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Wominjeka to Moonar'mia (Welcome to Churchill Island)

We acknowledge the Traditional Owners of Millowl, the Bunurong and pay our respects to Elders past, present and emerging. We recognise their role in caring for Country over thousands of years and acknowledge the true history and their continued connection to place as we work and walk together.



Time Unwinds
CHURCHILL ISLAND



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Churchill Island Heritage Farm Teacher Cue Cards for Self-Guided Tours (Curriculum links for Primary Year Levels: F-6). Information can be adapted for Secondary Levels.

An excursion at Churchill Island is an opportunity for students to learn about continuity and change as they consider their lifestyles in comparison to lifestyles from the past. As students make these comparisons in the context of the Churchill Island Heritage Farm, there are several opportunities to contribute to the Victorian cross-curriculum priority area of learning about sustainability.

The concept of sustainability, the balance between environment, equity and economy, and the capacity of the Earth to maintain all life, can be explored at different scales at several of the staging points listed in this resource. The UN World Commission on Environment and Development defines sustainability as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs.'

Students can consider both the Bunurong culture including the use of seasonal resources, as well as Early European farming, its techniques and how the first European families grew food, survived, and enjoyed life on Churchill Island. Skipping to the present, while students explore the orchard and vegetable gardens they can consider and discuss where their own food comes from, exploring the concept of food miles versus locally grown and seasonal produce. Students can also appreciate the significant conservation achievement that Churchill Island is now free from introduced pest animals, foxes and wild rabbits. This makes it possible for an endangered species, the Eastern barred bandicoot to thrive.

These cards are intended to be used during an excursion

Please return the deck to the Visitor Centre, so that they can be reused.

A digital copy of this resource can be found at:

penguins.org.au/conservation/education/resources

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Learning opportunities align with Victorian Curriculum Foundation-6

HISTORY - Historical Content and Skills

Foundation to Level 2	Historical sources as evidence	Identify the content features of primary sources when describing the significance of people, places or events (VCHHC054)	Staging Points: Rogers Cottage & Amess House Cards 12-13: The Rogers family and farming life on Churchill Island; identify the cottage as a historical building (primary source) Cards 14-16: Amess House – a seaside retreat: children’s bedroom; identify furniture, toys and games
Foundation to Level 2	Continuity and change	Identify examples of continuity and change in family life and in the local area by comparing past and present (VCHHC056)	Staging Point: Rogers Cottage Cards 12-13: The Rogers family and farming life on Churchill Island; identify historical and modern objects inside the cottage
Foundation to Level 2	Continuity and change	Differences and similarities between students’ daily lives and perspectives on life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications (VCHHK061)	Staging Points: Rogers Cottage & Amess House Cards 12-13: The Rogers family and farming life on Churchill Island; children’s chores, family leisure and children’s games comparisons through time Card 16: Tradition of firing the canon on New Year’s Eve
Levels 3 & 4	Historical sources as evidence	Identify the origin and content features of primary sources when describing the significance of people, places and events (VCHHC067)	Staging Point: Rogers Cottage & Amess House Cards 12-13: The Rogers family and farming life on Churchill Island; identify the cottage as a historical building (primary source) Cards 14-16: Amess House – a seaside retreat

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Learning opportunities align with Victorian Curriculum Foundation-6

HISTORY - Historical Content and Skills

Levels 3 & 4	Historical sources as evidence	Identify the origin and content features of primary sources when describing the significance of people, places and events (VCHHC067)	Staging Point: Amess House – dining room Card 15: Amess House – a seaside retreat; identify Samuel Amess' architectural drawings for significant buildings (dining room)
Levels 3 & 4	Historical sources as evidence	Describe perspectives of people from the past (VCHHC068)	Staging Point: Lawn in front of Rogers Cottage Card 11: Victoria's first European garden; share Lt James Grant journal quote describing his perspective of Churchill Island in 1801
Levels 5 & 6	Continuity and change	Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies (VCHHC085)	Staging Point: The lawn behind the Churchill Island Visitor Centre Cards 7-8: First Nations Australians: seasonal visitation, use of resources, kitchen middens
Levels 5 & 6	Historical significance	Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation (VCHHC087)	Staging Point: Lawn in front of Rogers Cottage Card 11: Victoria's First European Garden; share the story of Lt James Grant landing on Churchill Island and planting a garden to sustain future explorers and an expanding colony

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Learning opportunities align with Victorian Curriculum Foundation-6

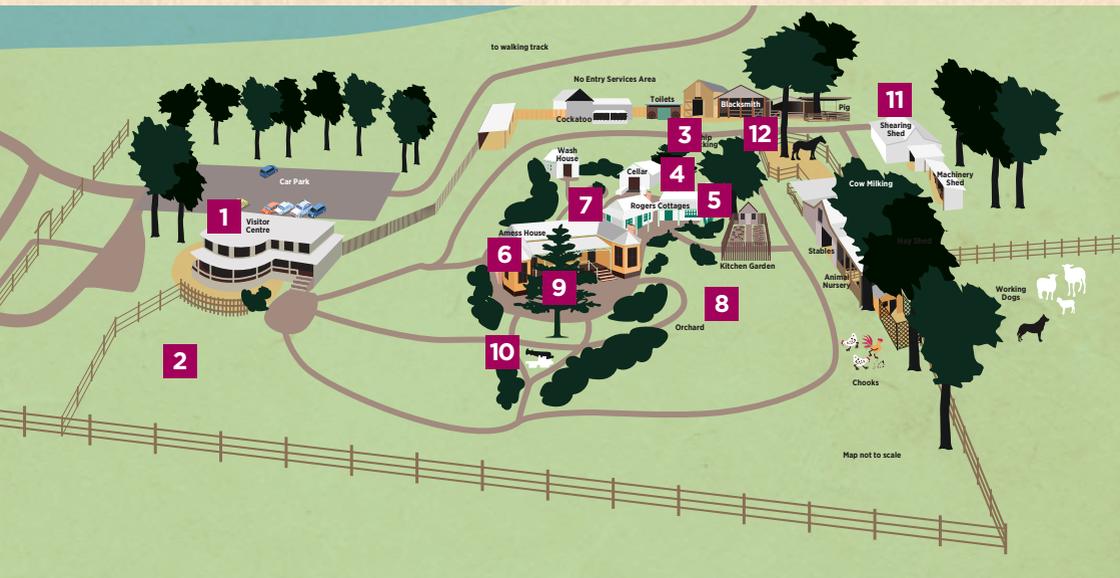
SCIENCE - Science Understanding

Foundation – Level 2	Biological sciences	Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)	Staging Points: Herb garden (front of Amess House) and/or the orchard and vegetable gardens (behind Amess House) Cards 17-18: Kitchen Garden Cards 21-22: An Island Home for Bandicoots
Levels 3 & 4	Biological sciences	Different living things have different life cycles and depend on each other and the environment to survive (VCSSU058)	Staging Points: Herb garden (front of Amess House) and/or the orchard and vegetable gardens (behind Amess House) Cards 17-18: Kitchen Garden Cards 21-22: An Island Home for Bandicoots
Levels 5 & 6	Biological sciences	Living things have structural features and adaptations that help them to survive in their environment (VCSSU074)	Staging Points: Herb garden (front of Amess House) and/or the orchard and vegetable gardens (behind Amess House) Cards 17-18: Kitchen Garden Cards 21-22: An Island Home for Bandicoots
Levels 5 & 6	Biological sciences	The growth and survival of living things are affected by the physical conditions of their environment (VCSSU075)	Staging Points: Herb garden (front of Amess House) and/or the orchard and vegetable gardens (behind Amess House) Cards 17-18: Kitchen Garden Cards 21-22: An Island Home for Bandicoots

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1 Churchill Island Visitor Centre

2 The lawn behind the visitor centre

3 The significant moonah tree stand near Rogers Cottage

4 Lawn in front of Rogers Cottage

5 Rogers Cottage

6 Amess House

7 Herb garden at front of Amess House

8 Orchard & vegetable garden

9 Norfolk Pine at the back of Amess House

10 Cannon

11 Shearing Shed/Eastern barred bandicoot mural

12 Farm

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First Nations Australians

Staging Point: The lawn behind the Churchill Island Visitor Centre. Look at the sweeping views back to mainland Australia.

Australia is made up of many different and distinct Aboriginal and Torres Strait Islander groups, each with their own culture, language, beliefs, and practices. The Bunurong are a coastal people with intimate knowledge of the land, seasons, plants and wildlife in this area. In using this knowledge Bunurong can provide for large family groups by hunting, collecting and harvesting plentiful food sources. The Bunurong visiting this area for thousands of years in the past, enjoyed the warmer spring and summer seasons. At low tide, the shallow mudflats can provide great food like flounder, shark and oysters.

How would Bunurong visit Moonar'mia (Churchill Island) before there was a bridge built?

Answer: Bunurong skillfully cut and burnt native trees on the mainland to create canoes to paddle over the tidal estuary.

OCHRE – A VALUABLE RESOURCE: Another resource Bunurong sustainably collect from this area is ochre (volcanic ash). This porous rock is collected from around the shoreline (look for red-, purple- and gold-coloured stones). Ochre can be used in Ceremony, and the unique colours available here are a valuable resource that can be used or traded.

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First Nations Australians

Seafood dinners. Oysters can be collected at low tide and are cooked over fire (which removes any bacteria). Extensive remains of shellfish (middens) can be seen along the eastern shoreline of Churchill Island. These 'midden' sites are places where Bunurong gathered to make fire, cook food, eat together and tell stories. They contain the discarded remains of food and tools such as shells, animal bones and flakes of stone.

Discussion:

What do you do with any left-over food after dinner?

(Discussion about green waste, composting, serving our own food (only as much as we can eat).

What is the same and what is different about the traditional ways Bunurong hunt, collect and prepare foods, compared to the way your family grows and/ or buys food, cooks and eats dinner?

CULTURE TIMELINES ACTIVITY: Ask two students to stand approximately 6m apart and explain that each metre represents 10,000 years of sustainable First Nations Culture. Ask another student to stand 25cm away from one of the students marking 6m. Explain that this 25cm represents 250 years of European culture in Australia.

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Victoria's First European Garden

Staging Point: Walk the garden path to two old moonah trees growing near Rogers Cottage. The trees are signposted.

Moonah trees (a type of Melaleuca, commonly known as tea trees) are incredibly long lived and can grow to reach 500 years old! The trees here are estimated to be more than 400 years old and were growing here prior to the first Europeans exploring the area. The trees are protected and are registered on a list of significant trees in Victoria, managed by the National Trust.

SIGNIFICANT TREES: 253 of Churchill Island's trees are included on the Trust's significant tree register. These include the Norfolk Island pine growing at the back of Amess House as well as mulberry, olive and 250 moonah trees.

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*The Moonahs line our coastal cliffs
like soldiers at the front
When northwest gales lash the bay
our Moonahs bear the brunt*

*Their gnarled and twisted branches reach
toward the southern sky
their origins extending back
to centuries gone by*

*And there on Churchill Island where
the Moonahs grow en masse
there's trees that were mature
long before the voyage of Bass*

*And if you wonder why these twisted forests line our coasts
Well Dad and Uncle Ted cut all the straight ones down for posts*

*'Cos using crooked timber really doesn't make much sense
when you live on Phillip Island and you're trying to build a fence*

Poem by Mike Cleeland

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11

Victoria's First European Garden

Staging Point: The lawn in front of Rogers Cottage (walk around the corner from the moonah tree stand).

1798 - Exploration of Western Port by George Bass. The name Western Port being apt at the time as it was the most westerly port from the fledgling colony in Sydney. Warnmarin is a Bunurong name for Western Port.

1801 - The landing on Churchill Island by Lt James Grant of the HMS Lady Nelson, who was exploring Western Port in greater detail. Grant and his men rowed over to the island. Noticing the rich red soil and the shelter offered by the island, Grant ordered trees cleared, a blockhouse built (a small simple shelter used as an outpost), and a garden planted. Grant names the island 'Churchill Island' after one of his benefactors (John Churchill of Dawlish, Devon) who supplied him with seed, including wheat, corn, peas, grains of rice, coffee, potatoes, apples, and nectarines. The fruit and vegetables were all planted to sustain a new colony. Notably this is the first crop ever planted in Victoria by European people.

What can fit into the palm of your hand but feed a whole boatload of people?

Answer: Seeds!

Historical Quote: The place must have appealed to Grant; he wrote in his journal at the time:

"I scarcely know a place I would rather call mine than this little island."

Grant did not see Aboriginal people during this trip, but he saw signs of them.

What do you think he might have seen?

Answer: Remains of fires, dingo tracks, canoes, middens.

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12

The Rogers Family and Farming Life on Churchill Island

Staging Point: Rogers Cottage; use the lawn in front of the cottage.

Here is the Rogers Cottage – a family who lived here more than 150 years ago. They were farmers. Imagine John and Sarah Rogers living here with their three children in the 1860's. What was their life like?

Is this home bigger or smaller than where you live?

When you look inside, decide if you could live here with your family? Where is the kitchen? Bathroom? Toilet?

What is the same and what is different about this house compared with where you live?

Choose one object in the kitchen and share about what it is used for.

Can you identify one object which is not from the past inside the cottage? Why is there something more modern inside this historical place?

While enthusiastic, the Rogers had little local knowledge of the environment so resorted to familiar European farming techniques. They hoped to grow wheat, potatoes, tend sheep and run a small-scale dairy. They also had chickens.

What resources do we get from sheep, chickens, cows?

Answers: Wool, meat, eggs, milk, butter.

What sort of chores would the children who lived here have?

Answer: Looking after animals: feeding chickens, milking cows, planting, and weeding vegetables. The family would have needed wood chopped for fires for heat and cooking.

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13

The Rogers Family and Farming Life on Churchill Island

While the Rogers efforts produced enough food for their family to survive, what would the cost to the natural environment been?

They cleared trees (less habitat for native animals), and their hooved animals (cows and sheep) compacted the ground.

With the Victorian Gold Rush (1850-60) and Melbourne city growing quickly, there was need for fresh produce. However, the Rogers struggled to obtain a government permit to run a commercial farm. But they did succeed in sending their potatoes to the Queen Victoria Market in Melbourne.

The family planted an orchard, flowerbeds, vegetable, and herb gardens. The vegetable garden and orchard grew well with great northerly light and rich red soil. Sarah lined the paths with shell grit collected from the shoreline. This was a great example of a creative solution to the problem of making a pathway without a nearby shop to order gravel.

The Rogers family were not too successful as farmers (John never got his farming permit) and they ended up moving to San Remo.

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Amess House - A Seaside Retreat

Staging Point: The Amess House. Let students explore and make observations and meet them behind the house at the base of the large Norfolk Island pine for a discussion.

As you move through the house can you imagine who lived here? What were they like?

Can you see rooms for parents and rooms for children?

Can you find the children's bedroom?

Choose one object inside the house, and when we meet out the back be ready to share about the object you recognised.

Samuel Amess was a well-connected and successful businessman. He had been successful as a gold prospector, became the Mayor of Melbourne in 1869-70, and he also designed many significant buildings in Melbourne including Melbourne Post Office, Customs House and the old Exchange Building.

The house is described as 'an important example of a seaside retreat'. Samuel had decided that a beach house would be good for his own and his family's health. The house demonstrates the beginning of the move towards the use of the Phillip Island and Western Port area as a resort and place for holidays. The house was restored in 1999 to its original decorative state. Only a few pieces of furniture are original, but all the furniture is from the correct era with some items on loan from the National Trust of Australia.

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Amess House – A Seaside Retreat

The drawing room: This is a formal room where guests were greeted and entertained. It was also a place for spending evenings reading, playing music and games. The wallpaper in this room is an exact replica of remnants found during restoration. The oil painting of 'Moonahs on Coast' was painted by Minnie Lawrence, a descendant of the Amess family.

The dining room: The largest room in the house was probably the heart or hub of activity. Samuel was a great entertainer, and hosted journalists, politicians, and colleagues. Note the architectural plan on the wall, the 'Kew Insane Asylum', more recently known as Willesmere. It was one of Samuel Amess' many Melbourne building projects and these plans were found on Churchill Island.

Samuel was known to use this room as a space to gather with his male friends to talk politics and architectural design.

Does your mother or father have a special room or space they use at home?

What is the heart (the busiest place) in your home?

What family activities do you do in the heart or hub of your home? Are these different or similar activities from the Amess family?

WHERE IS THE TOILET? Originally, there would have been crude 'long drops' outside and only potties and commodes inside. Later an outside dunny would have been added. From the 1940s on there was a washhouse which is in the herb garden.

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Amess House – A Seaside Retreat (Garden)

Staging Point: The Norfolk Island pine at the back of the Amess House.

This enormous tree was planted at the same time the house was built in 1872. Native to Norfolk Island off Australia, this iconic tree has been planted at many coastal areas on the southern and eastern coastlines of Australia.

The cannon: The origins of the cannon remain unknown. It may have been gifted to Samuel Amess while he was Mayor of Melbourne. While the cannon cannot be fired these days, we have been told that it was fired every New Year's Eve to signal the start of the new year!

What are your family traditions for celebrating a new year?

Amess was part of the Agricultural Acclimatisation Society. This was a group of people who brought animals from England and other countries and introduced them to the Australian environment.

They didn't realise that these animals could have a great impact on the Australian plants and animals, for example, foxes eating small marsupials. Amess introduced Highland cattle from Scotland and Suffolk sheep from England to Churchill Island. He also imported quail, pheasants, rabbits, and horses from other countries.



While Highland cattle and other hoofed animals damage the ground through compaction, Highland cattle are excellent pollinators. Wildflower pollen gets caught in their shaggy coats and they walk around and spread it.

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Kitchen Garden

Staging Point 1: Herb garden (area immediately outside the Amess house).

Herb garden: You might find basil, thyme, rosemary and sorrel. Herbs and spices are an important component for cooking, adding flavour and aroma. Some spices are useful for preserving foods. Herbs can come from leaves, flowers, or stems and can also have medicinal and fragrance values. Spices come from seeds, fruits, roots, bark, and other plant substances. Bunurong use native herbs and spices.

Do you have a favourite herb or spice which you use?

Living things: Healthy soil, sunshine (north facing aspect) and rain or water, and plenty of pollinators such as birds, bees and butterflies, are all the ingredients for successful growing. In the gardens you might find fruit trees: mulberry, fig, olive, lemon, apple, chestnut, apricot.

Staging Point 2: The vegetable garden (follow the pathway through the garden).

Vegetables grown will change with the seasons. It's a great place to discuss with students the idea of eating seasonally. Growing our own or buying locally produced seasonal fruit and vegetables vs. buying food which has been transported from another climate.

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Kitchen Garden

Eating seasonally:

What do we do when we want a food that isn't in season?

If we want a mango in winter, it may have to be grown in another country and brought here by planes, ships, and trucks. This is called **food miles**.

Do you think it is good for the environment to use lots of energy to transport food all around the world? What can we do to change this?

Answer (ideas): Grow our own fruit and vegetables at home or buy from our local farmers, local markets. We can choose to eat fruit and vegetable that is in season.

In the vegetable garden you might find potatoes, a kiwi vine, radish, tomatoes, cabbage, zucchini, parsley, strawberries, corn, blackberries.

Compost: behind the vegetable garden we have three composting bays. Garden waste, weeds and some fruit and vegetable scraps are composted to create a natural fertiliser for other plants to grow.

Who grows food at home?

Do plants grow fruit all year round?

What do you do with any food scraps?

Could you learn to serve your own meal quantity and only serve what you will eat?

Think about the Rogers family. They would not have easily been able to travel to a shop.

What chores would the children do and what would they eat?

Answers: Collecting eggs, milking the cow, feeding the animals, making sure the animals had clean water, collecting firewood, mucking out the stalls. They would have eaten meat and produce from the animals they looked after and fruit and vegetables from plants they had grown.

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Farm Animals

Staging Point: The farm.

Explore the farm area and meet our working farm animals. They include a Clydesdale horse, a working horse who can pull a plough, pigs that are useful to eat any scraps. They can also produce pork, ham and bacon. Sheep, which when shorn can be a source of wool for clothes, and cattle which provides dairy and meat. We also use working dogs for rounding up and moving sheep.

In the animal nursery you might find pet guinea pigs, baby cows (calves) and baby sheep (lambs).

Discuss which foods and products come from animals: meats such as beef, pork, eggs, milk, butter.

Who eats meat or eggs or dairy?

Answer: A lot of our food comes from farms from all over Australia and the world. Farms sell food to supermarkets, which is where we often buy our food.

Animals not only provide food but also materials for clothing and furniture. For example, apart from meat:

- sheep provide wool and leather (skin) to make clothes.
- cows are a source of leather, milk, and other dairy product including cheese, butter, and cream.
- chickens lay eggs. The chickens here are free range which means they are not kept in cages and are able to explore the farm and eat bugs, greens, and anything else they can scratch up.

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Farm Animals

Prompt students to consider some of the environmental costs of farming and food production:

We need to clear native trees and animal habitat to create paddocks and grow grass suitable for sheep and cows to eat.

We need to purchase feed to supplement their diet especially if the weather is dry and the grass is in poor condition.

While we have animals as pets, dogs, cats and George the Cockatoo, we also have working animals. For example, horses are used for transportation and pulling machinery like ploughs through fields. Pulling a plough and tilling the soil to improve structure and plant seed is arduous work. Having a workhorse such as a draught horse, enabled large ploughs and harvesters to be pulled making the land more productive.

Have you seen a working horse today?

What are the pros and cons of a tractor versus a horse?



The bridge was built in 1959, so before this farmers had to wait until low tide to drive the cattle across the mudflats that surround Churchill Island! The first timber bridge was built by Dr Harry Jenkins in 1959, and the current bridge you came across today was completed in 2000. This would have made moving cattle much easier.

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An Island Home for Bandicoots

Staging Point: The Shearing Shed; look for the Eastern barred bandicoot mural.

In 1989 the total population of Eastern barred bandicoots was fewer than 150. In 2013, the species was declared as **Extinct in the Wild** on mainland Australia.

Bandicoots have been introduced to Churchill Island as part of a threatened species recovery program. In 2015, 8 male and 12 female Eastern barred bandicoots were released onto Churchill Island. After two years of monitoring and research, the bandicoot population grew to over 120 and has since stabilised to a healthy population. This success opened the door to introduce Eastern barred bandicoots to the Summerland Peninsula on Phillip Island in 2017. Ongoing research has shown that their numbers and range are increasing, a promising sign for the future of this incredible marsupial.

The Eastern barred bandicoot conservation status has changed!

We are thrilled to share that the conservation status of the Eastern barred bandicoot has been reclassified from **Extinct in the Wild** to **Endangered**. This is a great achievement in protecting a native species that was at risk of being lost forever in Australia.

Churchill Island is now a haven for a small marsupial like the bandicoot as the introduced predator, the European red fox, has been removed.

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An Island Home for Bandicoots

A spinoff from the bandicoots' introduction is helping to repair the land. Each bandicoot will turn over about an elephant's weight worth of dirt and soil each year. This helps the land recover from decades of soil compaction from heavy grazing animals.

Can you find a conical hole in the lawn areas which a bandicoot has dug?

Amazingly the Churchill Island bandicoots have learnt to eat crabs off the rocks at low tide. This behaviour is a great example of the bandicoots adapting to their new island home.

Eastern barred bandicoot features and behaviours:

- Thick fur to keep them warm.
- Long slender and sensitive nose for locating food like worms, beetles and grubs.
- Strong claws for digging.
- They have a life span of 2-3 years.

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Sustainable Choices

Staging Point: Wrap up your self-guided tour at the Shearing Shed near the Eastern barred bandicoot mural, or back on the lawns around the visitor centre.

Concluding activities: ask students to name similarities and differences between the Rogers family lifestyle and their own.

The lifestyles of people living in this area have changed but there are some things that stay the same.

- **Similarities:** family time, children's games, need to eat, growing food.
- **Differences:** clothing, tools, electricity, buildings, transportation, living seasonally. How we grow and buy food has changed dramatically with technology and large-scale automated agriculture.

How has Churchill Island changed? This little island has become a place to visit and learn about the past, a place to enjoy and a place for a native species, the Eastern barred bandicoot, an endangered species, to recover.

While the Amess family introduced many animals from Europe including rabbits, in more recent years, the Nature Parks has worked hard to make Churchill Island free of foxes and rabbits and replant the coastal areas with native plants. This means we were able to introduce the Eastern barred bandicoot, as this is now a safe place with suitable habitat and without introduced predators.

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A Call to Action

We can all learn from the past to help us make good decisions for the environment, for people and for the planet. Some sustainable choices and actions can include:

- Growing our own fruit, vegetables, and herbs.
- Eating seasonal foods and locally grown produce rather than expecting to buy things that are out of season or food with many food miles.
- Becoming serious about reducing our waste, composting our green waste, and taking care with what we put into our bins.
- Learning about the culture and history of the Traditional Owners of the land where we live.
- Planting your garden at home with plant species that are local to the area you live in, to help provide habitat and food sources for native wildlife.

Challenge students to share one sustainable action which they have learnt about today which they can share with their family and introduce to their lifestyle.

Please return this resource to the Churchill Island Visitor Centre

Report an Eastern barred bandicoot sighting!

Have you seen an Eastern barred bandicoot on Churchill or Phillip Island?
If so, we'd love to hear about it!

www.penguins.org.au/ebb-sightings

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