



Jan. 2018-Ver.1

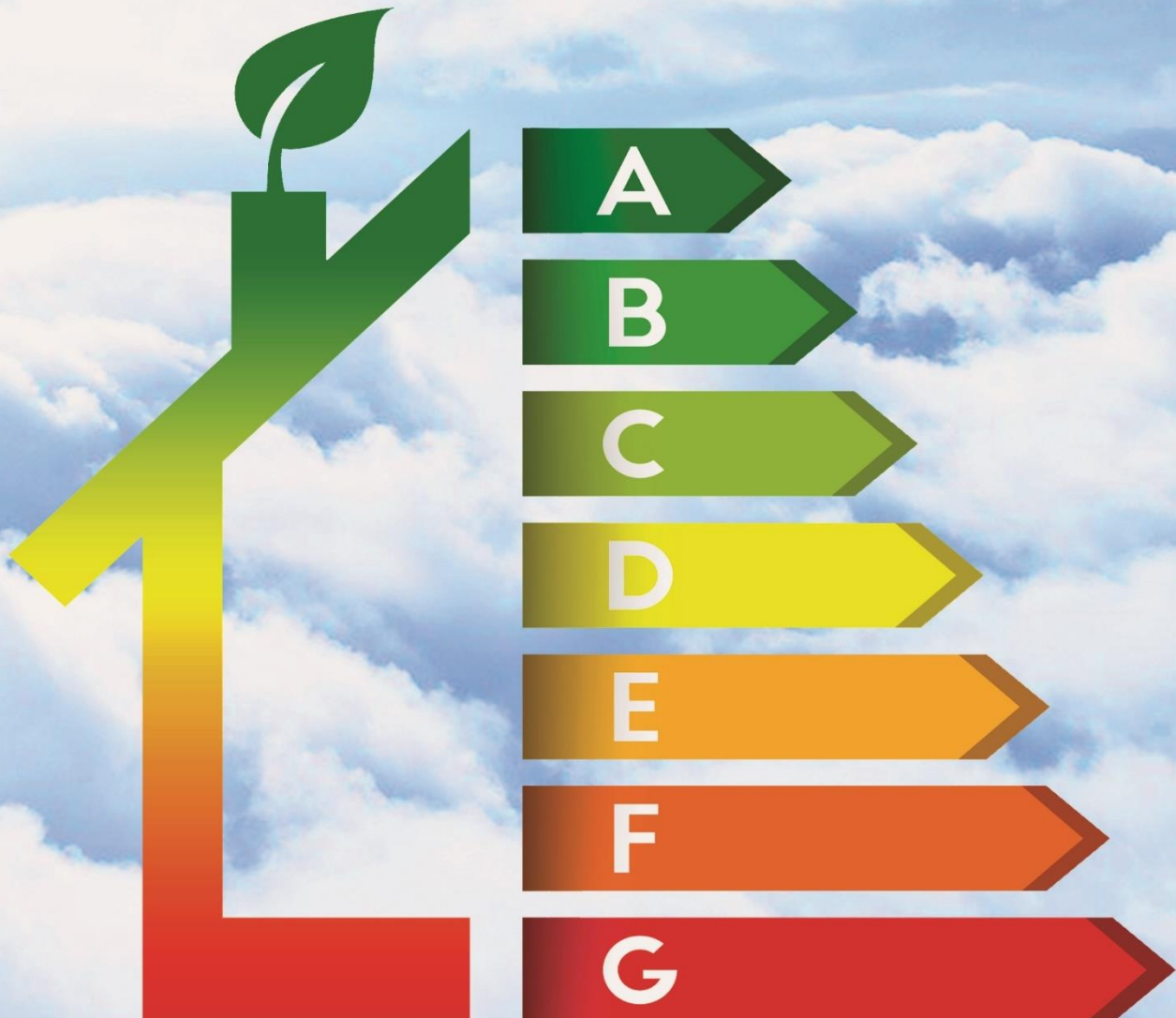
Manual 2

# WHOLE-SCHOOL EARTH ACTION PLAN

Creating Sustainable Schools

## Getting Started

### ASSESSMENT REPORT



[www.earthactionplan.com](http://www.earthactionplan.com)

[www.facebook.com/earthactionplan](https://www.facebook.com/earthactionplan)

TABLE OF CONTENTS		PAGE
WORD/PHRASE DEFINITIONS	-----	2
OVERVIEW	-----	2
STEP 1: COMPLETE THE SUSTAINABILITY ASSESSMENT REPORT	-----	3
• Who will complete the sustainability assessment report?	-----	3
• The assessment consists of two parts to complete	-----	3
• <b>Work Template 1: Whole School Sustainability Assessment Report</b>	-----	4
• Descriptions of the sustainability initiatives implemented at the school	-----	6
•		
LINKS	-----	10

This work is copyright. You may download, display, print and reproduce this material in unaltered form only (retaining this notice) for your personal, non-commercial use or use within your organisation. Apart from any use as permitted in the Copyright Act 1966, all other rights are reserved. Requests and inquiries concerning reproduction and rights should be addressed to [info@professorjellybean.com.au](mailto:info@professorjellybean.com.au)

To the best of our knowledge, this document does not contain previously published or written material by another person, except where a reference is made.

**IMPORTANT NOTE:** *The information within this document has been written for Qld Primary State Schools, however, the information is likely to be beneficial to Independent/Private schools and State Schools outside of Queensland, Australia.*

WORD/PHRASE	DEFINITION
<b>sustainability</b>	“Development that meets the need of the present without compromising the ability of future generations to meet their own needs” Brundtland Commission Report (1987-Our Common Future)
<b>whole-school earth action plan</b>	A whole school approach for sustainability. This is a practical sustainability action plan that is offered free and can be accessed from <a href="http://www.earthactionplan.com">www.earthactionplan.com</a> This plan is a tool to assist schools to implement a sustainability action plan.
<b>organics</b>	Relating to or derived from living matter eg. Food scraps, garden clippings, wood, paper, cardboard, hair...
<b>sustainable procurement and purchasing</b>	The act of sourcing and buying products/supplies that are produced ethically and are not harmful to the environment and society.

## OVERVIEW

The Earth Action Sustainability Assessment Report is designed to assess your School’s sustainability strengths: It can be used to help develop a comprehensive sustainability action plan for your school.

The Whole-School Sustainability Assessment Report will be one of the first documents (**Work-Template 1: Whole-School Sustainability Assessment Report**) that you complete prior to launching the **Whole-School Earth Action Plan**. The assessment report should be completed at least once a year (preferably just prior to creating the school’s annual earth action plan) and kept for future reference.

The assessment is presented in a simplified format so that it can be completed easily and quickly: It is not a definitive list or a national standard for creating a sustainable school (this does not currently exist). There are many more sustainability initiatives that you may implement or already have achieved that are not yet included within the assessment report. Use the assessment report as a ‘jumping off point’ for starting and continuing your school’s sustainability journey.

Once completed, the assessment report should provide a better understanding of where your school is at and where it can go. The assessment report also offers a scoring system so that you can quickly obtain a number score in-order to set goals for the future. Keeping score is optional and for those *extra competitive people who love a challenge!* Please do not be discouraged by your score if it is low. It is important to recognize that many schools will not “score high” as a whole-school approach for sustainability can take many years to achieve ‘sustainability’ across all areas of the school.

*The concept of sustainability – which, at a minimum, addresses how humans can live on the planet over time in a manner that protects cultural and biological diversity, recognizes and appreciates ecological limits, offers just and accountable governments and economies for all, and draws on the human capacity for adaptive learning and innovation – offers a tremendous challenge for education. It requires educational institutions to rethink their missions and to re-structure their courses, research priorities, community outreach, and campus operations. By preparing students – and the whole campus community – to be more adept decision makers in the increasingly complex, dynamic, and uncertain future that we all face, integrating sustainability into all of the major activities of educational institutions also presents a tremendous opportunity. (Glasser & Calder, 2005)*

## STEP 1: COMPLETE THE SUSTAINABILITY ASSESSMENT REPORT

### Who will complete the sustainability assessment report?

If a sustainability committee has not yet been formed at your school and you are THE PERSON, the driving force to ensure sustainability becomes the norm at your school, then it looks like you will be the one completing this form!

See [Work-Template 1: Whole-School Sustainability Assessment Report](#) below. This template is also available for download from <https://earthactionplan.com/action-plan> (click the TEMPLATE WORKBOOK BUTTON) along with an **Example-Template** of the *Whole-School Sustainability Assessment Report*.

It is recommended that you complete the sustainability assessment report before heading to the School P&C meeting (or other school general /AGM meeting) with your proposal to form a sustainability committee.

If the School already has a sustainability committee (either run by school staff or parents/guardians) then the sustainability committee will complete the assessment report.

Whether you are completing the assessment report on your own or with a sustainability team, you may need to consult with different school stake-holders in-order to complete all sections of the assessment report.

### The assessment report consists of two parts to complete

- **Part 1: What stage of change is the school at right now?**  
This question is meant to help reveal the stage of change that the school is currently at, with regards to sustainable behaviours occurring at the school. (See **MANUAL 1: WHERE ARE YOU GOING** to answer this question. This manual can also be downloaded from the website at: <https://earthactionplan.com/getting-started> )
- **Part 2: Identify the sustainability initiatives implemented at the school**  
This section of the report will help you to identify the School's accomplishments and where further action can be taken. Some of the more common sustainability initiatives implemented at schools are provided as a reference within the assessment report. The list will:

  - a. Provide your team with a clearer picture of the extent that sustainability actions/activities, policy plans, monitoring and reporting systems have been implemented at the school
  - b. Enable your team to identify the data that the school currently has available in-order to make informed decisions for creating and implementing a [Whole-School Earth Action Plan](#)



## Work-Template 1--WHOLE SCHOOL SUSTAINABILITY ASSESSMENT REPORT


School:	Date:	Person/s responsible for completing this report:
---------	-------	--

### What stage of change is your school at right now?

*(tick under the appropriate heading)*

	<b>Pre-Contemplation</b> <b>“No-way”</b> Denial/Unaware of behaviour/Resistance/May feel hopeless	<b>Contemplation</b> <b>“Well maybe”</b> Aware of problem/May have an idea of how to change/Not quite ready	<b>Preparation</b> <b>“So okay, what do we do now?”</b> Detailed plan established/Announced intention to change/Set to take action	<b>Action</b> <b>“Okay, let’s do this!”</b> Visible action/Overt behaviour change/Shift in thinking	<b>Maintenance</b> <b>“It is possible, we are doing it!”</b> On-going effort and commitment/Consolidated change into habit
	<b>Sustainability Initiatives implemented at the School</b> <i>(record your point in the appropriate column for each initiative below)</i>	<b>No Action: 0 points</b> This action has not been implemented in any way	<b>Some Action: 1 point</b> Some action has occurred to implement this initiative. There are no policies, monitoring or reporting systems in place for this action.	<b>Great Action: 2 points</b> This initiative has some systems in place Either policies, monitoring or reporting has been created for this action.	<b>Full-on Action: 3 points</b> This initiative has all policies, monitoring and reporting systems in place
1	Sustainability committee (adults) formed				
2	Sustainability team (students) formed				
3	Outdoor waste stations				
4	Indoor waste stations				
5	Other Recycling station/s				
6	Onsite or offsite processing of organics				
7	Collaboration with Council’s School Waste Minimisation Program (put N/A if not available)				
8	Waste audits conducted				
9	Nude Food is promoted & practiced				
10	National School Clean Up Day				

## Work-Template 1--WHOLE SCHOOL SUSTAINABILITY ASSESSMENT REPORT

Sustainability Initiative implemented at the School		<b>0. No Action</b> This action has not been implemented in any way	<b>1. Some Action</b> Some action has occurred to implement this initiative. There are no policies, monitoring or reporting systems in place for this action.	<b>2. Great Action</b> This initiative has some systems in place Either policies, monitoring or reporting has been created for this action.	<b>3. Full-on Action!</b> This initiative has all policies, monitoring and reporting systems in place
11	National School Tree Day				
12	National Nude Food Day				
13	Sustainable Procurement & Purchasing.				
14	Energy Conservation Practices: Electricity/Gas				
15	Energy Conservation Practices: Water				
16	Sustainable development of school grounds.				
17	Community Engagement & Partnerships				
18	Sustainability as a cross curriculum priority				
Tally points in each column					
TOTAL SCORE OUT OF 54 					



## Descriptions of the sustainability initiatives implemented at the school

### 1. Sustainability committee (adults) formed

A committee of either parents/guardians, teachers and/or other stakeholders at the school who take action to ensure all school stakeholders understand the principles of sustainability and find ways to implement sustainability initiatives within and outside the school community. The sustainability committee is likely to be a sub-committee of the school's P&C Association (if applicable)

See **MANUAL 3: Form a Committee.**

Available for download at <https://earthactionplan.com/getting-started>

### 2. Sustainability team (students) formed

A team of students (usually in year 4, 5 and/or 6) who apply for the school's sustainability team. A maximum of 4 students are approved as Ambassadors of the team. Four Ambassadors is the maximum number required if the students will be participating in the Tangalooma EcoMarines program. All other applicants will be voted in as members of the team.

Ambassadors of the team are likely to be the major 'faces' of the team and most likely to represent their school in local media and events conducted outside of the school confine. Ambassadors may take on more responsibility than the members.

The team is approved by the sustainability committee with final approval by the school Principal/Deputy Principal

See **Manual 7: Form a Student Sustainability Team**

Available for download at <https://earthactionplan.com/getting-started>

### 3. Outdoor waste stations

An outdoor waste station must have a Landfill, Recycle and Organic bin positioned together. All bins are clearly labelled with universal waste symbols and colour coding on the labels to help students and staff with their waste sorting skills: Red for Landfill, Yellow for Recycle and Green for Organics. Waste stations are placed in suitable areas outdoors for the students and staff to access. Additional signage at the area of the waste stations prompts the students and staff to sort their waste efficiently. Additional bins can be positioned at waste stations to provide further waste separation eg. Soft plastics bin, bins for collecting containers for refund schemes, worm farms etc.

See **Earth Action Plan Guidebook 1: Waste Minimisation**

Available for download at <https://earthactionplan.com/resources-1>

#### 4. Indoor waste stations

An indoor waste station is a Landfill, Recycle and Organics bin positioned together. In some instances, an Organic bin will not be required as food may be prohibited in some rooms. All bins are clearly labelled with universal waste symbols and colour coding on the labels to assist students and staff to sort waste correctly: Red for Landfill, Yellow for Recycle and Green for Organics. Waste stations are placed in suitable areas within classrooms, staffrooms, tuckshop, office and all other areas where waste is generated. Additional signage at the place of the waste stations prompts students and staff to sort their waste efficiently. Additional bins can be positioned at waste stations to provide further waste separation eg. Soft plastics bin, collection of materials for craft, etc.

See **Earth Action Plan Guidebook 1: Waste Minimisation**

Available for download at <https://earthactionplan.com/resources-1>

#### 5. Other Recycling station/s

Other recycling stations can be positioned at the school for parents/guardians, staff and local community members to deposit items from home. These other recycling stations will most likely be established for revenue refund schemes and/or collection of items for art projects or donations to other organisations. Collections for Organisations may be: Terracycle, Mobile Muster, Community Pencils, etc.

See **Earth Action Plan Guidebook 1: Waste Minimisation**

Available for download at <https://earthactionplan.com/resources-1>

#### 6. Onsite or offsite processing of organics

**Organic** material generated at the school either gets processed onsite or is processed offsite. Food scraps and other organic waste (garden waste) is composted. Garden waste and/or cardboard may be mulched/shredded for school gardens.

See **Earth Action Plan Guidebook 1: Waste Minimisation**

Available for download at <https://earthactionplan.com/resources-1>

#### 7. Collaboration with Council's School Waste Minimisation Program

School Waste Minimisation Programs may not be offered by all councils. Check with your local council to determine if they run a waste minimisation program or similar for your school to register.

See **Earth Action Plan Guidebook 1: Waste Minimisation**

Available for download at <https://earthactionplan.com/resources-1>



**8. Waste audits are conducted**

Waste audits are conducted from the waste generated by students and staff from the outdoor and indoor waste stations. Data collected from the waste audits are shared with Council's School Waste Minimisation Program (if applicable) and made available to all school stakeholders. The data collected from waste audits helps the school to reduce its waste stream and helps students and staff to sort efficiently.

See **Earth Action Plan Guidebook 1: Waste Minimisation**

Available for download at <https://earthactionplan.com/resources-1>

**9. Nude Food is promoted & practiced**

Parents/Guardians and school staff are provided with information on how to pack 'Nude Food' lunches, snacks and drinks. School stakeholders are encouraged to reduce and/or completely eliminate food packaging brought into the school and sold through the school tuckshop.

See **Earth Action Plan Guidebook 1: Waste Minimisation**

Available for download at <https://earthactionplan.com/resources-1>

**10. National School Clean Up Day**

The school registers with Clean-Up Australia Day

<https://www.cleanupaustaliaday.org.au/> to participate in School Clean Up Day:

Friday 2<sup>nd</sup> March 2018

See **Earth Action Plan Guidebook 4: School Clean Up Day**

Available for download at <https://earthactionplan.com/resources-1>

**11. National School Tree Day**

The school registers with Planet Ark's School Tree Day

<http://treeday.planetark.org/schools/> to participate in a School Tree Day Event on the

Friday 27<sup>th</sup> July 2018

The school either organises its own event or it implements the Tree Day Outdoor Classroom event created by the Earth Action Plan

See **Earth Action Plan Guidebook 6: Tree Day Outdoor Classroom**

Available for download at <https://earthactionplan.com/resources-1>

**12. National Nude Food Day**

The school registers with Nude Food Day to celebrate the national event in

October 2018

<https://www.nudefoodday.com.au/> The school either organises its own event or it implements the Nude Food Day event created by the Earth Action Plan.

See **Earth Action Plan Guidebook 7: National Nude Food Day**

Available for download at <https://earthactionplan.com/resources-1>

**13. Sustainable procurement & purchasing.**

The school sources and purchases sustainable supplies for the office, tuckshop, school grounds, OSHC resources, gifts for Mother's Day & Father's Day stall, cleaning supplies, P&C activities, classroom resources and all other areas of the school. Products are sourced locally (if possible) to reduce the ecological impact of transportation.

**Sustainable Procurement & Purchasing** audits are conducted at least once a year.

See **Earth Action Plan Guidebook 9: Sustainable Procurement**

Available for download at <https://earthactionplan.com/resources-1>

**14. Energy Conservation Practices: Electricity/Gas**

The school reduces its ecological footprint by reducing energy waste. It uses renewable energy sources. It uses energy efficient lighting. Students and staff turn lights off when exiting a room. Natural light sources are used in place of electrical lighting where possible. Computers are turned off when not in use. Energy efficient heating and cooling is used and turned off when not in use. Energy efficient appliances are used and turned off when not in use. Energy audits are conducted at least once a year.

See **Earth Action Plan Guidebook 10: Whole-School Sustainable Resource Use**

Available for download at <https://earthactionplan.com/resources-1>

**15. Energy Conservation Practices: Water**

School stakeholder practice water conservation. Water saving devices are used to reduce water waste. Water tanks are installed. School gardens plant native and local plant species to conserve water. Gardens are watered with tank water.

See **Earth Action Plan Guidebook 10: Whole-School Sustainable Resource Use**

Available for download at <https://earthactionplan.com/resources-1>

**16. Sustainable development of school grounds**

Soils are replenished through the sustainable management of the school grounds. Chemicals or land management practices that deplete soil micro-organisms, cause harm to native fauna and flora and humans are not used. Local native plant species are planted to increase flora and fauna biodiversity. School gardens are created to provide food for the school tuckshop. Integrated pest management systems are implemented.

See **Earth Action Plan Guidebook 11: Sustainable School Ground Development**

Available for download at <https://earthactionplan.com/resources-1>

### **17. Community Engagement & Partnerships**

The school engages with local businesses, local governments and community members to raise awareness of sustainability, either through its own actions at the school or by creating community events eg. The school is a meeting point for community members for Clean Up Australia Day. The school is involved with like-minded organisations that promote education for sustainability eg. Tangalooma EcoMarines. The school creates partnerships with other primary and/or secondary schools

### **LINKS**

<https://earthactionplan.com/getting-started>

<https://www.cleanupaustraliaday.org.au/>

<http://treeday.planetark.org/schools/>

<https://www.nudefoodday.com.au/>