

Sustainable School Plan



School:.....

2003-2004

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Contact :

Fax:

Email:

Team Members:

Stakeholders:

School,

Landcare groups etc

Why sustainability?

How can the needs of current and future generations be met in a world where the aspirations of many people far exceed their needs and the life chances of the many more are acutely limited by poverty and environmental decline? The task of creating social, economic and political systems that meet our needs and aspirations, that are based on sound ecological principles, and that are democratic and fair to current and future generations, is a deeply challenging one. Yet, building the capacity and commitment to build such a sustainable future is, in large part, one of the tasks of education. This requires that teachers and schools have a vision of what a sustainable future might be like - bearing in mind the dynamic balance between cultural differences and the emerging global ethic of 'interrelatedness and sanctity of life.'

From *Teaching and Learning for a Sustainable Future* UNESCO CD Rom 2003

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BRAINSTORM-Present Situation

Sustainable schools- systems approach, supports community links, inter-agency support, curriculum renewal,

- Whole school approach- Needs Principal's support
- Practical tangible, demonstrable a new direction
- Strong community links
- Opportunities for professional learning- holistic

Curriculum links with Els-world futures- systems, and sustainability

Think about the school

- What are you interested in doing?
- What is happening already?
- Who are your supporters? colleagues, staff, parents, community
- What resources are there?
- What opportunities are there?
- What can you manage quickly and easily?
- What will have impact and will work?
- What would you like to see happening in 1 year? 10 years?

Weakness

Eg
No paper recycling
Litter problem in the school

Strengths

Great local environment
Strong sense of local community
People on tanks- water aware
Solar car challenge
School Farm
Sympathetic Staff/groundsman

Opportunities

Marine Discovery Centre
Curriculum- middle school unit
Transport- car pooling
Sustainability Unit in Middle School

Threats

Apathy

Map of the school_

Canteen

Grounds

Cooking area

IT

Office

Staff Room

Parents and Friends Group

Principal

Library

Sports

School transport

Lunches

Celebrations- Easter, Christmas

Local environment

VISION

What would we like to achieve in 5 years?

Eg significant reduction in waste

- A system of waste reduction
- Good habits of recycling

A staff committed to sustainable practices

Considerations for Sustainability built into **school plan**

SUSTAINABILITY- WHAT ARE WE DOING?

Mapping the territory- Review

EG. How much waste is the school producing?

How many cubic metres of waste?

How much paper?

What is the annual energy bill?

What else are we doing to contribute to sustainability?

What potential is there?

Solar car challenge

Seed orchard on the school farm

Greenhouse on the farm

Applied for Habitat Grant

BELIEFS AND VALUES

eg Learning should be on-going

Children should have a deep understanding of the environment and their place in it and be able to communicate this with others.

The Values of the area: Environmental, Social and Cultural

Eg. Inspirational local environment

Simon Currant Development- Tourism

Biodiversity

Strong history

The main issues and taking action?

Issues	Review	Strategy development	Targets	Resources
Resources	Paper audit			
Transport	Calculate savings for car pooling	Promote Encourage cycling skills		
Energy	Audit review	Develop strategy to reduce energy		
Waste reduction	Opportunities for reusing, reducing and recycling	Recycling cans and bottles Corks Involve local community		
Biodiversity	Opportunities on the school farm	National Tree Planting Day Repair		

	Swift Parrot Program Wetlands development	Greenhouse. Apply for Habitat Grant		
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KEY QUESTIONS

Why is sustainability important?

SHORT TERM OBJECTIVES

1. Identify what we are doing already to promote sustainability.
2. Calculate our annual energy and paper use in the school.
3. Identify opportunities for schoolground development.
4. Provide containers in all rooms for fruit and vegetable scraps. Organise a system for collecting these scraps and placing them into the compost bin. Link this system to the curriculum.
5. Provide reuse bins in all work places (offices, classrooms, staffroom, library, etc.) for paper that can be used for scrap, drafts, etc. Organise a system for collecting this paper so that the boxes do not overflow. These bins must be adequately labelled and with a consistent design.
6. Provide separate containers in all rooms for materials to be recycled e.g. cans, plastic milk bottles, glass, modified to suit what we produce. Organise a system for regularly emptying these containers and returning the materials for recycling.
7. Provide a bin in all rooms for clean white paper that has no further use and can be recycled. Organise a system for collecting this paper.
8. Provide a sealed container in each classroom for students' food scraps and organise for these to be collected and taken to the chickens on the farm.
9. Implement integrated curriculum unit on sustainability.
10. Reduce litter problem in the school.
11. Buy environmentally friendly cleaning products.
12. Ask students to come up with ways to reduce waste, conserve energy and promote biodiversity.

LONG TERM OBJECTIVES

*eg re-establish native gardens ,
educate staff, students and the community to undertake sustainable practices*

Long-term goals

1. Encourage children to care for class materials.
2. Encourage the staff to use the compost produced from the school's food waste on the school's farm for the chooks.
3. Organise a 'swap box' for classes to deposit items that they no longer want, but are not broken or damaged.
4. Encourage students to use recycled paper products.
5. Train staff to use photocopier for double sided copies.
6. Fill one tray of the photocopier with used paper and run off single-sided copies and drafts using that tray.
7. Purchase recycled products where available, e.g. stationery, plastic containers, toilet paper towels.
8. Use overhead projectors or a computer and a computer projection screen, if the school can afford them, to save paper.
9. Laminate commonly used worksheets. Have the students use water soluble felt pens and clean the worksheets after use. Alternatively, use clear plastic envelopes.
10. Develop and implement a system for filing class sets of materials.
11. Identify excursions to landfill sites, recycling depots and education centres on waste minimisation so that they can learn new ways to minimise waste.
12. Rationalise use of paper, notices and decorations for special events: produce or purchase reusable, quality materials instead of creating waste.

Targets

Target Outcomes	Target dates 2003-4			
	Term 1	Term 2	Term 3	2004
1. Planning group formed	Y			
2. Waste minimisation and litter reduction review				
3. Waste minimisation strategy in place				y
4. Litter education/reuse paper strategy in place			y	
5. Whole-school environmental strategy in place				y
6. Waste reduction of 25% achieved				
7. Waste reduction of 50% achieved		Y		
8. Energy Audit		y	Y	
9. Paper re-use strategies in place				
10. Cardboard recycling in place				
11. Aluminium can recycling in place		y		
12. Plastic bottle recycling in place		y		
13. Glass bottle recycling in place		y		
14. Cork recycling in place		y		
15. Greenhouse repaired				
16. Composting system in place	Y			
17. Worm composting system in place		y		
18. Waste and litter programs included in the curriculum at all levels in the school				

TECHNICAL ADVICE

Tas Environment Centre, 62345566
Cool Communities Program 62345566
Hands On Energy Centre
Tip Shops

COMMUNITY SUPPORT

Local Landcare group

WORK PLAN

Sustainability Practices	Curriculum Links
Main Aims and Objectives <ul style="list-style-type: none">• <i>Promote sustainable practices in the school community</i>	<ul style="list-style-type: none">• <i>Develop on going responsibility and care for the natural environment</i>• <i>Develop a sense of place</i>
Major issues being addresses <ul style="list-style-type: none">• <i>Waste management</i>• <i>Biodiversity</i>• <i>Energy Efficiency</i>• <i>Transport</i>• <i>Resource Use</i>	Key Essential Learnings <i>World Futures-sustainability</i> <i>Social Responsibility</i> <i>Thinking</i>
Strategies <i>Developing management plan</i> <i>Review of energy efficiency</i> <i>Surveys</i> <i>Teamwork</i> <i>Making community links</i>	Teaching Strategies <i>Ecological footprints</i> <i>Auditing</i> <i>Journal writing</i> <i>Photography</i> <i>Art work- Photo- drawings</i> <i>Observation reflecting and reporting</i> <i>Interviewing</i> <i>Pamphlet and report writing.</i> <i>Internet search & publishing</i> <i>Listening skills –</i>

**TIMELINE Sample
2003-2004**

		Organisational strategies	Educational Strategies	Resources
March		<i>Identify and meet with interested staff</i>	<i>Photographic records Site visit Sustainability as Middle School Unit</i>	Gould League Material
May		<i>Identify situation and opportunities Establish Chook Pen and Incubator- Steve Dig Garden Plant out Indigenous Garden</i>	<i>Litter Unit Personal Sustainability Audit Food Focus- Deb Recycling- Gail</i>	<i>Kate Nel Leonie and Chis Shaeffer</i>
June		<i>Prepare Energy Audit- Nel Transport audit- Nel</i>		
July		<i>Middle School unit implementation of Sustainability</i>		<i>All Middle School Staff</i>
August		<i>Repair Greenhouse</i>		<i>Steve and Gary</i>
September				
October				
November				

EVALUATION AND MONITORING

Criteria used to determine the success of the project

- eg** *annual reports*
- *photographic record/seasonal/monthly*
 - *an article suitable for publication or website*
- Comparative photographs*
Journal Writing
Environmental audits

USEFUL RESOURCES AND REFERENCES



Earth In Mind, 1999, David Orr

Sustainable Education, 2000, Stephen Stirling

Teaching and Learning for a Sustainable Future UNESCO, 2003 CD Rom

Ollie Saves the Planet, 2002, Gould League, CD Rom
