.



Resource Development

8 themes were identified and developed which formed the basis of the trail, resources and videos:

- Resilience
- Adventurous
- Creative
- Curious
- Mindful
- Nurturing
- Playful
- Social

The resources developed included:

- 8 themed lists developed and illustrated by students (completed)
- 8 themed videos scripted, narrated and illustrated by students (completed)
- 8 themed videos scripted and narrated by Drew Kilner a Kurna/Ngarrindjeri man (filmed with editing close to completion)
- 8 signs illustrated by students to be installed in February 2026. Signs designed and currently being fabricated by the City of Onkaparinga ready for installation across three reserve
- 1 webpage featuring multiple platforms with videos, resources and supporting links (to be launched in March)

Approach to Themes

The first phase of exploring a theme was to design and facilitate student workshops through practical experiences followed by brainstorming sessions to develop the content for a list specific to the theme. Appendix 2 provides an overview of the themes, sessions, sites and numbers.

The second phase of the project was to have students select, compile and refine their ideas for a final draft of the list.

The third phase to generate ideas and scripts for the videos followed by creating bird artwork to feature in the clips.

And finally, students rehearsed several times and then recorded the videos.

The following table provides the theme, the experience, and the final resources.





Resources developed for Neighbourhood Nature

Theme	Activity	Resources (to be launched on the day of the third event in March and made available via the website)
Resilience	Cubby Building	List: 10 Ways to Build Resilience When Spending Time Outside Video #1: Our community is resilient like the Australian White Ibis Video #2: A resilient community with Drew Kilner
Mindfulness	Nature Potions	List: 10 Ways to be Mindful When Spending Time Outside Video #1: Our community is mindful like the Crested Pigeon Video #2: A mindful community with Drew Kilner
Nurturing	Small Worlds	List: 10 Ways to be Nurturing When Spending Time Outside Video #1: Our community is nurturing like the Australian Magpie Video #2: A nurturing community with Drew Kilner
Creative	Watercolour painting	List: 10 Ways to be Creative When Spending Time Outside Video #1: Our community is creative like the Masked Lapwing Video #2: A creative community with Drew Kilner
Curiosity	Clay Creatures	List: 10 Ways to be Curious When Spending Time Outside Video #1: Our community is curious like the Boobook Owl Video #2: A curious community with Drew Kilner
Adventurous	Cultural walk with Drew Kilner	List: 10 Ways to be Adventurous When Spending Time Outside Video #1: Our community is adventurous like the Laughing Kookaburra Video #2: An adventurous community with Drew Kilner
Social	Interactive Workshop	List: 10 Ways to be Social When Spending Time Outside Video #1: Our community is social like the New Holland Honeyeater Video #2: A social community with Drew Kilner
Playfulness	Small Worlds	List: 10 Ways to be Playful When Spending Time Outside Video #1: Our community is playful like the Rainbow Lorikeet Video #2: A playful community with Drew Kilner



Theme One: Resilience



The theme of resilience was coupled with a cubby building experience. The session began with a discussion of what resilience is.

After the discussion we facilitated a puppet narrative of an Ibis who needed to build a nest that kept falling down. The Ibis demonstrated resilience. Students then built their own cubbies applying lessons from the Ibis. Following the session we sat down together and students came up with a draft list of what their community could do to be more resilient.



“I gave up a few times but then kept trying”
Student voice from session



“It was hard but then I felt really proud”
Student voice from session



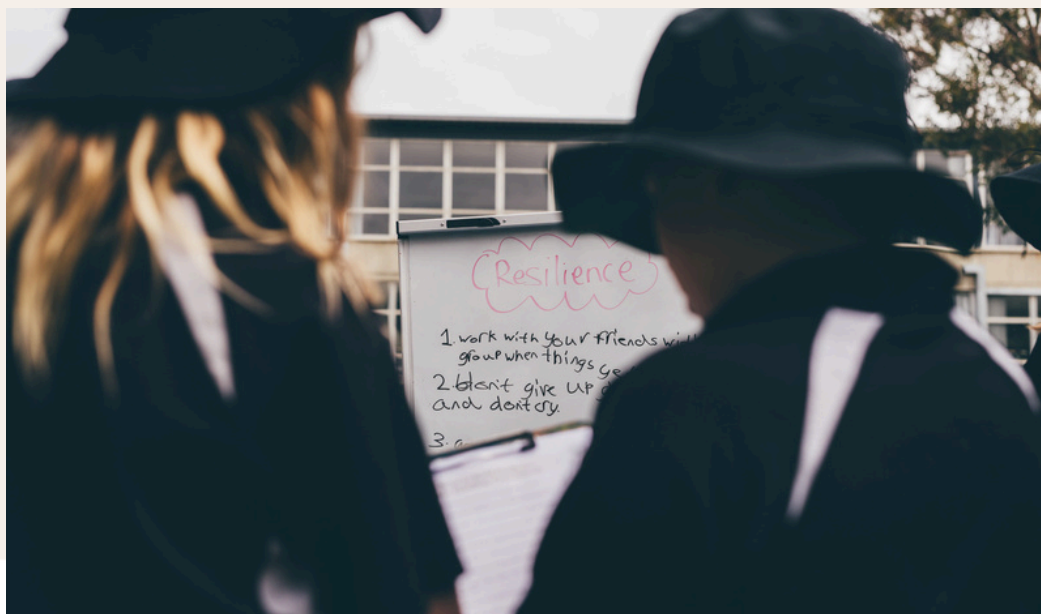
“Mine fell over but that was ok”
Student voice from session



“Come on! We need to be resilient!”
Student voice from session

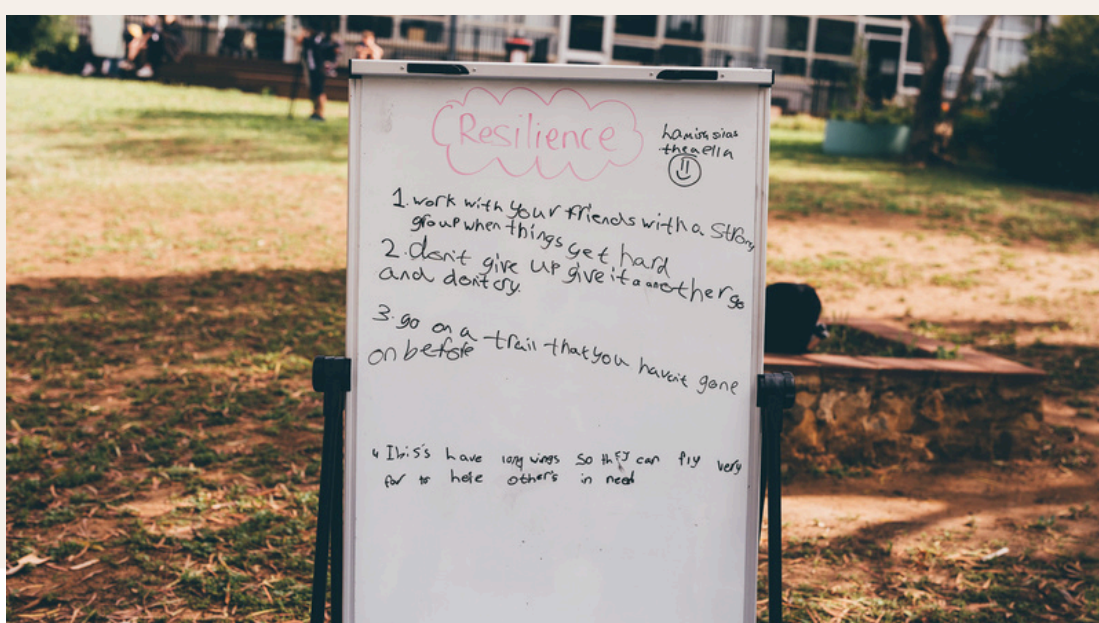


Once the draft list had been completed students then workshopped to come up with a final list. They then created artwork to be used on the lists, signs and videos. Using the content from the sign, they developed their script before recording it.



“Resilience is when we face challenges and don’t give up. It’s persisting when things get tough and working together when we need help. It’s all about giving things another go, even if they didn’t work the first time”.

Excerpt from student video script



“We can be like the Ibis—keep trying, keep adapting, and keep going, no matter what challenges come our way”.

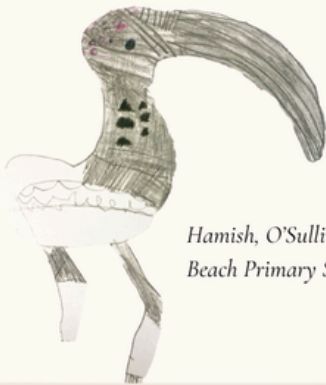
Excerpt from student video script



10 Ways to Build Resilience When Spending Time Outside



1. Climb a tree or something tall to challenge yourself.
2. Work with your friends as a team when things are hard.
3. Build a cubby or shelter together by working as a team.
4. Try things that feel a bit tricky, even if they seem hard at first.
5. Don't give up. Keep trying even when something is tough.
6. Be like an ibis. Keep going and try new ideas to solve problems.
7. Build things, even if they might fall down. You learn by practicing!
8. Play games like chasey and keep playing even if you don't catch everyone.
9. Help your friends be strong and keep trying too.
10. Go on big walks or explore new places



Hamish, O'Sullivan
Beach Primary Student

*Ibis' are resilient.
They keep going and try new
ideas to solve problems.*



Peppi, Southern
Montessori
School student



Wherever your adventures take you, we encourage you to connect with Traditional Owners to learn more about the significance of the plants, animals and landscapes.

Theme Two: Adventurous



The theme of adventurous was coupled with a culture walk with Drew Kilner in Christies Creek. Drew engaged students in deep conversations and storytelling.

After the session students provided ideas on how to be more adventurous.



“I loved how Jason and Drew took us on a creek walk and we learned about some plants and trees”

Student voice from session



“I loved the creek walk and learning more about bird habitats”

Student voice from session

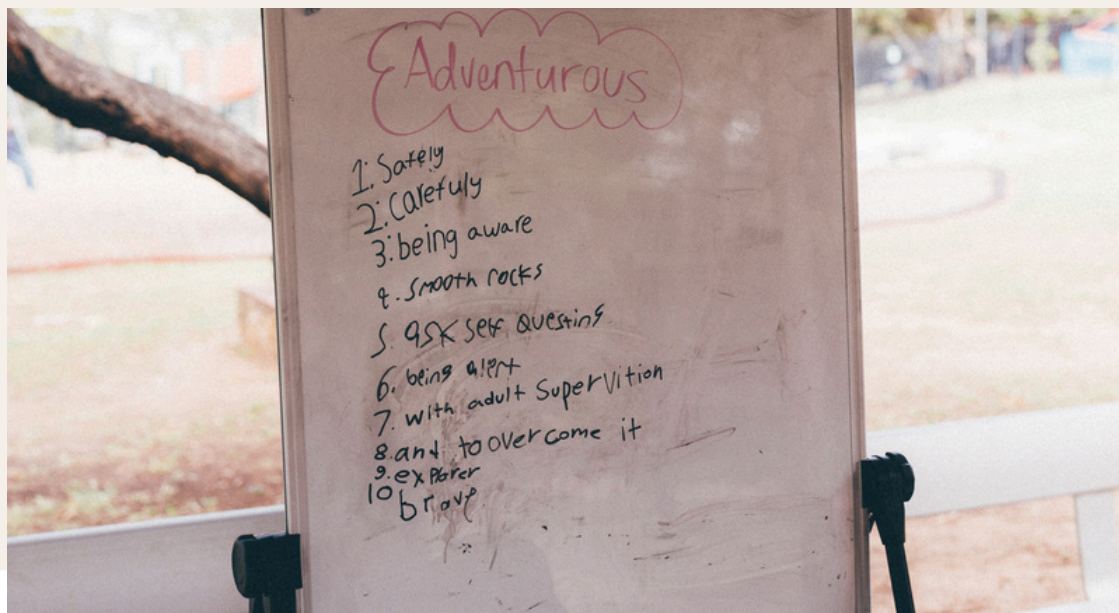


“We did a creek walk with Jason and Drew. We learned about birds. The stories were so nice”.

Student voice from session



Once the draft list had been completed students then workshopped to come up with a final list. They then created artwork to be used on the lists, signs and videos. Using the content from the sign, they developed their script before recording it.



“We can be adventurous just like the Kookaburra. All we have to do is get outside! We can look for new things, draw maps, make obstacle courses, balance on logs near a creek, or challenge ourselves to go a bit further than usual”.

Excerpt from student video script



“Let’s be inspired by the Kookaburra to keep exploring, keep learning, and always be ready for the next adventure!”

Excerpt from student video script

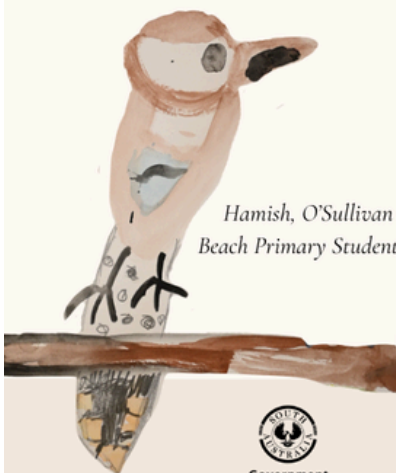


10 Ways to be Adventurous When Spending Time Outside



1. Make up an obstacle course to run or crawl through.
2. Balance across a log near or across a creek.
3. Climb trees.
4. Build a cubby with sticks, leaves, bark and rocks.
5. Look for animal tracks and guess who they belong to.
6. Explore a trail you've never been on before.
7. Visit a new place.
8. Challenge yourself beyond your usual limits.
9. Pretend you are a wilderness explorer and create a map.
10. Play on high ground or hike up a steep hill.

Enoch, O'Sullivan
Beach Primary Student



Hamish, O'Sullivan
Beach Primary Student

*The Kookaburras' call is a way to
defend their territory or to signal the
start of a new the day, reminding us
that we can reset every day.*



Wherever your adventures take you, we encourage you to connect with Traditional Owners to learn more about the significance of the plants, animals and landscapes.

This initiative is funded by Preventive Health SA delivered by Nature Play SA
List developed with students from O'Sullivan Beach Primary School and Southern Montessori School.



Theme Three: Creative

The theme of creative was coupled with a clay sculpting experience. The session began with a discussion of what creativity means.

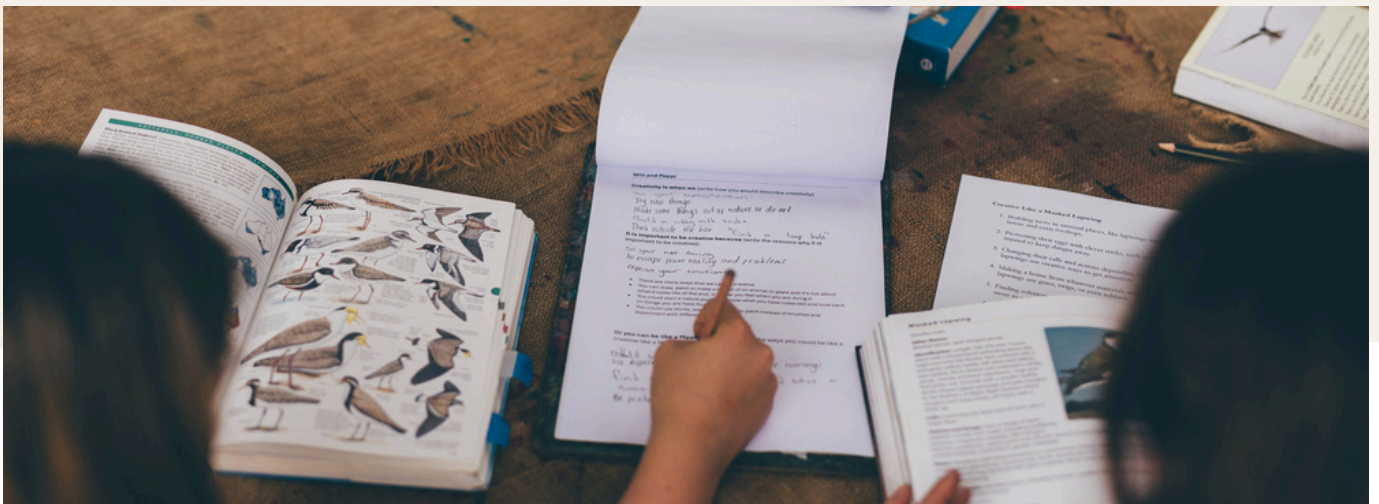
After the discussion we facilitated a puppet narrative of a Masked Lapwing who needed to find new nature treasures to help with his feeling of being bored. He needed to be creative. Students then applied their own creativity to clay sculpting.

Following the session we sat down together and students came up with a draft list of what their community could do to be more creative.



“I really like being creative, it’s who I am”
Student voice from session

**“Clay is so relaxing, I love how you can
just make anything”**
Student voice from session



“It does help me be creative as I have to think about”
Student voice from session

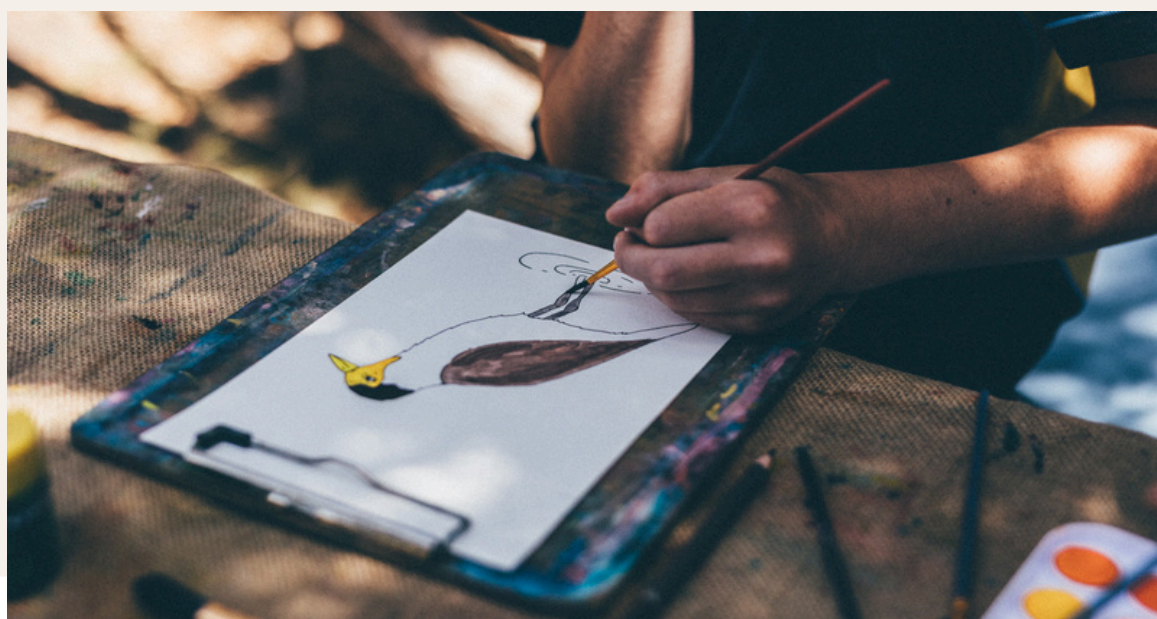


Once the draft list had been completed students then workshopped to come up with a final list. They then created artwork to be used on the lists, signs and videos. Using the content from the sign, they developed their script before recording it.



“Creativity is using our imagination, trying new things and thinking outside the box. It’s important because it helps us see things in new ways and lets us show our thoughts, feelings, and ideas in our own unique style”.

Excerpt from student video script



“And just like the Masked Lapwing, we can create things in unexpected places, make different sounds or songs to express how we feel, or use sticks, leaves, and twigs to build a cubby to play in”.

Excerpt from student video script





Peppi, Southern
Montessori
School student

10 Ways to be Creative When Spending Time Outside



1. Make a nature journal with your different findings.
2. Use nature as your inspiration for artwork and draw, paint or model your favourite animal or bird.
3. Make up a game to play with friends to do in nature.
4. Make a nature collage or picture.
5. Tell a story or make up a character to role play.
6. Use sticks, leaves or flowers to paint instead of brushes.
7. Weave with grass or create a flower crown.
8. Use mud or sand to create shapes or draw patterns.
9. Create a hanging piece out of leaves, flowers and grasses.
10. Make a nature boat to race.



Will, Southern Montessori School student

With an ever-changing environment, the Masked Lapwing has adapted to building simple ground nests in unexpected places such as school ovals, roundabouts, car parks, and urban parks. A perfect survivalist.







Theme Four: Curious

The theme of curiosity was coupled with a Culture Walk with Drew Kilner and a clay sculpting session.

Both sessions developed ideas and a draft list following the experience.



“I learned heaps from Drew about things I didn’t know”

Student voice from session



“I didn’t know you could actually make cool things from clay”

Student voice from session



“Look! I made an owl. Hoot hoot!”

Student voice from session



Once the draft list had been completed students then workshopped to come up with a final list. They then created artwork to be used on the lists, signs and videos. Using the content from the sign, they developed their script before recording it.



“Being curious means we use our minds to think about new things, ask questions and try to discover the answers”.

Excerpt from student video script



“There are lots of ways we can also be curious in nature. We can ask questions about wildlife and plants, and take a close look at insects and the patterns on leaves”.

Excerpt from student video script



10 Ways to be Curious When Spending Time Outside



1. Inspect bugs and insects closely to observe what they are doing.
2. Ask questions about wildlife and plants.
3. Listen carefully to the different sounds around you.
4. Find different types of leaves and notice how they feel and smell.
5. Watch how animals move or how spiders make their webs.
6. Look for patterns like markings on feathers or shapes in the clouds.
7. Use your senses to explore - touch, see, hear, smell and think about what makes nature special.
8. Find something new and research it to learn more.
9. Try to find things that are very small, like seeds or ants and notice their details.
10. Pick up rocks or sticks and guess where they came from.

*Boobooks' careful attention shows
how being curious can help us learn
more about the world.*



Aria, Southern Montessori School student



Ocean, Southern Montessori School student



Wherever your adventures take you, we encourage you to connect with Traditional Owners to learn more about the significance of the plants, animals and landscapes.

This initiative is funded by Preventive Health SA delivered by Nature Play SA
List developed with students from O'Sullivan Beach Primary School and Southern Montessori School.

Theme Five: Mindful



The theme of mindfulness was coupled with a nature potions experience. The session began with a discussion of what mindfulness was.

After the discussion we facilitated a puppet narrative of a Lorikeet who was taught by a Crested Pigeon how to practice mindfulness. Students then practiced being mindful whilst making potions. Following the session we sat down together and students came up with a draft list of what their community could do to be more mindful.



“I like mixing to the sound of birds”

Student voice from session



“I find this really calming and really like crushing ice and mixing ingredients”

Student voice from session



“I like how I can make my potion my way and there’s no instructions – just whatever we want”.

Student voice from session



Once the draft list had been completed students then workshopped to come up with a final list. They then created artwork to be used on the lists, signs and videos. Using the content from the sign, they developed their script before recording it.



“Mindfulness is when we use our senses to connect with what’s around us. It’s important because it helps us to reset and take a break from the busy world we live in”.

Excerpt from student video script



“And just like the Crested Pigeon who flock together, we can look out for our friends and stay close to the people we trust”.

Excerpt from student video script



10 Ways to be Mindful When Spending Time Outside



1. Feel the bark of a tree trunk.
2. Lay on the grass and watch the clouds.
3. Smell flowers and notice their scent and colours.
4. Sit quietly and listen to the wind and bird songs.
5. See how many native birds you can find.
6. Sit up on a low tree branch and use your 6 senses to see what you can notice.
7. Listen to the sounds of nature around you.
8. Pick up natural elements (eg. gum nuts) and feel their texture.
Make sure you put them back in nature
9. Look at your surroundings and notice the details of the plants, birds and insects.
10. Walk in nature and notice the leaves moving in the breeze.



River, Southern Montessori School student



Elodie, Southern Montessori School student

Crested Pigeons are mindful and calm as they watch the world go by. They are always quick to spot danger then take off in loud wing whistles to warn others.





Theme Six: Nurturing



The theme of nurturing was coupled with a small world loose parts play experience. The session began with a discussion of what nurturing is and how we show it to each other and our community.

After the discussion we facilitated a puppet narrative of a nurturing Magpie who wanted to keep their family safe and healthy. Students then built their habitat to nurture a small animal. The integrated local concepts like the coast, the creek and the local reserves. Following the session we sat down together and students came up with a draft list of what their community could do to be more nurturing.



“Nurturing means caring for something, keeping it safe. It teaches you about life”.

Student voice from session



“We are all connected”

Student voice from session



“Nurturing is caring for your family, friends, pets and nature”.

Student voice from session



Once the draft list had been completed students then workshopped to come up with a final list. They then created artwork to be used on the lists, signs and videos. Using the content from the sign, they developed their script before recording it.



“We can help someone when they need it, invite others to join our games so no one feels left out, take care of plants, trees and wildlife, and check on people if they’re having a hard day”.

Excerpt from student video script



“Even though they’re known for swooping, Magpies are actually very nurturing and loyal birds. They look out for their families and work together to keep each other safe”.

Excerpt from student video script



10 Ways to be Nurturing When Spending Time Outside



1. Be kind to others and invite them to join in.
2. Look after the environment.
3. Plant native foliage and fauna.
4. Create habitat for butterflies.
5. Make bird boxes and bird baths.
6. Plant a garden and help it to grow by watering and feeding it.
7. Volunteer at a local Community Garden.
8. Be calm and kind to wildlife.
9. Do something kind for someone or give them a compliment.
10. Share your knowledge about wildlife and plants.



Max, Southern Montessori School student

Magpies hunt, sing, protect their territory, and raise their families together. They spend time exploring their surroundings and mimicking other birds, animals, and even people.



Archie, Southern Montessori School student



Theme Seven: Playful



The theme of playfulness was coupled with small world play that saw a puppet narrative of a very playful lorikeet that need to build a place to play.

Following the experience students shared what they had built and then we created a list of things to do to be more playful.



“If I could play all day I would... Can I?”

Student voice from session



“I would invite all my friends if
I played here”

Student voice from session



“This is like all of my favourite things to play on”

Student voice from session



Once the draft list had been completed students then workshopped to come up with a final list. They then created artwork to be used on the lists, signs and videos. Using the content from the sign, they developed their script before recording it.



“Being playful is when we tell jokes, sing, dance, and laugh together. It also means not taking yourself too seriously and just having fun”.

Excerpt from student video script



“Rainbow Lorikeets show us how to be playful, they swing upside down, splash in water, play chasey, make loud calls, and invent games with sticks, seeds, or leaves”.

Excerpt from student video script





Elodie, Southern
Montessori
School student

10 Ways to be Playful When Spending Time Outside



1. Sing a song or listen to music with friends.
2. Create something colourful from flowers and natural elements.
3. Play chasey with friends.
4. Fly a kite.
5. Build a cubby house and play hide and seek.
6. Make potions and mud pies with natural elements.
7. Make wands out of sticks and imagine you are a character.
8. Tell some jokes and laugh with others.
9. Go on an adventure along a creek or a walking trail.
10. Paint or draw wildlife, trees and flowers.

Rainbow Lorikeets are energetic as they dart and twist between branches, sometimes hanging upside down as they use their special brush-tipped tongues to feed on nectar and pollen.



Dylan, O'Sullivan Beach Primary Student





Theme Eight: Social

The theme of social was coupled with multiple experiences that saw students working together which included cubby building, scavenger hunts, loose parts play and creating clay creatures.

We discussed what social really means with students coming up with fascinating insights. Following the session we sat down together and students came up with a draft list of what their community could do to strengthen social relationships.



“You can lead with positivity and ignore negative thoughts and actions”
Student voice from session



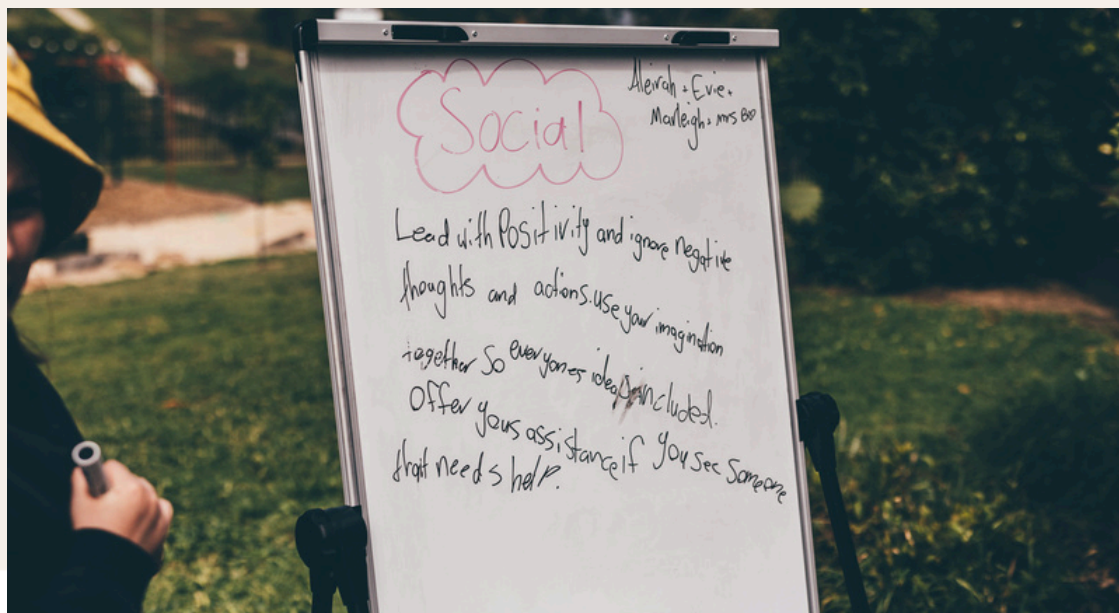
“You can be more social by inviting people over to play if they are lonely”
Student voice from session



“Being more social means sharing your favourite meal with your family and talking about your day”
Student voice from session



Once the draft list had been completed students then workshopped to come up with a final list. They then created artwork to be used on the lists, signs and videos. Using the content from the sign, they developed their script before recording it.



“Being social includes spending time outdoors with friends, trying new activities together, and listening to others so everyone feels included”.

Excerpt from student video script



“So let’s be like the New Holland Honeyeater, kind, helpful, and always including others, so our whole community feels welcome”.

Excerpt from student video script



10 Ways to be Social When Spending Time Outside



1. Ask someone to join in a new game or activity
2. Get a group of friends together and pick a new skill to learn
3. Play safely with friends without technology
4. Have meaningful conversations with friends without distractions
5. Offer your assistance if you see someone that needs help
6. Approach new people and introduce yourself so they feel comfortable to play
7. Use your imagination together so everyone's ideas are included
8. Lead with positivity and ignore negative thoughts and actions
9. Get a group together and draw the sounds that you can hear
10. Ensure everyone feels comfortable and included

Velvet, O'Sullivan
Beach Primary Student



Aleirah, O'Sullivan
Beach Primary Student



*New Holland Honeyeaters form strong pairs
and both parents share care of the chicks.
When ready, the young birds set off on their
own path in search of a social group.*



Wherever your adventures take you, we encourage you to connect with Traditional Owners to learn more about the significance of the plants, animals and landscapes.

This initiative is funded by Preventive Health SA delivered by Nature Play SA
List developed with students from O'Sullivan Beach Primary School and Southern Montessori School.

Budget Acquittal



The budget acquittal is below:

Expenses	Approved budget (inc GST)	Actual expenditure (inc GST)
Kaurna engagement	3000	3000
Planning and delivering three community activation events	6636	6636
Resource design and project management	3484	3484
Planning, filming and editing of 16 short videos	4800	4800
Creating a Neighbourhood Nature webpage with the trail network	480	480
18 Student workshops	8100	8100
Provision of nature packs	1800	1800
Production, carving, and installation of 8 posts	9600	9600
Surveys, data collection, and impact report	600	600
	\$38,500	\$38,500



Conclusion



Neighbourhood Nature has delivered on the intent of the Preventive Health SA grant by activating local reserves and school environments in O'Sullivan Beach as everyday settings for physical activity, social connection and nature based wellbeing.

The project has produced a permanent, community designed trail across three reserves, a suite of child authored and culturally informed digital resources, and a tested activation model that successfully engages families who may not typically participate in structured health promotion initiatives. Evaluation findings point to increased willingness to walk locally, stronger neighbourhood and school–family connections, and improved awareness of local biodiversity and Kurna culture, particularly among children and their caregivers.

With signage installation and the March launch on track, Neighbourhood Nature is well positioned to provide ongoing, lowcost preventive health benefits beyond the funding period. The approach offers a replicable model for other suburbs: codesigning trails with children and Aboriginal partners, embedding the Five Ways to Wellbeing in nature, and using small-scale, place based events to catalyse sustained community use of local green spaces.



Appendices

Appendix One: Event Evaluation Report (2 attachment)

Appendix Two: Student theme workshop overview

Student Workshops: Resource development and content ideation					
Date	Site	Resource Theme	Activity	Icon	No. students
13 Aug.	Southern Montessori	Resilience	Cubby Building	Ibis	22
20 Aug.	O'Sullivan Beach PS	Resilience	Cubby Building	Ibis	20
21 Aug.	Southern Montessori	Mindfulness	Nature Potions	Crested Pigeon	21
3 Sept.	Southern Montessori	Playfulness	Small Worlds	Magpie	22
4 Sept.	O'Sullivan Beach PS	Mindfulness	Nature potions	Rainbow Lorikeet	22
10 Sept.	O'Sullivan Beach PS	Nurturing	Small Worlds	Magpie	21
11 Sept.	Southern Montessori	Creative	Watercolour painting	Masked lapwing	20
16 Sept.	Southern Montessori	Curiosity	Clay Creatures	Southern Boobook Owl	25
17 Sept.	O'Sullivan Beach PS	Creative	Clay Sculpting	Masked Lapwing	20
22 Sept.	O'Sullivan Beach PS	Adventurous	Cultural walk with Drew Kilner	Kookaburra	42
22 Sept.	Southern Montessori	Curiosity	Cultural walk with Drew Kilner	Southern Boobook Owl	42
26 Sept.	O'Sullivan Beach PS	Social	cubby building, scavenger hunts, loose parts play and creating clay creatures.	New Holland Honeyeater	19
				TOTAL	296



Appendices



Appendix Two: Student theme workshop overview

Student Workshops: Video narrative, development and content ideation				
Date	Site	Resource Theme	Activity	No. students
6 Nov.	Southern Montessori	Creativity, Mindfulness, Nurturing, Curious	Review of lists, additional ideas, finalised draft	8
13 Nov.	Southern Montessori	Creativity, Mindfulness, Nurturing, Curious	Using lists and icon, draft video narrative written by students.	8
20 Nov.	Southern Montessori	Creativity, Mindfulness, Nurturing, Curious	Feedback on lists and narrative provided to students, further refinement and practice	8
27 Nov.	Southern Montessori	Creativity, Mindfulness, Nurturing, Curious	Video recording and artwork production	8
27 Nov.	O'Sullivan Beach PS	Resilience, Social, Adventurous, playfulness	Review of lists, additional ideas, finalised draft	21
4 Dec.	Southern Montessori		Video recording and artwork production	8
4 Dec.	O'Sullivan Beach PS	Resilience, Social, Adventurous, playfulness	Artwork production	8
11 Dec.	O'Sullivan Beach PS	Resilience, Social, Adventurous, playfulness	Video recording and artwork production	8
27 Jan.		All themes	Final videos with Drew Kilner	



Wittunga House, Kurna Country
Shepherd's Hill Road, Blackwood SA 5051
Contact: Jason Tyndall, CEO
jason.tyndall@natureplaysa.org.au

