

CAMPS AND OUTDOOR EXPERIENCES FOR EVERY STUDENT



CAMEL TREKS AUSTRALIA PTY LTD
ADVENTURE CAMPS IN OUTBACK SOUTH AUSTRALIA



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SUPPORTING STUDENTS

TELL ME AND I FORGET. TEACH ME AND I WILL REMEMBER.
INVOLVE ME AND I LEARN. - BENJAMIN FRANKLIN



Exploring the outback with camels is an unforgettable learning experience, which for many students can be a challenging adventure fostering the development of independence and resilience.

Located in a visually stunning desert landscape students can develop personal skills and qualities beyond those possible on any other outdoor camp.

These camps are particularly unique for combining the outdoors with animal husbandry, and almost all students are eager to be involved. Many students with spectrum challenges blossom whilst caring for, and interacting with the camels.

Cameleers provide occasions for students to rotate camping overnight with the camels, along with many opportunities such as daily navigation which expose students to exciting intellectual, and physical challenges.

Along with teachers, we have observed students developing confidence and learning the value of co-operation. It is our aim to support a belief in every student that they can overcome any outdoor hurdles encountered throughout the camp, and beyond as they mature into adults.

Students are taught about resilience, gratitude and mindfulness. They are also involved in creating a community spirit of optimism and team work, by jointly choosing camp sites, fire location, toilet tent and swag sites, feeding the camels and creation of group meals, which allows for analysing their own strengths.



EDUCATE OUTSIDE

One of our teams' annual highlights is welcoming and supporting visiting teachers and students on camp. We believe there are many positives for students spending time in an outdoor environment. Skills such as creative problem solving and negotiating risk are encountered and these milestones are important for adolescent development.

We have found maximum success through working cooperatively and closely with teachers on camp, sharing a commitment to regular open communication. We welcome daily revision of objectives, taking the student group as a whole into consideration, as well as individual students. Our role is to support teachers and facilitate unforgettable school group journeys.

Our team are expected to maintain a professional and positive approach during school camps. The unpredictability of the great outdoors has created a very flexible and resourceful mind set in many of them. They have specific training to ensure the camel related activities and objectives are fulfilled in a safe and constructive manner. Some of the team also assist at meals times and with camp pack up and set up.

Camps have a strong journey-based focus, traversing landscapes during the day with every night spent at a new campsite. Team work between our staff and teachers supporting students to be as actively involved as possible is ideal. In moments when all activities we have scheduled are completed we appreciate teachers using this time to complete personal journals and any other activity teachers would like completed during camp.

During the camp -

- Facilitation of the overall camel and camping experience in collaboration with the school teacher staff
- Prepare, brief, deliver, supervise and debrief all the practical camel related activities, daily transition between campsites
- Support allocation of student participation groups - cooking, pack-up, lunches, navigation team, camel husbandry group etc.
- Ensure all safety standards are met during the camel and camping experiences
- Ensure smooth logistical operation of the experience including mapping from one campsite location to the next
- Liaise with teachers to receive and provide feedback on how the camp is running and what we can do as a team to improve
- Work in conjunction with teachers to ensure behavioural standards and camp safety guidelines are understood and respected
- Ideally key camel staff meet with teachers every morning and evening to participate in short briefings and debriefings. This ensures we are all clear on the days progress of the camp, as well as keeping abreast of any issues or concerns, and are able to address, clarify, or make any changes deemed necessary to the proposed schedule
- Camel staff provide supervision during the movement between camps and all camel related activities. It is our hope that students avoid, as much as possible periods of idle free time. We call upon teachers support before breakfast, during meal times, between meal times and activity times, free time in the afternoon, after dinner (e.g. night activities) and during the night. We welcome working collaboratively which allows all adults opportunities to enjoy camp
- Operating in a remote location we place a lot of emphasis on students being supervised at all times, and encourage regular head counts of students throughout the day and night. Head counts frequently double as hydration breaks
- Our team supports teachers providing discipline and behaviour management according to their schools guidelines. Additionally our team may seek teacher support in order to implement basic strategies for behaviour management and discipline that allow us to operate safely and optimally with the focus on students obtaining the most from their camp journey.

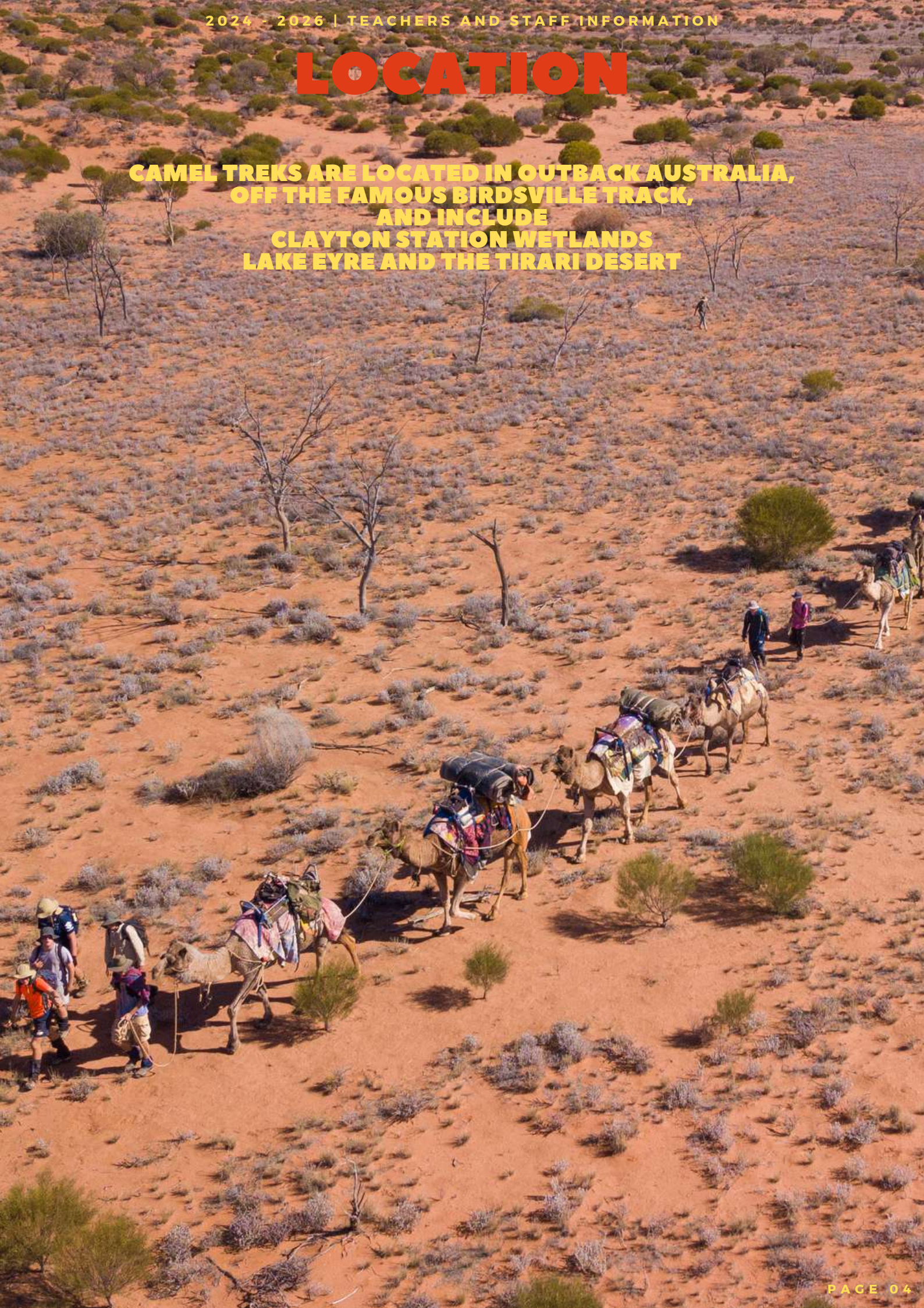


EDUCATE OUTSIDE



LOCATION

**CAMEL TREKS ARE LOCATED IN OUTBACK AUSTRALIA,
OFF THE FAMOUS BIRDSVILLE TRACK,
AND INCLUDE
CLAYTON STATION WETLANDS
LAKE EYRE AND THE TIRARI DESERT**



LOCATION

CAMEL TREKS ARE LOCATED IN OUTBACK AUSTRALIA, OFF THE FAMOUS BIRDSVILLE TRACK, CLAYTON STATION WETLANDS LAKE EYRE AND THE TIRARI DESERT

Clayton Station has served as the base camp for Camel Treks Australia's trekking operations from 2017 to 2019, 2023, and now for the April to October 2024 season. Located on the southern end of the renowned Birdsville Track in Outback South Australia, it is a well-known pastoral property owned by the pioneering fifth-generation family, Shane Oldfield and Debbie Oldfield. The Oldfield family is highly respected and synonymous with the Birdsville Track, which is situated in one of the driest pastoral regions in Australia. The track is bordered by Sturt's Stony Desert, the Simpson Desert, the Tirari Desert, and the Strzelecki Desert. Shane and Debbie are invited and welcome at any and every campfire meal and we hope guests might be lucky enough to meet this resilient and humble couple.

Clayton Station's waters are from the Great Artesian Basin, allowing us to observe the diverse birdlife that is attracted to the surrounding wetlands. The Great Artesian Basin is recognised as one of the world's largest underground freshwater resources and the largest groundwater basin in Australia.

Clayton Station also grants Camel Treks Australia access to the largest salt lake in Australia, Lake Eyre, also known as Kati Thanda-Lake. The lake has a catchment area spanning three states and the Northern Territory. The northern lake itself is massive, covering an area of 144 kilometres in length and 77 kilometres in width. It sits 15.2 meters below sea level, making it the lowest point in Australia. The southern lake measures 64 kilometers in length and 24 kilometres in width. On average, the lake experiences flooding once every eight years. However, it has only reached its capacity three times in the past 160 years.

The extended treks offered by Camel Treks Australia aim to visit Kati Thanda-Lake, where guests can experience a profound sense of isolation while standing on the dry lake edge, surrounded by an endless expanse. Yet, with heavy rainfall and favourable conditions, the lake undergoes a remarkable transformation. Waterbirds, including pelicans, silver gulls, red-necked avocets, banded stilts, and gull-billed terns, descend upon the lake in the thousands. It becomes a breeding site and thrives with species that are adapted to saline environments. Beyond the lake, the park features striking red sand dunes and mesas, rising from salty clay pans and stone-strewn tablelands. (Information sourced: National Parks and Wildlife Service of South Australia).



LOCATION

CAMEL TREKS ARE LOCATED IN OUTBACK AUSTRALIA, OFF THE FAMOUS BIRDSVILLE TRACK, CLAYTON STATION WETLANDS LAKE EYRE AND THE TIRARI DESERT

The Tirari Desert, along with the Strzelecki and Sturt Stony Deserts, comprises a vast expanse of desert terrain in northeastern South Australia. Situated on the eastern edge of Lake Eyre, the Tirari Desert encompasses a portion of the Kati Thanda – Lake Eyre National Park.

The vegetation in the Tirari Desert shares similarities with the Simpson and Strzelecki Deserts. Dune crests and mobile slopes are adorned with sandhill canegrass and sandhill wattle, while stable slopes and sandy corridors between dunes boast hard spinifex growth.

Threatened and vulnerable species recorded in the Tirari Desert include:

- Ampurta/Crest-tailed mulgara (*Dasyercus cristicauda*)
- Wilkiniti/dusky hopping mouse (*Notomys fuscus*)
- Fawn hopping-mouse (*Notomys cervinus*)
- Grey falcon (*Falco hypoleucos*)
- Woma python (*Aspidites ramsayi*)

Sparse, tall shrubland consisting of acacia, eremophila, and grevillea can be found on the flanks of the dunes. Swales and interdune flats host saltbush and bluebush vegetation. to the north along Cooper Creek, permanent waterholes give rise to narrow river red gum and coolibah woodlands.

The Tirari Desert falls within the Simpson–Strzelecki Dunefields bioregion. Cooper Creek traverses the desert further north, creating a thriving corridor of Coolibah shrubland. The desert also encompasses salt lakes and north-to-south sand dunes covered with canegrass and sparsely populated acacia shrubland.



EARLY MORNING

ALLOCATION OF STUDENT WORKING GROUPS
STUDENT TEAM LEADERS ROSTERED AND ROTATED



EARLY MORNING

ALLOCATION OF STUDENT WORKING GROUPS STUDENT TEAM LEADERS ROSTERED AND ROTATED

We encourage teachers to prearrange 4 student groups with 2 rotating team leaders per group prior to arrival at camp. These working groups will cycle through days in one of the below activities. The aim of the camp is to have student groups facilitating their own journey as much as practically possible. With supportive supervision and a commitment to organization, students can be the leaders of many aspects of their camp, acting as time keepers, navigators, chefs and campsite creators. Wherever appropriate students are encouraged to take responsibility for the tasks in their daily activity brief.

- On the first evening students are briefed to remain in their swags until informed to rise by a teacher at the specified time; other than to use a toilet tent or obtain drinking water no unsupervised exploration is permitted
- Once advised to rise students will commence pack up. Staff and teachers will ask students to check their swags are not damp so as to avoid rolling them up and wetting bedding. If swags are wet/ damp students can zip up the external canvas layer and turn swags to face the sun in order to encourage drying
- If swags are dry they can be immediately rolled, secured with straps & carried to the appropriate trailer prior to breakfast

Below and in following pages is a general, brief outline of student activity groups during camp -

A. 'The Breakfast - Navigation - Damper Makers - Overnight camping with Camels Group'

- Rise 30 minutes earlier than other groups
- Breakfast preparations, setting up breakfast selection table
- Creation of large fruit salad bowl, scrambled eggs, and warming breakfast wrap breads
- Preparing dishwashing tubs and waste bags
- Packing away breakfast supplies
- Washing any necessary dishes

B. 'The Cameleers -Evening Meal Group'

- Rise early with staff Cameleers
- This group will have slept overnight with the cameleers and will be either shepherding the camels or feeding them hay
- They will pack their bags and swags and join breakfast when it is ready
- The cameleers are ideally the first group to eat breakfast, prepare their lunch wrap and fill drink water bottles to capacity
- Cameleers will return to the camels post breakfast & lunch preparations to commence / continue grooming and saddling
- Cameleers group is the first group to ride camels; riding is not considered compulsory. Students can opt to lead certain camels under staff supervision or walk alongside the camels performing tasks as a junior cameleer under instruction

C. 'The Lunch - Evening Meal Group'

- Following rolling of swag and carrying to appropriate trailer, this group will immediately commence lunch preparations of assorted wraps, dressings, filling/ toppings
- If necessary this group will top up lunch options if they run low e.g. chopping more lettuce, cutting more tomatoes, grating carrots, cheese etc.

D. 'Outback Explorers - Camp Creators - Evening Dessert'

- Outback Explorers are in charge of checking the toilet tents upon rising and stocking additional supplies if required
- Following swag pack-up, breakfast and personal luggage pack- up, 'Outback Explorers' oversee pack up of campsite, swags and students luggage into trailers, and dismantling of toilet tents
- Perform a clean sweep of the area making sure all rubbish is placed inside garbage bags

EDUCATE OUTSIDE



MORNING

ALLOCATION OF STUDENT WORKING GROUPS STUDENT TEAM LEADERS ROSTERED AND ROTATED

Following breakfast and making lunch wraps students check their day bags are prepared

A. 'The Breakfast - Navigation - Damper Makers - Overnight camping with Camels Group'

- Select 2 student team leaders who will act as primary navigators using a GPS Handset as well as compasses
- One team leader will carry a UHF handset in order to be in communications with staff
- Collect navigation compasses, GPS, UHF and prepare for briefing with staff
- Pack a small note pad to record any animal tracks, scats and anything of significance including flora and fauna

B. 'The Cameleers - Evening Meal Group'

- Once this group has completed camel husbandry tasks we depart for the next campsite traversing landscapes, navigating the best path for the camels and riders. Camels need to walk in a manner which we refer to as contouring. We avoid walking straight up and down a sand dune. Instead we walk up the west side of the dune facing south and descend the east side of the dune facing north. We will explain to students why, along with a lot of early explorer ways of working with camels.
- Pack a small note pad to record any animal tracks, scats and anything of significance including flora and fauna

C. 'The Lunch - Evening Meal Group'

- Helmet fitting for riding after lunch - to be supervised by a teacher
- Pack a small note pad to record any animal tracks, scats and anything of significance including flora and fauna

D. 'Outback Explorers - Camp Creators Group - Evening Dessert'

- Select 2 student team leaders who will act as primary navigators using a GPS Handset as well as compasses
- One team leader will carry a UHF handset in order to be in communications with staff
- Collect navigation compasses, GPS, UHF and prepare for briefing with staff
- Pack a small note pad to record any animal tracks, scats and anything of significance including flora and fauna

Once all of the above tasks have been completed we request teachers supervise students until we are ready for departure which is dependent on The Cameleers group completing camel husbandry tasks. Please check all students have packed their lunches, fruit, muesli bars and water bottles or bladders are filled to capacity inside their day backpacks.



LUNCH - AFTERNOON - EVENING

ALLOCATION OF STUDENT WORKING GROUPS STUDENT TEAM LEADERS ROSTERED AND ROTATED

Activities include -

A. 'The Breakfast - Navigation - Damper Makers - Overnight camping with Camels Group'

- Student team leaders set regular hydration breaks and calculate the halfway point in order to schedule a lunch stop
- On arrival into camp students collect firewood
- Check that sufficient wood has been collected as damper breads and cakes require coals in order to bake
- Set aside a pile of firewood for evening campfire circle and breakfast cooking
- Select site for cooking and light fires with staff and teacher observation
- Select site for shared evening fire, set up chairs creating a camp fire circle for the entire class
- Cake and or Damper preparation and cooking
- The day concludes with a campfire circle gathering and teacher led activities
- This group does not set up swags with other students - they will be camped overnight with the staff cameleers and camels
- **This group will rise with staff cameleers and becomes tomorrow's 'Cameleers - Evening Meal Group'**

B. 'The Cameleers - Evening Meal Group'

- Following the lunch break, this group will remain walking with the camels, recording any animal tracks, scats and anything of significance on the way to the next campsite
- During their walk they will be asked to think about presenting something about their experience of sleeping with the camels overnight, brushing, saddling and riding until lunch at the evening campfire.
- Interested students may be able to lead certain camels under supervision, terrain dependent
- On arrival into camp this group will wash hands and commence creating the evening meal
- The day concludes with a campfire circle gathering and teacher led activities
- Lights out and silence is at the discretion of teachers - as is the chosen time for advising students to rise

C. 'The Lunch - Evening Meal Group'

- Following the lunch break, this group will ride the camels
- On arrival into camp this group will wash hands and commence creating the evening meal
- The day concludes with a campfire circle gathering and teacher led activities
- Lights out and silence is at the discretion of teachers - as is the chosen time for advising students to rise

D. 'Outback Explorers - Camp Creators - Evening Dessert'

- Student team leaders set regular hydration breaks and calculate the halfway point in order to schedule a lunch stop
- Upon arrival into camp this group selects the best location for swags in relation to the allocation of a cooking area, campfires, group circle fire, toilet tents, camels and a vehicle exit and entry point
- Select toilet tent area, dig deep hole per tent, erect toilet tents, securely pegged into ground, place toilet provisions inside
- Once main meals and salads are prepared - this group can prepare the evening dessert
- The day concludes with a campfire circle gathering and teacher led activities
- Lights out and silence is at the discretion of teachers - as is the chosen time for advising students to rise

Day 2 - The A. 'Breakfast - Navigation - Damper Makers - Overnight camping with Camels Group' needs to be informed they rise 30 minutes earlier than other groups to prepare breakfast.



WHAT TO BRING



WHAT TO BRING

- Long pants for riding and walking - comfortable outdoor clothing
- Outdoor appropriate footwear and gaiters - comfortable walking boots / shoes; please do not arrive with new shoes as may likely lead to blisters
- Blister protection is always a good idea to pack
- Long and short sleeve shirts / t- shirts, preferably cotton or a breathable fabric, such as dedicated outdoor clothing
- Layered clothing is recommended and consideration of the month trekking - warm jacket, socks and beanie
- Bring a minimum of several changes of clothing and take your students camp duration into consideration; we can carry unlimited luggage
- Plastic bag or something for student to place dirty clothes within
- Utensils kit - utensils bag, bowl, plate, cup, spoon, fork, knife
- Lunch box or container for lunch wrap and snacks
- Water-proof jacket / pants
- Broad brimmed sun hat / fly net / sunglasses / sunblock cream / lip balm
- Basic toiletries / hand or face baby wipes / antibacterial gel or cream
- Fly net / insect repellent if desired
- Camera / spare batteries / memory cards if permitted by school and guardians
- Back-pack for carrying daily trekking needs - lunch and 3 x 1 litre drink water bottles or camelback style water bladder
- We welcome parents to provide favourite healthy snacks, however we request avoiding crisps, lollies or nuts
- Head torch / hand torch with ample spare batteries
- Sleeping bag rated from 0 to -5 degrees taking into consideration the month of camp
- A smaller day backpack is essential for students to carry their lunches and water bottles or water bladder
- A second larger bag to hold all other personal belongings which students can access each morning and evening of the camp
- Outdoor gloves if a student wants to help the cameleers tethering camels
- Some students have brought walkie talkie handsets for using in navigation and camel activities
- Any medications needs to be clearly labelled and discussed with teachers attending camp

Teachers are kindly requested to attend camp with every students MEDICAL FORM and ensure completion of an on-line digital waiver.



TEACHER SUPPORT

There is no charge to schools for teachers attending and supporting school camps, however there is an expectation teachers attending camp will be capable of trekking with the students and attending to what are very long days. We have many repeat schools and teachers for whom camel trekking has become an annual highlight, some have joined our staffing roster.

Teachers can assist staff enormously between activities -

- ensure all students remain hydrated with regular hydration breaks throughout the day
- Check-in on activity groups, assisting with directing activities
- Assist with guiding and reminding students of the tasks in their activity group throughout the day
- Ensure students are prepared for their day activities and have all required items in day backpacks
- Check students are dressed appropriately, clothing that covers their shoulders, appropriate shoes, hat, sun screen applied
- Check students have eaten breakfast, packed their lunch, fruit, muesli bars and topped up water bottles. This saves a lot of time and assists with a smooth departure for the day.
- Review students journaling & provide activities when staff are attending to camels
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Hygiene

- Teachers can assist with maintaining a clean camp
- Checking dishwashing water and guiding students to change when required
- Discussing toilet hygiene, use of wipes and anti bacterial solution
- Overseeing the use of gloves with cooking groups
- Checking students do not take food inside their swags or eat food inside their swags
- Supervising that all foods are appropriately sealed / lidded and packed into storage / eskies
- Supervising that kitchen refuse is placed in appropriate buckets or garbage bags and emptied daily
- Assisting with directing a camp site rubbish sweep prior to camp departure each morning

Safety - eliminating hazards

Teachers can assist applying control measures, which can include:

- Ensuring the use of safety measures around campfires & constant supervision of activities whenever students are near campfires. Students are not to play with flaming sticks, place shoes or clothing near flames or hot coals
- Wearing properly fitted helmets, ensuring students listen during camel safety / handling talks
- Check child/student – adult ratio throughout camp
- Check students employing safe practices such as correct manual handling techniques when carrying firewood, cast iron cookware, water cans, and food storage containers
- Support staff to ensure all students have applied sunscreen, are wearing sun protective clothing, hats / sunglasses
- Supervise students behave in an appropriate manner in relation to the terrain and other local conditions
- Participate with the use of our communication systems that they and student use during navigation
- Assist staff to prepare students for anticipated weather conditions
- Support and assist discussions related to maintaining hydration, and water conservation in an arid zone
- Carry student medical forms and first aid kits at all times, along with snake bite bandages we provide
- Assist staff to ensure closed footwear is worn at all times
- Assist staff to ensure that swag netting remains zipped at all times, shoes and luggage bags remain outside swags and zipped - staff can provide garbage bags for students if weather becomes wet
- Ensure a maximum vehicle speed of 60kms on dirt roads

Special Needs Students

Our team requests to be advised by the principal teacher-in-charge of a camp if there are any students attending with special needs. The teachers must determine these students level of participation and supervision required and ensure that it is maintained for the whole camp. Supervision requirements will be determined by considering -

- the student's age
- development and needs of all students
- planned student learning outcomes
- nature of the activity
- reasonably predictable hazards
- time of day
- location and environmental conditions
- supervision level offered by other teachers, and camel team

THE MENU



BREAKFAST OPTIONS

- Whole-wheat or wholegrain breakfast cereals e.g. rolled oats, muesli, bran, wheat flakes, wheat biscuits, etc.
- Whole meal or multigrain wraps with baked beans, scrambled eggs, baby spinach
- Assorted fruits, milks, gluten and dairy free options
- Students in breakfast group make a large chopped fruit salad bowl every morning, and a large paella pan of scrambled egg

Scrambled eggs wraps

Making scrambled eggs is fun – just remember that eggs are delicate and will continue to cook even after you've taken them off the heat, so it's really important to remove them just before they're ready. Method -

- Crack the eggs into a measuring jug. Calculate 8 eggs per 4 people.
- Add a tiny pinch of sea salt and black pepper, then use a fork to beat them together well. Put a medium saucepan over a low heat and add the butter. Leave it to melt slowly, then when it starts to bubble carefully pour in the eggs.
- Stir slowly with a wooden spoon, or a spatula if you've got one, so you can get right to the edges of the pan. Keep gently stirring until the eggs still look silky, slightly runny and slightly underdone, and then remove from the heat – the heat of the pan will continue to cook the eggs to perfection.

LUNCH WRAPS

Mission brand assorted wrap breads including spinach, garlic, multigrain and plain

Inside the wrap - shredded lettuce, purple cabbage, grated carrot cheese, sliced tomatoes, cucumber, capsicum, baby spinach leaves, assorted spreads (please note this is a nut free camp) tinned tuna, chicken and boiled eggs

DINNER - SALAD | MAINS | SWEET OR SAVORY DAMPER OR CAKE

Students create salads based on the fresh produce we provide. There is a generous selection of fresh produce with staff assisting students to select from what is available.

The below recipes have been selected for their nutritional value, use of vegetables and take into consideration our ability to store produce maintaining freshness.

Arrival Day - Simple Spaghetti a tasty quick meal to prepare

Method -

Halve the tomatoes and stone the olives. Peel and finely chop the garlic. In a large bowl, scrunch the tomatoes with your hands to slightly mush them. Mix in the olives, garlic and 1 tablespoon of vinegar. Pick and tear in the basil and marjoram leaves and pour in 10 tablespoons of the olive oil. Allow to sit for 10 minutes. Cook your pasta in salted boiling water according to the packet instructions until al dente. Drain and quickly toss in with the tomatoes. Call students with their eating utensils. Taste check the juice at the bottom of the pot and adjust the seasoning if you feel it needs it. Serve right away.

Ingredients -quantity is based on numbers eating

Red tomatoes, black olives, fresh garlic, bunches of fresh basil and fresh marjoram, extra virgin olive oil, spaghetti

DESERT - Custard and peaches with grated milk chocolate on top!



THE MENU

DAY 2 - Refer to Day 1 Breakfast and Lunch options

Students create salads based on the fresh produce we provide. There is usually a generous selection of fresh produce with staff assisting students to select from what is available within the eskies on the blue supplies wagon.

DINNER - SALAD | MAINS | SWEET OR SAVORY DAMPER OR CAKE

Vegetable Curry WITH ZUCCHINI, PUMPKIN, PEPPERS & CAULIFLOWER

Method -

In a little vegetable oil, fry the onion gently for 10 minutes in a large pan then add the remaining vegetables and stir together. Add the curry base sauce and simmer gently for around 25 to 30 minutes, taking care not to overcook the vegetables. If the sauce becomes too thick, add a little water to give you the desired consistency.

Ingredients - quantity is based on numbers eating

Red onions , chopped zucchinis , diced butternut or QLD pumpkin, peeled and diced mushrooms, chopped red peppers, diced cauliflower, curry spices and or base sauce, water as required. Serve with Rice.

DESERT - Chocolate Bananas cooked over the coals



DAY 3 - Refer to Day 1 Breakfast and Lunch options

Students create salads based on the fresh produce we provide. There is usually a generous selection of fresh produce with staff assisting students to select from what is available within the eskies on the blue supplies wagon.

DINNER - SALAD | MAINS | SWEET OR SAVORY DAMPER OR CAKE

Veggie Chilli served with Rice - packed with goodness and flavour

Method -

Peel and halve the red onions. Chop the tomatoes, chillies, onion, and fresh garlic, then mix in a bowl with with the paprika and cumin spices. Add some of the fresh coriander with tablespoons of olive oil and the rest of the ingredients into a warm cast iron. Deseed and roughly chop the mixed colour peppers, drain the chickpeas and black beans, then add to the pan with passata sauce, pinches of sea salt and black pepper, stir well and put the lid on. Check and adjust the level of liquid and seasoning of the chilli, then leave the lid off. Serve with fresh coriander on the side.

Ingredients - quantity is based on numbers eating

Red onions, fresh red chilli or chilli powder, tomatoes, sweet smoked paprika, cumin, cloves of garlic, bunches of fresh coriander, olive oil, mixed-colour peppers, tins of chickpeas, tins of black beans, Passata sauce. Serve with rice.

DESERT - Custard and Pears with grated milk chocolate on top!



THE MENU

DAY 4 - Refer to Day 1 Breakfast and Lunch options

Students create salads based on the fresh produce we provide. There is usually a generous selection of fresh produce with staff assisting students to select from what is available.

DINNER - SALAD | MAINS | SWEET OR SAVORY DAMPER OR CAKE

ROAST POTATOES cooked on **HOT COALS** SERVED WITH **Coleslaw** and **HOT DAMPER BREAD**

Method -

Boil the potatoes partially, set aside to cool and wrap in a double layer of foil to roast on top of the coals. Poke each potato several times all over with a fork. Smear each potato with 1 tablespoon of butter, then double wrap in aluminum foil. Allow to roast for 30 to 60 minutes until soft. We recommend 2 large potatoes per person, more if they are small.

Coleslaw -

In a large bowl, combine cabbage, carrot, onion, olive oil, splash of apple cider vinegar, pinch of salt, pepper and brown sugar.

DESERT - Toasting Marshmallows



DAMPERS - SAVORY AND SWEET

Ingredients:

1 x bag of self-raising flour, milk, water, salt

Spice up damper with fillings: choc chips, sultanas, bananas, cinnamon, brown sugar, dried fruit, vegemite & cheese or Italian herbs. Students can be creative!

Tools of the trade:

Large camp ovens. Long handled shovel. Long leather gloves, A big kitchen knife. Get the fire going. Students will need a good amount of coals to cook the damper, and a decent fire going with some good hot coals down the bottom.

Cooking method -

Add 4 - 6 cups of self-raising flour to a mixing bowl – increasing or decreasing with group numbers. Use a large 12 quart camp over. Use milk with water and knead until the mixture is doughy. Add optional extras of your choice. Place a trivet on the inside base of the oven instead, then line with foil. Place the damper on the foiled trivet. Make sure there is at least a 5cm gap between the damper and the walls of the oven all the way around. . Scatter about half a shovel of coals loosely on the ground next to the fire. Never cook the damper in the fire, it will burn too easily. Don't pile the coals on the ground, a loose scattering is all that's needed. Place a larger trivet on top of the coals, then the camp oven on the trivet. Scatter a full shovel of coals on top of the camp oven. Wait approx. 20 - 40 minutes depending on size of damper and quality of wood, and then check the damper. If it going black on the outside its getting too hot and you need to use fewer coals. Check the damper every 10 minutes thereafter, putting fresh coals on top each time. Once the damper is golden and crusty on the outside, push a long knife through the middle. It should come out clean when the damper is cooked through. Serve the damper up with a generous spread of butter!



CAMPS VARY

AFGHAN STYLE CAMEL TREKS -

- Best suited to Years 7 - 12
- High degree of hands on animal husbandry
- Non riding - students load equipment on camel pack saddles
- Walking more kilometers than other camp groups
- Most popular with secondary boys groups
- Focus on creating high degree of independence and team responsibility
- Typical camp duration 3 - 11 days

TREKKING with Focused Activity Groups

- Suited to Years 7 - 12
- Encompassing animal husbandry, navigation, camp-site set-up, and cooking
- Riding and overnight camping with camels in rotational groups
- Walking an average of 8 - 10 - 15 kilometers depending on student ages & weather
- Most popular style of camp
- Focus on building team work and independent resilience
- Typical camp duration 3 - 7 days

PHOTOGRAPHY & ASTRONOMY THEMED CAMEL TREK

- Suited to Years 8 - 12
- Encompassing focused study of photography and astronomy, camping and cooking
- Riding and often staying at a dedicated base camp
- Walking an average of 5 - 8 kilometers depending on student ages & weather
- Most popular with secondary girls schools
- Focus on studying the Art of Photography and evening Astronomy lessons
- These camps require scheduling outside of the full moon
- Typical camp duration 3 - 5 days



Non Riding Camps are quoted at a discounted rate per student.

COMPULSORY WAIVER

All students and teachers are required to complete a digital waiver which will be issued upon camp confirmation.

Please enter the arrival date your camp is booked to commence, using the drop down calendar - month / day / year. We require the correct arrival date in order to record attendance. Waivers must be completed in order to participate. We also require teachers to carry hard copies of their students medical forms on camp. Thank you



RETURN CHARTER

Affordable and comfortable return coach transfers directly from your school in S.A., Victoria or N.S.W. to our school camp starting location in the Gawler Ranges of South Australia are easily arranged with Genesis Tour & Charter. Genesis offers a return pick-up service for interstate and intrastate schools. Many of the schools we currently host annually opt for return charters from Adelaide City airport.

Booking a return bus transfer is easy, call Alan and the driving team on (+61)8 8552 4000 or (+61)428552700 to book your seat, or email: genesis@genesistransport.com.au



RESOURCES



RESOURCES

Books to inspire the camel journey and potential evening campfire reading support if desired -

- **The Fighting Cameliers - An account of the exploits of the Imperial Camel Corps in the desert and Palestine campaign of the First World War by Frank Reid.** ISBN: 1-84677-035-1 (hardcover) ISBN: 1-84677-025-4 (softcover) <https://www.bookdepository.com/Fighting-Cameliers-Exploits-Imperial-Camel-Corps-Desert-Palestine-Campaign-Great-War-Frank-Reid/9781846770258?ref=grid-view&qid=1615083174276&sr=1-1>
- **The Cameliers - A classic account of the Australians of the Imperial Camel Corps during the First World War in the Middle East by Oliver Hogue.** ISBN: 978-1-84677-524-6 (hardcover) ISBN: 978-1-84677-523-9 (softcover) <https://www.bookdepository.com/Cameliers-Oliver-Hogue/9781846775239?ref=grid-view&qid=1615083214145&sr=1-1>
- **Trenches & Camels : Australian Recollections of Gallipoli and the Imperial Camel Corps During the First World War-Trooper Bluegum at the D by Oliver Hogue.** ISBN10 1782823824 (hardcover) ISBN13 9781782823827 (softcover)<https://www.bookdepository.com/Trenches-Camels-Oliver-Bluegum-Hogue/9781782823827?ref=grid-view&qid=1615085522440&sr=1-9>
- **Tracks: by Robyn Davidson - Now a major motion picture starring Mia Wasikowska and Adam Driver. 'I experienced that sinking feeling you get when you know you have conned yourself into doing something difficult and there's no going back.' So begins Robyn Davidson's perilous journey across 1,700 miles of hostile Australian desert to the sea with only four camels and a dog for company.** ISBN10: 1408834863 ISBN13: 9781408834862 <https://www.bookdepository.com/Tracks-Robyn-Davidson/9781408834862?ref=grid-view&qid=1615088523940&sr=1-26>

Knots -

- There are many knot books, and some really fabulous apps available. We personally use The Ashley Book of Knots, however there are many less expensive books available should you wish to purchase some resources for training purposes. Alternatively we also use the Animated Knots by Grog - Version 9.0 app on our trekking mobiles.
- The definitive book on knots , --including approximately 3,900 different kinds of knots, this book and a piece of rope will open a new and challenging world of practical adventure to readers of all ages. The Ashley Book of Knots includes almost everything there is to know about knots, each precisely named and classified (with some new knots officially listed for the first time in the original 1944 publication). Mr. Ashley describes when each knot initially appeared, something about their history, and what each knot is best used for. Including an easy-to-use index of knots, Mr. Ashley gives explicit directions on how to tie each knot. Devoting eleven years to writing his masterpiece, he describes each step simply and clearly and penned some 7,000 illustrative drawings alongside the text. This classic resource is based on forty years of looking for, trying out, and thinking up new knots. Mr. Ashley's drawings abound in humor and the text is full of colorful anecdotes. The Ashley Book of Knots will make a unique and permanent addition to any library. ISBN: 0385040253 (hardcover) ISBN: 9780385040259 (softcover) <https://www.bookdepository.com/Ashley-Book-Knots-Clifford-Warren-Ashley/9780385040259>
- The Trucker's Hitch is an important knot for students to learn (also known as - Power Cinch Knot, Lorry Knot, Haymaker's Hitch, Harvester's Hitch) has the distinctive feature of providing a mechanical advantage when being tightened. The variety of names for this hitch is a tribute to its widespread use. Here is a link to a video tutorial for this particular knot which also introduces you to a very helpful website and associated app. - <https://www.animatedknots.com/truckers-hitch-knot>

CAMEL RESOURCES!



RESOURCES

Knots continued -

There are ten knots considered to be the most frequently used. We have highlighted in **red** our most frequently used knots, along with the Truckers Hitch referenced above. In total prior learning of these five highlighted knots will enhance the KYF journey. Learning anything additional will be a bonus.

- **Round turn and two half hitches**
- **Clove Hitch**
- Figure of eight
- Reef Knot
- **Bowline**
- **Bowline on a bight**
- Sheet bend
- Double sheet bend
- Fisherman's bend / Anchor hitch
- Rolling hitch

Map reading, compasses and GPS -

- CTA is supplied by The Map Shop - <https://mapshop.net.au/msstart.html> . Anthony the proprietor is Australia's most experienced Cartographer and supplier of navigational resources.
- GPS equipment we use - <https://mapshop.net.au/msstart.html>
- The Hema 4WD Maps - The offline GPS Navigation app may be the Rolls Royce of navigation tools. CTA is currently trailing this app and will be happy to offer our feedback based on usage between April - August 2021 trekking months. It costs \$100 per download.
- MAP AND COMPASS - A comprehensive guide to navigation by Pete Hawkins - This comprehensive guidebook to navigation with a map and compass, but also with advice about using GPS and digital mapping systems, aims to help readers make the most of their outdoor experiences by learning how to use the map compass correctly. The techniques described will give readers the freedom to get away from the crowds, invent their own routes and discover new areas, even where the GPS fails. Chapters cover understanding a map, features, grid refs, contours; planning walks carefully; taking bearings, walking with a compass; timing, pacing and other techniques; what to do when you get lost and in poor visibility or darkness; navigating abroad and GPS and other digital technology. Packed with useful practical exercises and examples. Written by an experienced navigation trainer. ISBN:9781852845988 https://www.booktopia.com.au/map-and-compass-pete-hawkins/book/9781852845988.html?source=pla&gclid=Cj0KCQiA7YyCBhD_ARIsALKj54q4a2ZnGi4Phizsh34LryO0QC5RePDdnTcL-yvwKU3tI0NjCK4SjplaAnVSEALw_wcB

Field Guide -

There are many potential field guides, which can enhance trekking participants experience of the landscape. We use and recommend -

- **Tracks, Scats and Other Traces - A Field Guide to Australian Mammals by Barbara Triggs**
- We also have books on bird life, reptile life, general arid zone flora and fauna. We are happy to loan these books to teachers and group leaders throughout the camp. Please advise whether your school or teachers attending camp would like more information regarding these books.

Camp set-up and camp oven cooking -

- There are many youtube video and books resources
- We recommend if possible following a basic damper recipe prior to camp

The Main Cameleer Knots

The Camel Hitch Knot



The Bowline Knot



Cameleers Knots

The Truckers Hitch



The Bowline Knot





Cameleer Books

Books can inspire the camel journey and evening campfire yarns.

- The Fighting Cameliers - An account of the exploits of the Imperial Camel Corps in the desert and Palestine campaign of the First World War by Frank Reid. ISBN: 1-84677-035-1 (hardcover) ISBN: 1-84677-025-4 (softcover) <https://www.bookdepository.com/Fighting-Cameliers-Exploits-Imperial-Camel-Corps-Desert-Palestine-Campaign-Great-War-Frank-Reid/9781846770258?ref=grid-view&qid=1615083174276&sr=1-1>
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- Trenches & Camels : Australian Recollections of Gallipoli and the Imperial Camel Corps During the First World War-Trooper Bluegum at the D by Oliver Hogue. ISBN10 1782823824 (hardcover) ISBN13 9781782823827 (softcover) <https://www.bookdepository.com/Trenches-Camels-Oliver-Bluegum-Hogue/9781782823827?ref=grid-view&qid=1615085522440&sr=1-9>
- Tracks: by Robyn Davidson - Now a major motion picture starring Mia Wasikowska and Adam Driver. 'I experienced that sinking feeling you get when you know you have conned yourself into doing something difficult and there's no going back.' So begins Robyn Davidson's perilous journey across 1,700 miles of hostile Australian desert to the sea with only four camels and a dog for company. ISBN10: 1408834863 ISBN13: 9781408834862 <https://www.bookdepository.com/Tracks-Robyn-Davidson/9781408834862?ref=grid-view&qid=1615088523940&sr=1-26>

Recommended Texts

CAMELS AND THE OUTBACK



H.M. BARKER

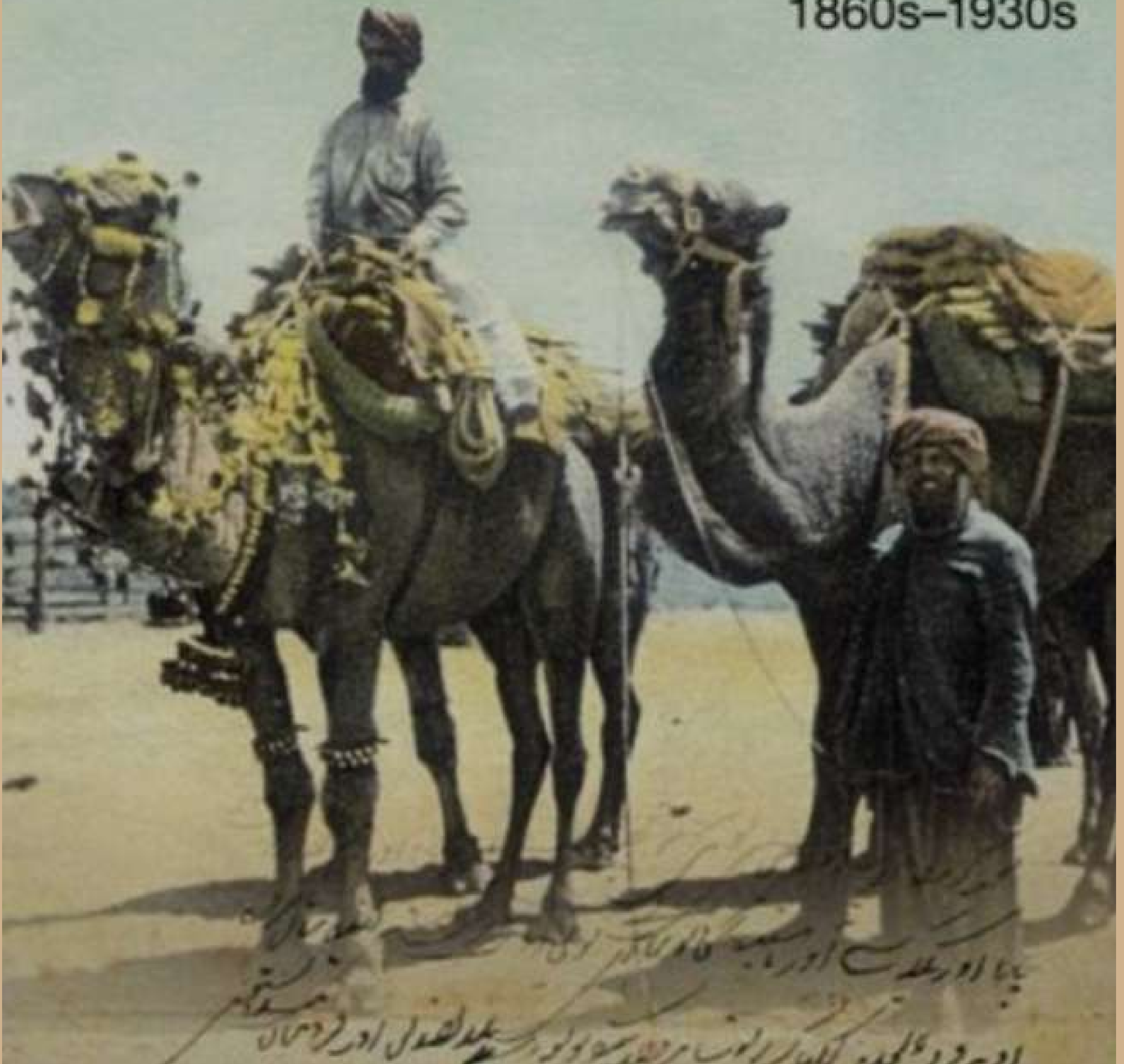
Field Guide - Recommended Text

Australia's Muslim



Camelers

Pioneers of the Inland
1860s–1930s



Philip Jones and Anna Kenny

South Australian Museum

Revised Edition

SAFARI



READY TO ARRIVE, WHAT ELSE?



WILDLIFE watch.



LIFE IN THE TIRARI DESERT



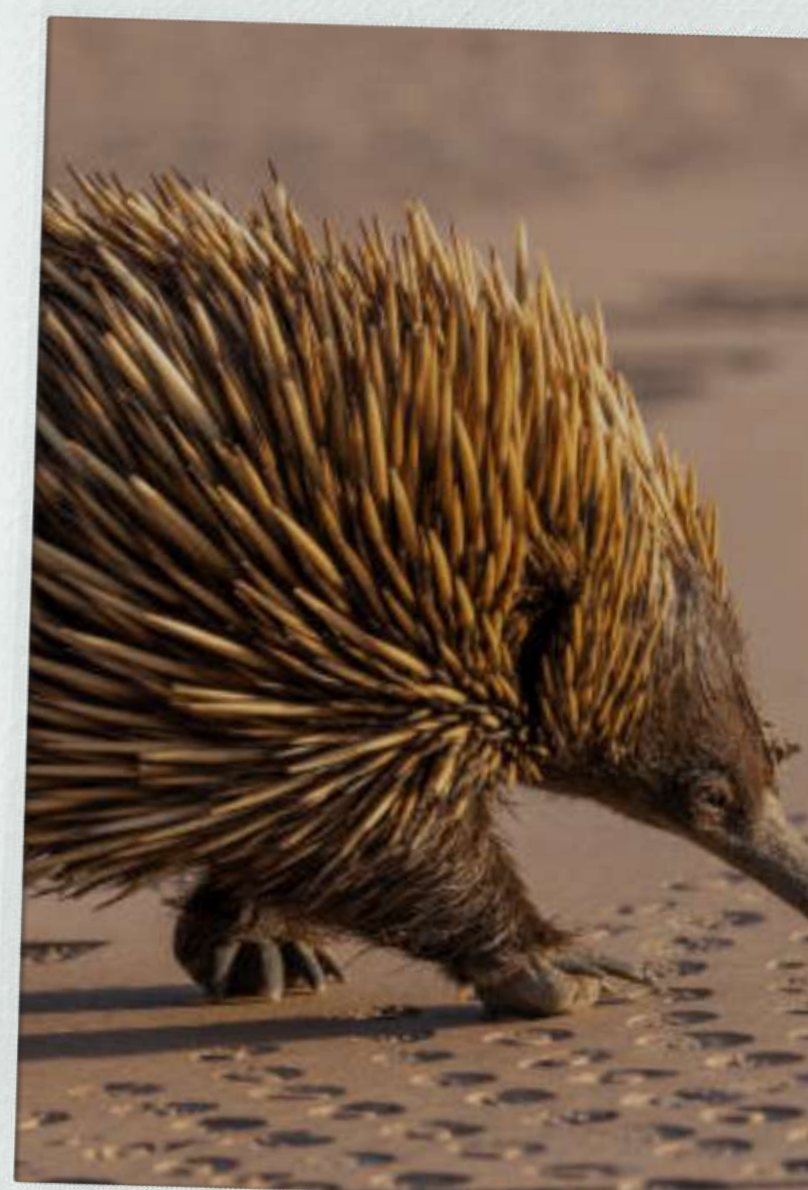
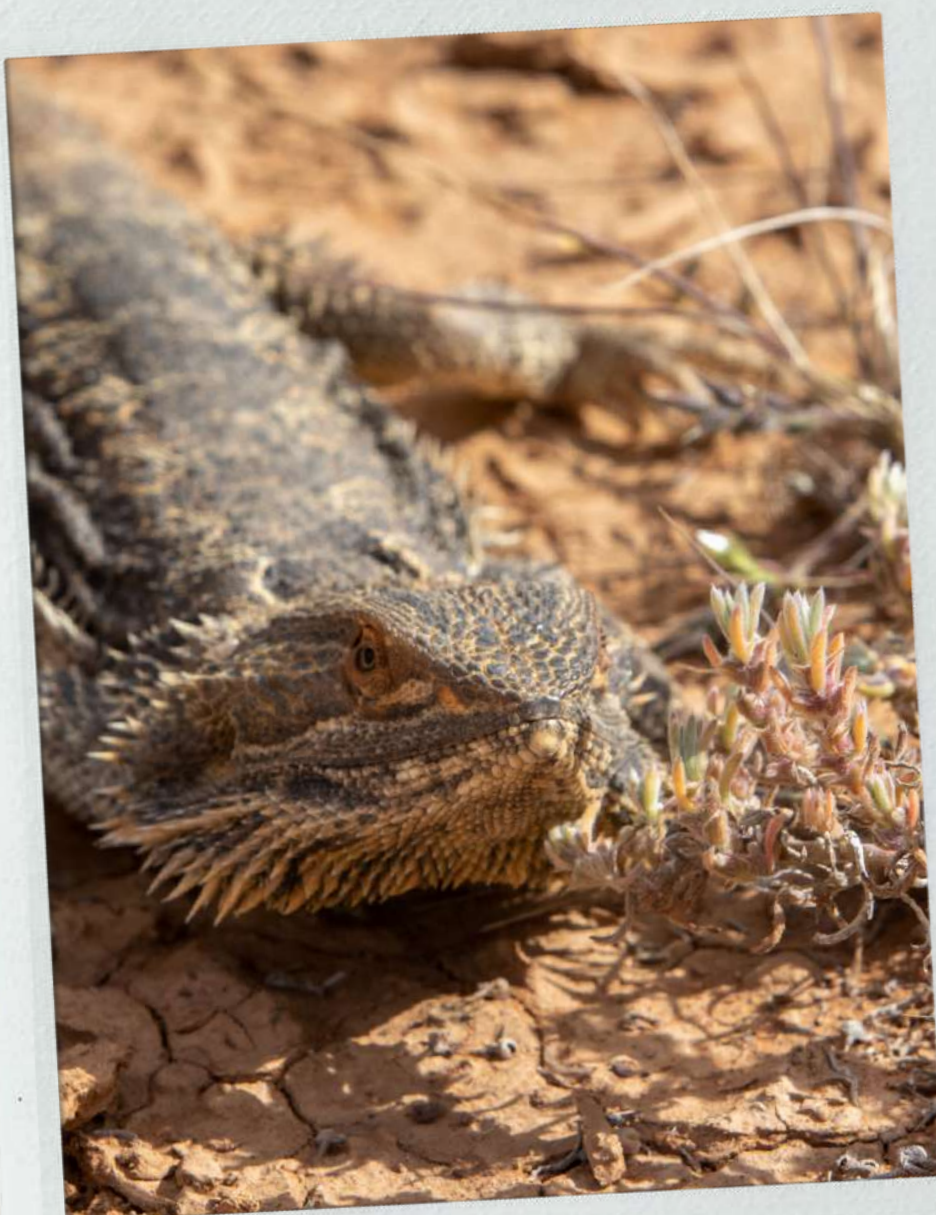
for

MINDFULL WANDERING

The Tirari Desert falls within the Simpson–Strzelecki Dunefields bioregion.



**WALK | RECORD
PHOTOGRAPH | DRAW**



DESERT LIFE

DISCOVER DON'T DISTURB

2024 - 2026 | TEACHERS AND STAFF INFORMATION

34 /

Recording Desert Life



Species of particular interest include:

- Ampurta/Crest-tailed mulgara (*Dasycercus cristicauda*)
- Wilkiniti/dusky hopping mouse (*Notomys fuscus*)
- Fawn hopping-mouse (*Notomys cervinus*)
- Grey falcon (*Falco hypoleucos*)
- Woma python (*Aspidites ramsayi*)

Suspected and located in the region:

- Marsupial Mole

Please ensure students arrive with pencil, pad, (camera - optional) and a willingness to guide observations especially at sunrise and sunset when the light best assists, especially checking tracks on dunes. You'll find our Tracks, Scats and Other Traces books, plus other Flora and Fauna titles in the mobile Camel Treks Australia Nature Library.

Please share findings with us with which will be used to create a data map for this region.

Vulnerable species recorded in the Tirari Desert



Government of South Australia
South Australian Arid Lands Natural Resources Management Board

BIODIVERSITY

FACT SHEET

WILKINTI OR DUSKY HOPPING MOUSE *Notomys fuscus* AND OOARRI OR FAWN HOPPING MOUSE *Notomys cervinus*

Text by Harald Ehmman and Michelle Watson.

Both the Dusky Hopping Mouse and Fawn Hopping Mouse are found in the northern parts of South Australia and adjoining states. Populations of both species can fluctuate greatly depending on seasonal and other factors.

Both species live in small groups in burrow complexes with a series of "pop hole" entrances leading to chambers and tunnels up to one metre below the surface.

IDENTIFICATION

The Dusky and Fawn Hopping Mice are nocturnal, have long back legs, a tufted tail end and, when travelling at speed, move with a distinctive hopping gait trailing their long tail behind them.

Both species are white below and usually a reddish orange colour above but may be from light fawn to a russet orange. Both reach a head and body length of about 12 cm with a tail length of about 15 cm. Their similar shape, colour and size can lead to confusion between the two species.

Both female and male Dusky Hopping Mice have a well-developed throat pouch with a prominent fleshy margin covered with stiff white hair. A small hairless pigmented patch

is present on the chest of all male Fawn Hopping Mice and some females, particularly during pregnancy and lactation.

Dusky and Fawn Hopping Mice can be confused with the more common Spinifex Hopping Mouse, which also has a small throat pouch in both sexes. However, this species is usually more grayish in colour, is smaller in size and generally inhabits spinifex covered sandflats and stabilised sandhills. It can however be found in other habitats, particularly after good rains.

HABITAT AND DISTRIBUTION

Dusky Hopping Mice inhabit soft sandy habitats, preferring dunes with Sandhill Canegrass, Sandhill Wattle, Nitrebush, Sticky Hopbush and other ephemeral plants. The Fawn Hopping Mouse usually inhabits gibber plains with low chenopods and ephemeral plants, often venturing onto adjacent claypans. Both species were formerly widespread but are now thought to be restricted to areas east of Lake Eyre.



Fawn Hopping Mouse. Photograph by Harald Ehmman.

Dusky Hopping Mouse. Photograph by Peter Canty.



Hopping Mouse

CONTACT US

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Management Board

www.saalnm.sa.gov.au

P. (08) 8648 5977

E. [aridlands@saalnm.
sa.gov.au](mailto:aridlands@saalnm.sa.gov.au)



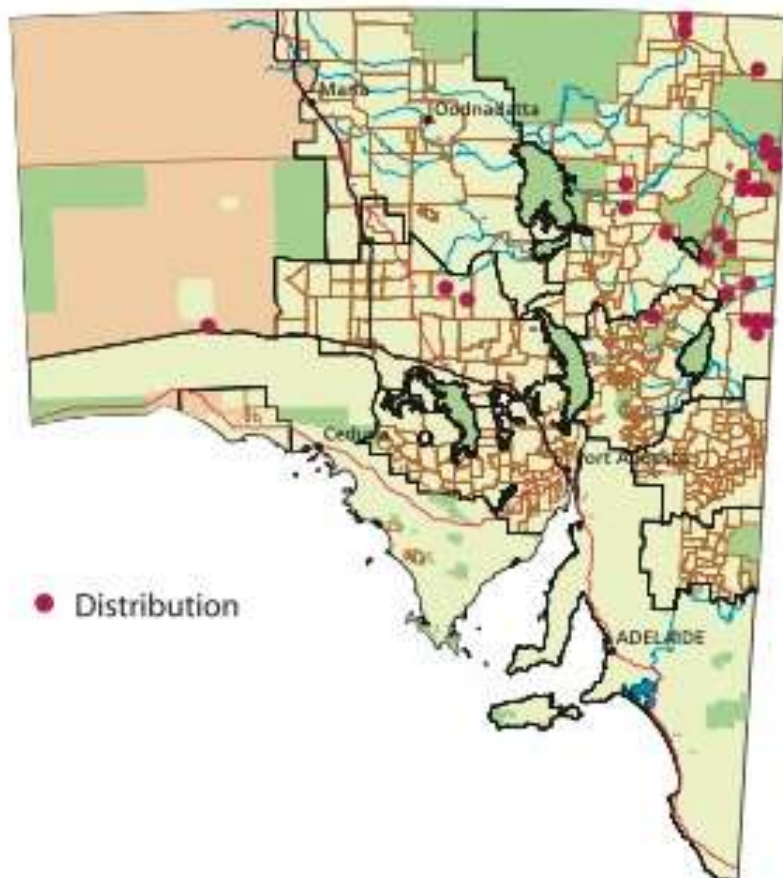
Australian Government

Updated July 2011

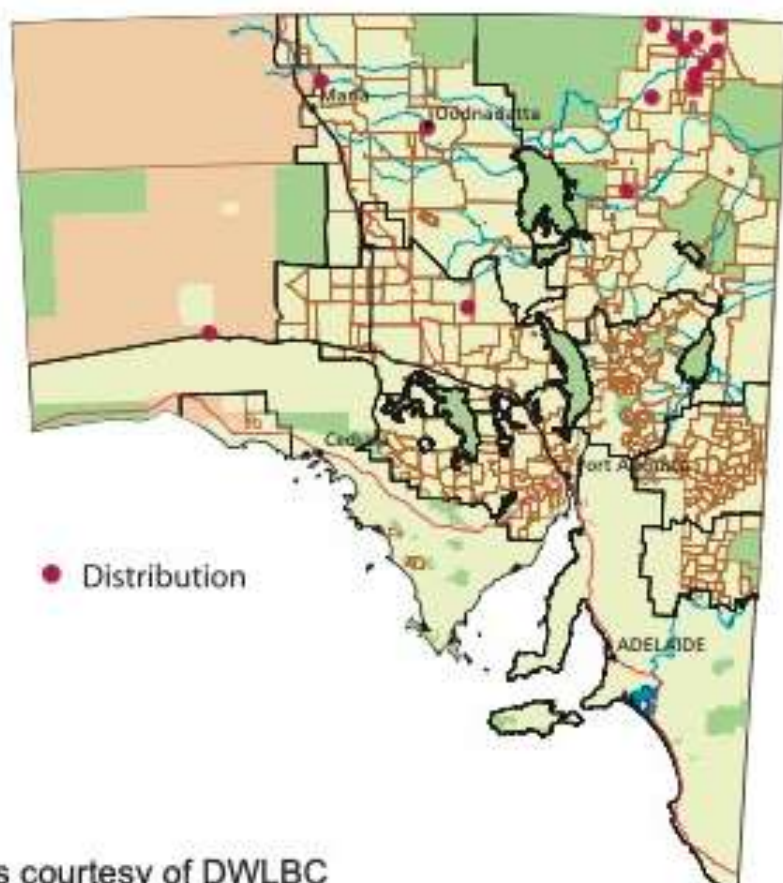


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DUSKY HOPPING MOUSE DISTRIBUTION IN SOUTH AUSTRALIA



FAWN HOPPING MOUSE DISTRIBUTION IN SOUTH AUSTRALIA



Maps courtesy of DWLBC

POTENTIAL THREATS TO DUSKY AND FAWN HOPPING MICE

Following European arrival the distribution and abundance of the Dusky Hopping Mouse has been greatly reduced, probably as a result of competition with rabbits and house mice. Studies have shown that house mice populations initially respond more rapidly to good conditions than Dusky Hopping Mice. However, when house mice start to decline, the hopping mice numbers continue to increase relatively slowly for some time. It is suspected that the rapid increase in house mice numbers after rain has a dampening effect on the recovery of Dusky Hopping Mice.

The Fawn Hopping Mouse's distribution has not had such a marked reduction, possibly because it inhabits the more extensive and harder soils of gibber plains, where it is less likely to be so heavily impacted by competition from rabbits and hunting by foxes.

CURRENT RESEARCH

Ongoing surveys, using track counts and trapping to indicate the presence of Hopping Mice are being undertaken across the region to clarify the current distribution of both species in relation to predators, competitors like House Mice, and in response to seasonal conditions.

HOW CAN YOU HELP?

If you have seen any hopping mice within or beyond the locations shown on the distribution maps please let us know. Please note the location (a GPS or map reference would be most helpful) to assist the relocation of the site. A description of the habitat would also be helpful. We will follow up all possible sightings as part of this study. You can also assist by participating in ongoing monitoring of potential habitat using track surveys. Training and resources are available to assist with these surveys.

To report observations or for further information about Dusky or Fawn Hopping Mice or this study please contact the South Australian Arid Lands Natural Resources Management Board 8648 5977.

RESOURCES

Ehmann, H. (2006). South Australian Rangelands and Aboriginal Lands Wildlife Management Manual: a resource handbook. Department of Water, Land and Biodiversity Conservation, South Australia.

Moseby K. E., Brandle R. and Adams M. (1999). Distribution, habitat and conservation status of the rare dusky hopping-mouse, *Notomys fuscus* (Rodentia: Muridae). *Wildlife Research* 26 (4): 479-494.

Watts C. H. S. and Aslin H. J (1981). *Rodents of Australia*. Angus and Robertson, Sydney.

Woma Python



Government of South Australia
South Australian Arid Lands Natural
Resources Management Board

BIODIVERSITY

FACT SHEET

WOMA PYTHON *Aspidites ramsayi*

Text by Harald Ehmann and Michelle Watson.

The Woma Python is a nocturnal snake that is usually quiet and shy. It is rarely seen and has a patchy distribution in South Australia, with most recent sightings recorded from the north-east of the state. It eats lizards, snakes, birds and small mammals (including dingo pups and young rabbits). Woma Pythons wiggle their tail to distract initially cautious prey and then attract it to within striking distance. The python then coils around the prey, constricting it until it finally dies.

IDENTIFICATION

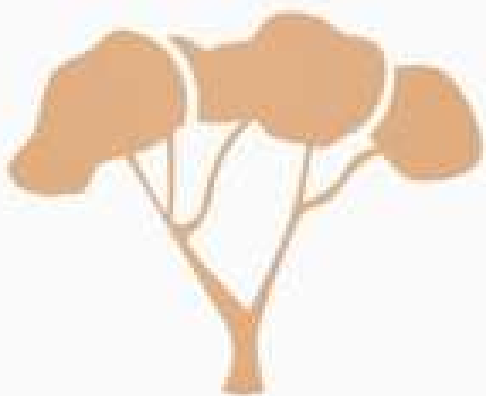
The nocturnal Woma Python is rarely seen moving about by day except in warm and heavily overcast weather. It is mostly seen from a vehicle at dusk or during warmer nights. In cooler weather it is sometimes seen basking in or near a rabbit burrow entrance.

This python can grow to 2.7 metres in total length and weigh up to 5.8 kg. It is thick set and muscular with a smoothly rounded snout when viewed from above. The body is a yellowish brown to yellowish white with many wavy brownish bands that join along the back into an irregular brown midline. Juveniles are more prominently patterned and coloured than older animals. It may hiss if provoked.

Woma Pythons can be confused with the dangerously venomous Mulga (King Brown) Snake or Western Brown snakes. The Mulga snake lacks the body banding or darker midline possessed by the Woma Python but some other Brown Snakes may have distinct dark cross banding. Woma Pythons can be distinguished from all of these species by the shape of the head which when viewed from above is rounded around the eyes but narrower at the snout.

HABITAT AND DISTRIBUTION

Woma Pythons are found in desert dunefields and on sandy plains, usually with hummock grasses but also other natural vegetation. They often inhabit rabbit burrows but may also use their head and neck to excavate shelters under hummock grasses or dense bushes. The majority of recent sightings of Woma Pythons in South Australia have come from sandy areas in the north-east of the state, predominantly along the Birdsville and Strzelecki Tracks. However, there have also been some sightings in the Simpson Desert and in the Anangu-Pitjantjatjara/Yankunytjatjara Lands, indicating that Woma Pythons may be quite widespread in suitable habitats across the northern half of South Australia.



Woma Python. Photograph by Harald Ehmann.

Woma Python. Photograph by John Read.



Woma Python



CONTACT US

South Australian Arid
Lands Natural Resources
Management Board

www.saalnm.sa.gov.au

P. (08) 8648 5977

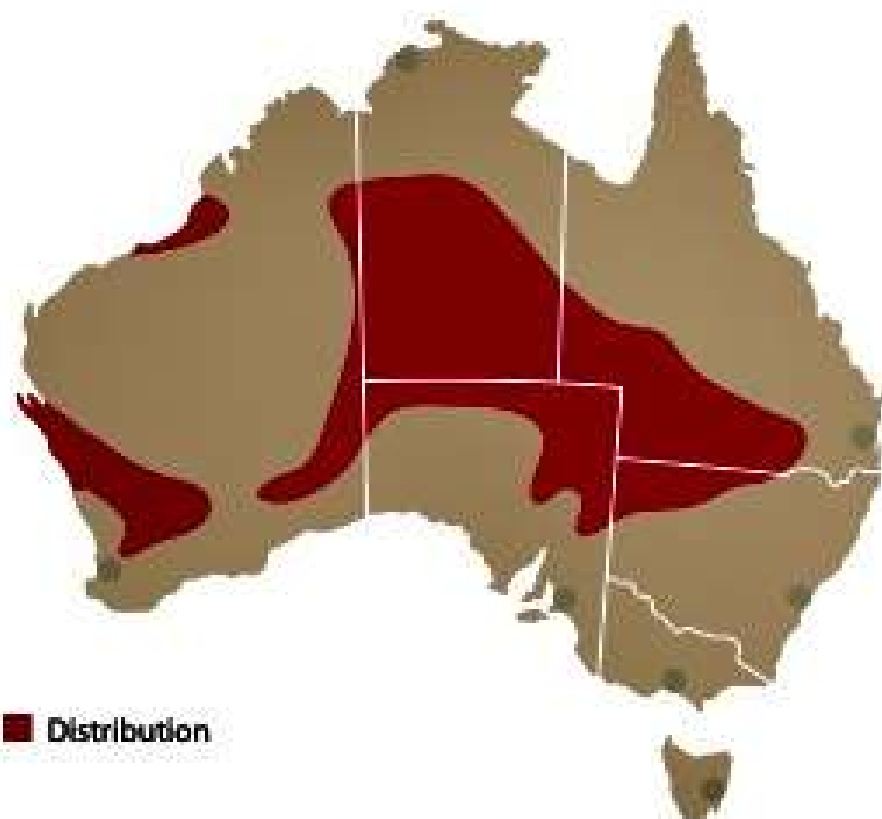
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sa.gov.au](mailto:aridlands@saalnm.sa.gov.au)



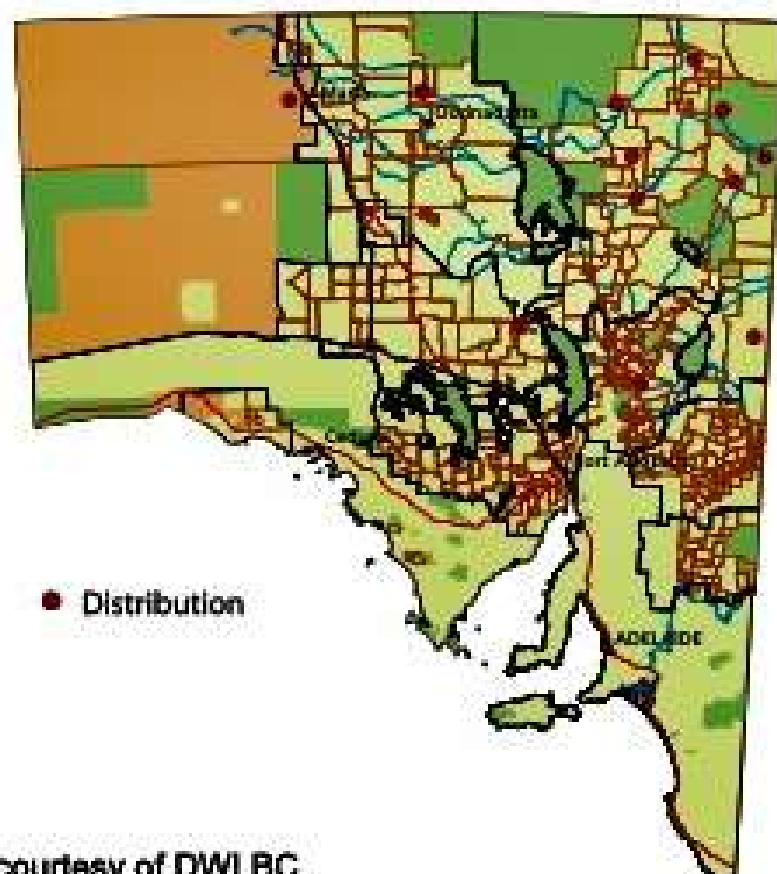
Australian Government

Updated July 2011

WOMA PYTHON DISTRIBUTION ACROSS AUSTRALIA



KNOWN DISTRIBUTION IN SOUTH AUSTRALIA



Map courtesy of DWLBC

POTENTIAL THREATS TO WOMA PYTHON

Land clearance and introduced predators have resulted in significant declines of the Woma Python in central northern New South Wales and the south east of Queensland, and its near extinction in southwestern Western Australia. It is thought that local declines and extinctions of native prey including reptiles and mammals may have contributed to the Woma Python's present-day patchy and fragmented distribution. Woma Pythons compete with cats and foxes and may also be eaten by these species, particularly when the snakes are still young and small. Their tendency to shelter in rabbit burrows may lead to them being unintentionally killed by warren ripping and fumigation.

CURRENT RESEARCH

Further research into the essential ecology of the Woma Python is needed. An up-to-date assessment of the distribution, density and age structure of the Woma Python population(s) is being made to ascertain the species conservation status and risk. As this species behaves in relatively predictable ways, uses easily recognised shelter sites, and leaves distinctive tracks in the sand individuals can be easily tracked once located. Should you have one of these rarely-seen pythons living nearby you may be interested in monitoring its movements for one or two seasons to aid this research.

HOW CAN YOU HELP?

If you have seen a Woma Python within or beyond the locations shown on the distribution map please let us know. Please note the location (a GPS or map reference would be most helpful) to assist the relocation of the site. A description of the habitat would also be helpful.

To report observations or for further information about Woma Pythons or this study, please contact the South Australian Arid Lands Natural Resources Management Board 8648 5977.

RESOURCES

Ehmann, H. (2006). South Australian Rangelands and Aboriginal Lands Wildlife Management Manual: a resource handbook. Department of Water, Land and Biodiversity Conservation, South Australia.



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Chestnut-Breasted Whiteface



Government of South Australia
South Australian Arid Lands Natural
Resources Management Board

Biodiversity Studies

STUDENT FACT SHEET

CHESTNUT-BREASTED WHITEFACE

Aphelocephala pectoralis

The Chestnut-breasted Whiteface is one of only two species of bird that is found only in South Australia. Most of its distribution is in stony deserts where it can be difficult to detect as it forages on the ground for seeds and insects.

IDENTIFICATION

The tiny Chestnut-breasted Whiteface measures only 10cm in length and is seen mostly in pairs or small groups or in mixed flocks of other birds including Banded or Southern Whitefaces, Wrens or Cinnamon Quail-thrushes. When disturbed they fly off in low rising and falling flight before dropping to the ground where they closely match the colour of surrounding soil and stones.

The birds' upper back is chestnut-brown and the flight feathers and tail are dark grey. The white face and eye are sharply bordered above with black that pales to grey on the crown. A wide chestnut band across the chest is sharply defined below but pales towards the throat. The belly is white with large reddish brown blotches along the side.

DISTRIBUTION AND HABITAT

The Chestnut-breasted Whiteface inhabits stony hills, tablelands, breakaways and rises

FOCUS QUESTION

Why is the Chestnut-breasted Whiteface hard to find?

Sparse chenopod shrubland with Low Bluebush.
Photograph by Michelle Watson.



associated with stony plains. It has been recorded from as far west as Coober Pedy and Tarcoola, through the Marla-Oodnadatta area and the south-east to Marree, around the Birdsville Track and Leigh Creek districts.

Vegetation is usually low and very open constant shrubland of low bluebush, saltbush and a variety of grasses.

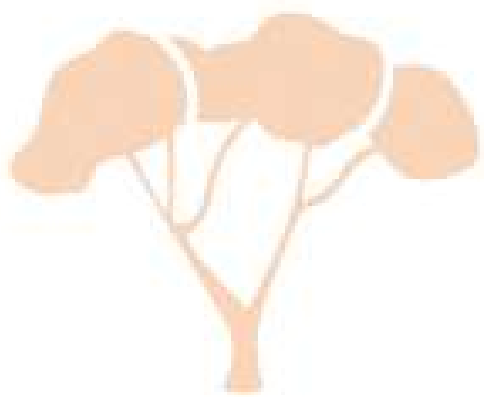
POTENTIAL THREATS TO CHESTNUT-BREASTED WHITEFACE

The Chestnut-breasted Whiteface is listed as rare in South Australia. Overgrazing by rabbits (and in some cases livestock) in some areas has resulted in reduction or loss of some of the low perennial shrubs such as Low Bluebush that this species requires. Opal mining also destroys suitable habitat.

Chestnut-breasted Whiteface. Photographs by Lynn Pedler.



Australian Government



Ampurta or Crest-tailed Mulgara

Ampurta or Crest-tailed Mulgara

Dasyercus cristicauda

The Ampurta is a charismatic carnivorous marsupial found in arid sandy areas of northern South Australia and adjacent areas of the Northern Territory and Queensland. What it lacks in size, it makes up for with attitude as it has a similar personality to its larger relatives (Dasyurid family) such as the Tasmanian Devil and Quoll (Native Cat).

IDENTIFICATION

Ampurtas are about the size of a small guinea pig, with a short fat tail. Their fur ranges from pale blonde fawn to a rufous brown, with dark black hair along their tail forming a crest-like 'mohawk' along the top.

DON'T CONFUSE ME WITH...

Some closely-related species may be confused with Ampurtas. The Brush-tailed Mulgara (*Dasyercus blythi*) is found mainly in the southern Northern Territory and Western Australia, but may overlap with Ampurtas in part of their range. Brush-tailed Mulgaras can be distinguished from Ampurtas by their lack of tail crest and number of teats (Ampurtas have eight, whereas Brush-tailed Mulgaras have six). The Kowari (*Dasyuroides byrnei*) lives on gibber plains and has a longer, lankier body, with grey fur and a larger bottlebrush-like tuft of hair on the end of the tail.

Natural Resources
SA Arid Lands

FACT SHEET | Threatened Fauna

**Ampurta or
Crest-tailed Mulgara**
Dasyercus cristicauda



Silhouette: adult size
Ampurta (right) compared
with a House Mouse

Ampurta tracks (with a matchbox for scale). The Ampurta has run across from left to right. The two tracks together are the back feet and the two tracks apart are the front feet. Ampurta tracks are distinguishable from baby rabbit tracks by their small size and more distinct toe marks.

Ampurta or Crest-tailed Mulgara



LEFT: Don't confuse Ampurta tracks with those of the Long-haired or Plague Rat (*Rattus villosissimus*) – these have four long toes on the front feet, creating a flower-like pattern, compared to Ampurta's five short, stout toes.

RIGHT: Size comparison between adult rabbit tracks (bottom of photo) and Ampurta (top of photo).

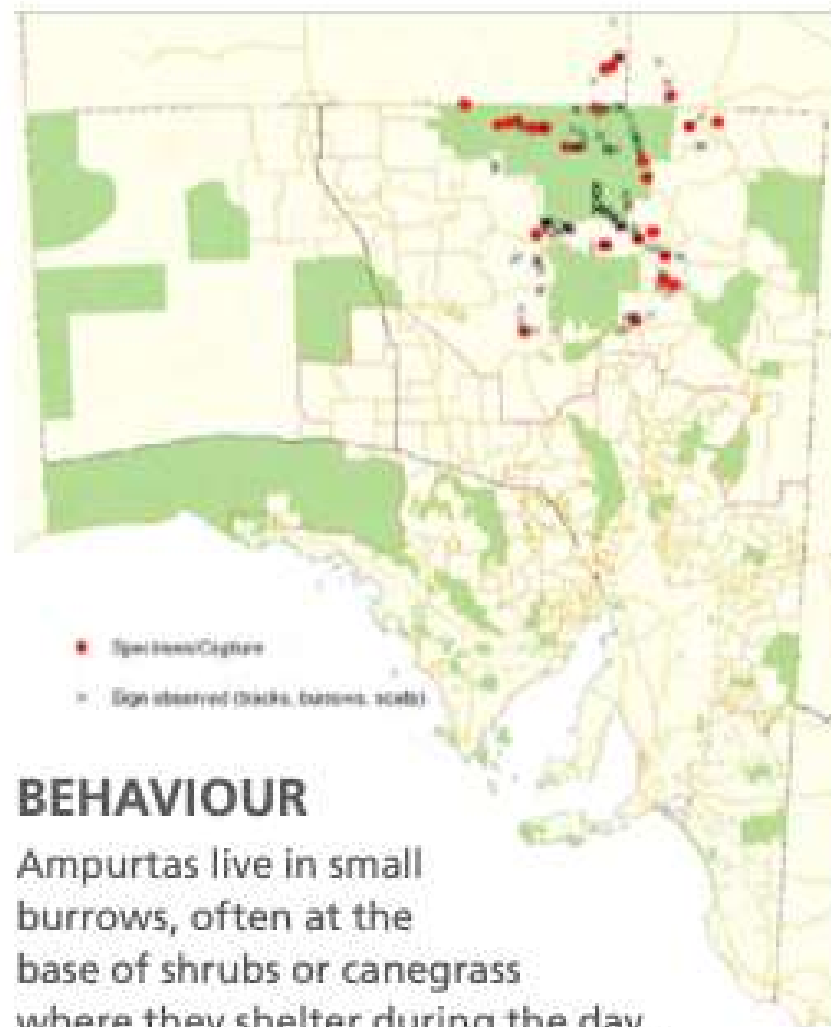
Ampurta tracks may be confused with other species at times. They closely resemble baby rabbit tracks in size but their feet are much less hairy than rabbits so their toe prints can be seen clearly in fresh tracks. Their hind foot tracks are also more rectangular compared with rabbits. Long-haired or Plague Rat (*Rattus villosissimus*) tracks may also be confused with Ampurta tracks, but their front feet have four long toes which are distinct from the five short stout toes of Ampurtas.

DISTRIBUTION

In South Australia, Ampurtas are known from the Simpson Desert, Tirari Desert and western margin of the Strzelecki Desert. In recent years they have also been found on the western side of Lake Eyre and as far south as the William Creek area and southern Birdsville Track. The species once had a wider distribution in South Australia, with historic records from as far west as Ooldea.

HABITAT

Ampurtas are found mainly in sandy habitats, including sandhills with Canegrass (*Zygochloa paradoxa*). They may also inhabit sand plain or sand mound areas (often with Nitrebush, *Nitraria billadierei*) or even sandy watercourses.



BEHAVIOUR

Ampurtas live in small burrows, often at the base of shrubs or canegrass where they shelter during the day, emerging at night to capture their prey. Unlike reptile burrows which have low, wide entrances, Ampurta burrow entrances have a similar height and width and often have elongated curved scats outside. On sunny winter days Ampurtas may sometimes be spotted basking outside their burrow entrances.

Ampurtas' voracious appetite includes a range of insects and arthropods including beetles, crickets, grasshoppers, centipedes, spiders and scorpions. They also prey on geckoes and skinks, small birds, even small rodents and marsupials – in fact, they are able to tackle most animals that are smaller than them. At times, they are also known to eat carcasses of larger dead animals such as rabbits.

POTENTIAL THREATS

Threats to Ampurtas are poorly understood. However, it is likely that their decline is linked to the introduction of predators such as foxes and cats. Rabbits are also thought to have had a major impact on this species by impacting vegetation which is important for the insects and other small reptiles and mammals that are part of Ampurta diet. In recent years it is thought that Ampurtas may have reoccupied parts of their former range following the introduction of Rabbit Calicivirus Disease which lowered rabbit numbers for over a decade.



HOW CAN YOU HELP?

If you think you have seen an Ampurta (or their tracks) within or beyond the locations shown on the distribution map please let us know. Note the location so that your written record can be used to find the same place again. A GPS fix or map reference would be very helpful, as would notes on the habitat or any other relevant information.

HOW CAN YOU CONTACT US?

To report your observation or for further information about Ampurtas contact the Community Fauna Officer, Natural Resources, SA Arid Lands.

RESOURCES

Ehmann, H. (2006). South Australian Rangelands and Aboriginal Lands Wildlife Management Manual: a resource handbook. Department of Water, Land and Biodiversity Conservation, South Australia.



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March 2013



Government of South Australia
South Australian Arid Lands Natural Resources Management Board

Southern Marsupial Mole



Government of South Australia
South Australian Arid Lands Natural Resources Management Board

BIODIVERSITY

FACT SHEET

SOUTHERN MARSUPIAL MOLE *Notoryctes typhlops*

Text by Harald Ehmann and Michelle Watson.

The mysterious Southern Marsupial Mole is a unique Australian animal of immense interest. Marsupial moles spend almost all of their time underground, making capture and study of this curious mammal rare. They have been kept in captivity on only a few occasions and never for more than a few months.

IDENTIFICATION

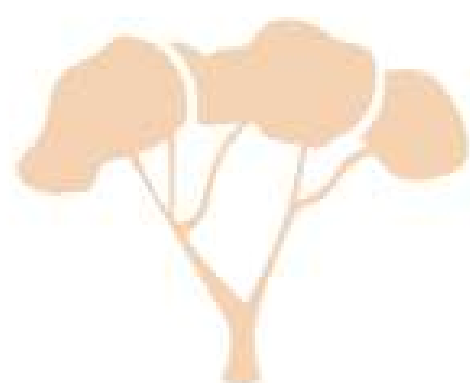
This unique and unmistakable mammal's golden fur is thick short and lustrous, it has no eyes, the ear openings are completely hidden by fur, the snout is leathery, and the finger nails are greatly enlarged to enable it to dig through the compacted sand of its preferred habitats.

Southern Marsupial Moles most likely only come to the surface when underground conditions become difficult, such as when they encounter excessively compacted sands, gravels (especially lime) or rock when burrowing, and also when oxygen levels in the sand become too depleted due to heavy rains (Ehmann 2006). In wet and crusty sand, the progress of moles just below the surface leaves a ridge of small cracked "tiles" of sand that slope equally in opposite directions like a simple roof. On dry, sandy surfaces, the "swimming" strokes of their arms and legs leave a distinctive track, with the tail dragging between.

Because of their subterranean existence, the most reliable way to detect the presence of moles in an area is to dig trenches in sandy habitats and look for the characteristic tunnels that the moles excavate as they move through the soil. The trenches need to be dug to a depth of about one metre and the walls need to be smoothed to reveal the "mole holes" that form when the back-filled sand from a mole tunnel is dislodged. The tunnels are from 15 to 60 mm in diameter and are usually circular or elliptical in shape.

HABITAT AND DISTRIBUTION

In South Australia Marsupial Moles have been recorded in the Anangu-Pitjantjatjara Lands, the Maralinga Lands, Yellabinna Regional Reserve and in the western Simpson Desert. There are also unconfirmed historical records from near Innamincka and the Tirare Desert. Within these areas, sand dunes, swales, sand plains, and some sandy inland river flats are the preferred habitats of Marsupial Moles. There is usually a reasonably complex overstorey vegetation of woodlands including mallee or Acacia shrubs with a diversity of understorey shrubs and grasses including spinifex or canegrass.

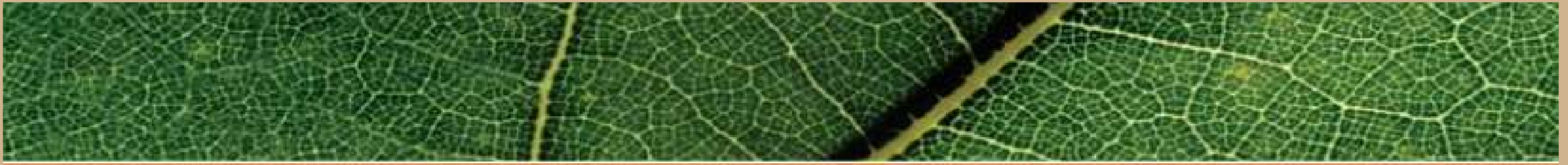


Southern Marsupial Mole. Photograph by Harald Ehmann.

Friends of Simpson volunteer Ian Jackson measures a mole hole in a trench. Photograph by Michelle Watson.



Grey Falcon



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GREY FALCON

Falco hypoleucos

The Grey Falcon is one of Australia's rarest raptors. It feeds mostly on parrots and pigeons but also takes reptiles, as well as small mammals and large insects particularly when these become very abundant. It does not build its own nest but rather uses and modifies the stick nests of other large birds.

IDENTIFICATION

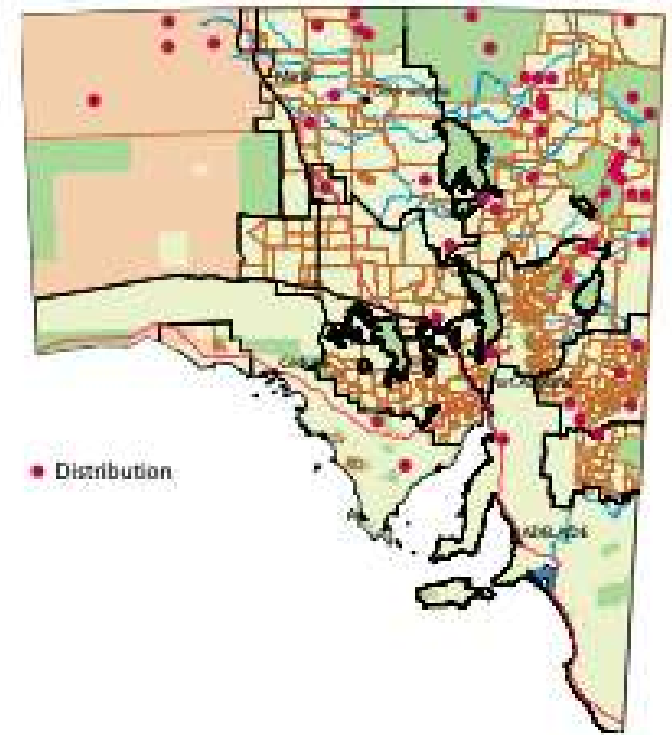
The Grey Falcon is usually seen singly or in pairs, occasionally in small family groups. The Grey Falcon tends to perch within cover and can be very approachable. The Grey Falcon is a relatively uniform pale grey bird. It has a grey head, back, wings and tail. The underside is whitish with some small brownish spots. The upper side of the outer half of the large wing feathers are blackish grey. It grows to 43 cm and you can generally see its orange-yellow legs and feet in flight.

HABITAT AND DISTRIBUTION

The Grey Falcon occurs very sparsely in a wide variety of arid habitats including open woodlands and open Acacia shrublands particularly on stony and sandy plains, grasslands and wooded watercourses. Also around swamps, waterholes and bore drains that attract prey.

FOCUS QUESTION

Why are there two names for the bird?
Why might Latin be used to name birds, animals and plants?



Grey Falcon Distribution in South Australia
Map courtesy of DWLBC

POTENTIAL THREATS TO GREY FALCON

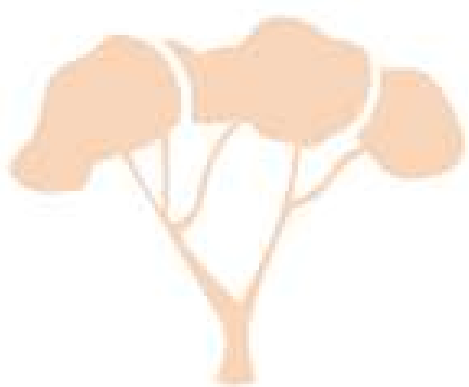
The Grey Falcon is listed as Vulnerable in Victoria and Rare in all other states including South Australia. The estimated total population is fewer than 5000 individuals including about 1000 pairs. Breeding successes have been reduced by persistent DDT-related thinning of egg shells.

HOW CAN YOU HELP?

If you think you have seen a Grey Falcon within or beyond the locations shown on the distribution map please let us know. Please note the location so that your written record can be used to find the same place again.



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Creepline habitats are often used by Grey Falcons.
Photograph by Rachael Young.



Grey Falcon. Photograph by Nick Birks.



The Dieri People

The Dieri People of the Lake Eyre Basin

Aboriginal people have been on the Australian continent for at least 65,000 years. They explored and eventually occupied all areas, developing an intricate connection to the land, even in its most inhospitable regions. They adapted and survived major climatic and environmental changes over that time.



Four decades of archaeological field work has placed Aboriginal occupation of the Lake Eyre Basin at around 40,000 years ago.

There were 250 distinct language groups and over 700 dialects in this vibrant, diverse mosaic of lifestyles, practices and beliefs. There were around 72 distinct Aboriginal language groups spread over the one million square kilometers of the Lake Eyre Basin.

The dunefields and gibber plains, waterholes, floodplains and lakes along Cooper Creek from south-west of the Coongie Lakes to Kati Thanda-Lake Eyre is Dieri country and an area continually associated with Dieri the people. They are neighbours with, among others, Arabunna, Wangkangurru, Yandruwandha, Yawarrawarrka, Kuyani and Adnyamathanha – a group of peoples who share similar (but distinct) languages and culture. They are linked through kinship, trade and ceremonial connections.

The eco-systems in the Lake Eyre Basin comprise salt lakes, claypans, gibber plains, rivers, sand dunes, and a chain of mound springs, fed from the deep artesian basin. Those living here, estimated to have been between 1,000 and 3,000 people, contended with one of the hottest and driest landscapes on the continent. Yet despite this and the extreme fluctuations between flood and drought, Dieri knowledge and management of their country ensured them rich and sustainable lives.

Anthropologists, Jones and Sutton state:

... the relative simplicity of traditional material culture in the region is in startling contrast with the complexity of Aboriginal culture and social organization. Understandably, it was this 'invisible' culture which was so seldom grasped in any depth by the Europeans with whom the Lake Eyre people came into early contact.

(Art and Land: Aboriginal Sculptures of the Lake Eyre Region. South Australian Museum and Wakefield Press. 1986:23)

Comprehensive knowledge of the locations of water and food resources was transmitted through recounting the deeds of Ancestral Beings, Dieri mura mura, in ceremonies, stories and songs. The mura mura emerged from the ground, creating the landscape as they travelled, organising and naming all life, both natural and cultural, into complex systems of relatedness before sinking back into the earth or inhabiting, for example, rocks, trees and waterholes.

Relatedness between people and between people and country was defined by their inheritance of a murdu (totem) from their mother and their rights to particular country by descent from a mura mura from their father (pinthara). An individual, therefore, would inherit their Dieri identity from their mother and their country from their father. Both demanded social, ceremonial and ritual obligations, which were inter-dependent.



Six Dieri performing corroboree, Killalpaninna

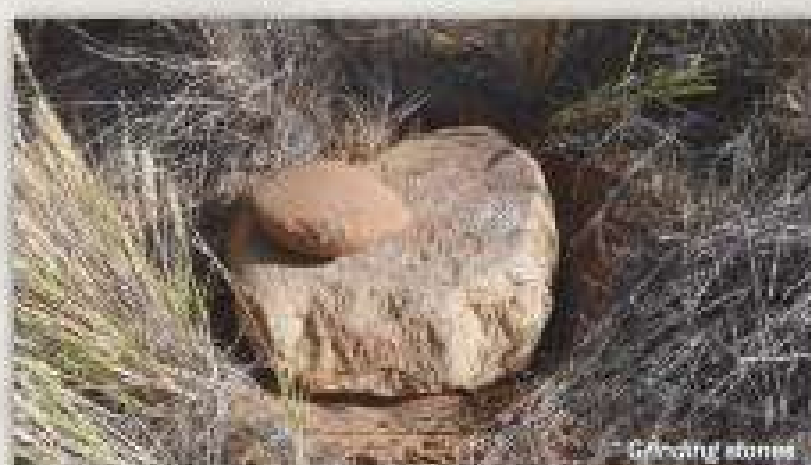


Lake Killalpaninna

In traditional Dieri society, people lived for most of the year in local groups centred around permanent water supplies (such as wells/soaks and waterholes). Such sites are often marked by large items of material culture (such as grindstones) as well as fireplaces, stone tools such as pirri points and middens. In wetter times small family groups would disperse from these camps, obtaining food and water across the dune fields. Winter was also when the five Dieri local groups contacted each other (as well as other tribes) for the purpose of ceremony and trade.



Stone axe heads



Grinding stones

Kopperamanna adjacent to Killalpaninna was a major centre of trade. Dieri were known as important traders. At Kopperamanna, pitjuri (native tobacco) from Birdsville, grinding stones from Innamincka and the Flinders Ranges, baler and pearl shells from the Gulf of Carpentaria and Arnhem Land as well as greenstone axe heads from Mt Isa and Cloncurry, and red ochre from Parachilna, were traded.

Today, Dieri people retain strong links to their country and take an active interest in its management.

Field Guide to the
**PLANTS
OF OUTBACK
SOUTH AUSTRALIA**

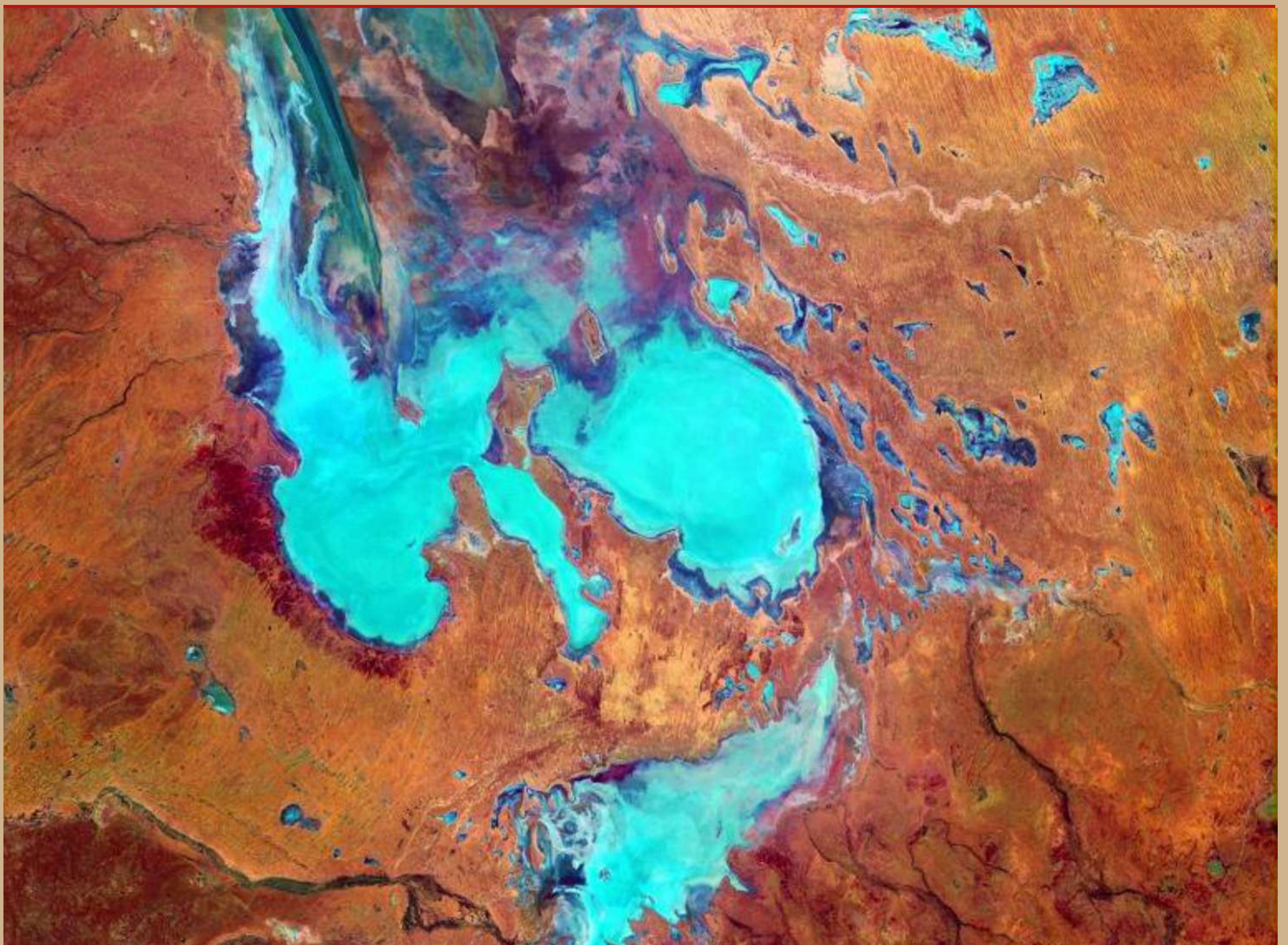
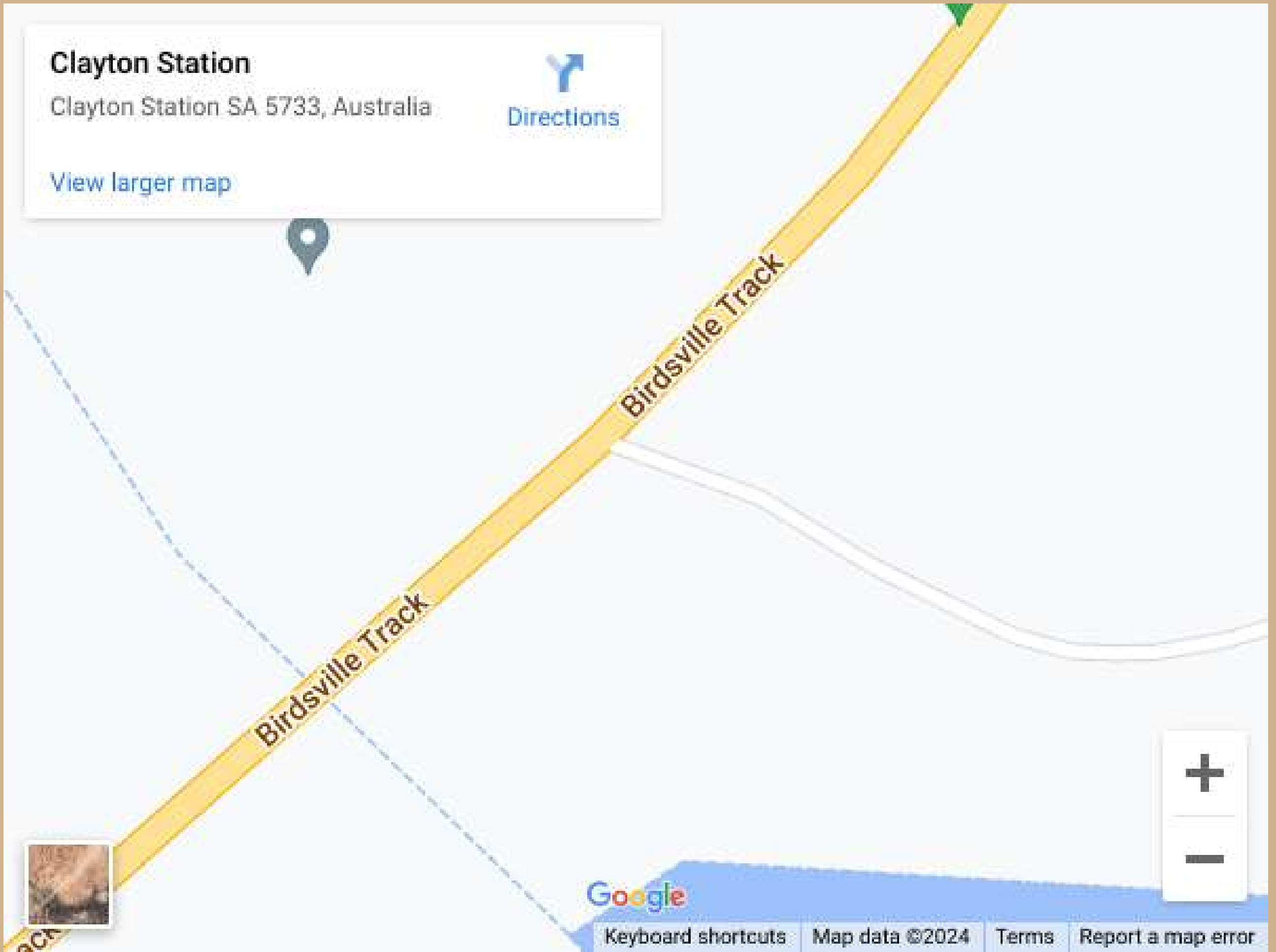
Frank Kutsche and Brendan Lay

Second edition updated by
Tim Croft and Jürgen Kellermann

Outback Map



Google Maps





Trekking location Thanks

The directors and staff of Camel Treks Australia extend their gratitude to Shane and Debbie Oldfield of Clayton Station, a pioneering fifth-generation family along the 'Birdsville Track', for graciously allowing us to share their home. We also extend our equal acknowledgment to the Dieri Aboriginal people, the traditional owners of the Dieri lands. We pay our respects to their Elders, past, present, and emerging, recognising and honouring the profound spiritual connection that Aboriginal people hold with the Country.



Connect youth with the Outback

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Created by Karen Jane Elliss
With South Australia Media Gallery 2024
Bobby Tamayo -Crest-tail Mulgara
P Canty - Fawn hopping-mouse
D. Portelli -Grey falcon

Ken Griffiths | Credit: Getty Images - Echidna and Red Kangaroo

Camel Treks Australia.