Waste Smart Schools and Families project

Case Studies
Look After Our Earth
By Wendy Jensen

You see here before you a forest glade
Where animals all live together.
The creatures, and water, the earth and trees,
All live in harmony.
So listen now to the wind,
As it whispers through the leaves.
Hear it send a message of hope
For all time.
Future depends,
Listen well.

Look after our birds,
Look after our trees,
Look after our earth,
We have but one chance.
Look after our birds,
Look after our trees,
Look after our earth,
We have but one chance now.

The trees standing here carry memories
Of everything that’s in the past.
The sunlight reflects on the wings
of birds,
Their home among the trees.
So listen now to the wind,
As it whispers through the leaves.
Hear it send a message of hope
For all time.
Future depends,
Listen well.

Look after our birds,
Look after our trees,
Look after our earth,
We have but one chance.
Look after our birds,
Look after our trees,
Look after our earth,
We have but one chance now,
Look after our birds….

Sung by students at Fordham Avenue Kindergarten (above) as a regular part of Waste Smart Schools and Families project activities
About the project

The Waste Smart Schools and Families project was run by City of Boroondara with funding from the MWMG and City of Boroondara and project facilitation by Gould League.

The project was designed to test approaches for working with schools as gateways to community behaviour change on consumption and waste with the aims of:

- Connecting with local schools to establish effective waste management systems
- Connecting with school communities to help local families take action around reducing household waste
- The key resource for our work with schools was the Resource Smart AuSSI Vic (RSAV) Framework.

Additional tools (Family Waste Tracker and Playground interactive games) were developed to support school-community engagement. A variety of resources and council-supported activities were made available to schools and the broader community to encourage the uptake of waste smart behaviours/actions.

A full project report and Guide to the project’s waste minimisation and tools and activities have been uploaded to the MWMG website. This document captures activities and achievements of most of the schools and Early Education Centres that took part in the Waste Smart Schools and Families project.
Auburn South Primary School (ASPS)

Located in Hawthorn East, Auburn South Primary School (ASPS) has 643 students and runs the International Baccalaureate Primary Years Program (IB-PYP). Lead teacher for the Waste Smart Schools and Families project, Emily Hui, had previous experience with the ResourceSmart AuSSI Vic framework at her former school and found that this was a definitive advantage in tackling the Waste Smart Schools and Families project.

The school is part of the Stephanie Alexander Kitchen Garden Program, so has a kitchen classroom and food garden, two compost bays and chickens.

‘The introduction of compost bin buckets (which were introduced as part of Waste Smart) in each class means that the whole school is involved with composting to fertilise our kitchen garden and reducing waste going to landfill.’

- Emily

Achievements and activities

General

- Completed 98% of the RASV Waste module and 60% of the Core module.
- Set up a sustainability committee which includes the Assistant Principal. This group has provided terrific support. We intend to invite a parent representative to join.
- Significantly increased diversion of paper and cardboard from landfill to recycling.
- Are now definitely diverting food waste from landfill.
- There is definitely a greater awareness of waste issues and sustainability in the school community. We include snippets in the school newsletter and will be including sustainability information on our new school website.
- Reduced litter in the school grounds.
- The Teacher Environment Network helped us to establish new contacts with other schools.

Improving waste management and avoidance

- Finalising our Waste Minimisation Policy and Action Plan.
- Sourced additional commingled recycling bins from council for the school ground.
- Set-up recycling stations in the canteen and the staffroom.
- Set-up the Hungry Bin worm farms and integrated these into our kitchen garden program.
- Students wrote to Bunnings seeking a donation of lidded bins for collecting food waste in each classroom and staffroom. Most children eat lunch in the classrooms and as a result we believe that we are definitely reducing food waste in our landfill bins.

Above: Gould League incursion showing students how to do a bin audit.
We now have signage on recycling bins.
All children have 10 minutes scheduled lunch eating time so they should be 'wrapper free' when heading outside.
In the process of buying new, consistently coloured landfill bins

Student leadership and learning
Our Student Action Leadership Team (SALT) was established prior to the project starting, but the project has given them direction and inspiration. Some of the initiatives that our SALT participated in include:

> Incursion with Gould League to undertake a waste audit. This made students really think and led to lots of discussion.
> Writing, filming and starring in a video to reduce littering in the schoolgrounds. The video was shown at a whole school assembly.
> Visiting Solway Primary School's sustainability festival in 2013. The 'kids teaching kids' session really 'enlightened' the Team.
> Excursion to the City of Boroondara Waste and Recycling Depot to learn what happens to household garbage and recycling. Kids had a lot of fun and commented that 'everyone should do this because 'most people just don't think about where it goes'. Each child took a bag of recyclables from home to sort during the tour. Photos and information were shown at assembly and were included in the school newsletter.

All class teachers were sent the link to the Playground interactive games. The preps really loved them!
The school was visited by The Connies, funded by Metropolitan Waste Management Group. This was a fantastic day. Each class had a chance to chat to Roberto and learn how litter and pollution from home and school enters waterways via stormwater and harms birds and other animals.
The program has helped us identify new opportunities for student learning. Previously only Grade 3 to 6 used the kitchen garden in related cooking and gardening activities. We now bring the younger year levels down to study worms and mini beasts in garden plots and in the Hungry bins.
The project really motivated the Grade 4 students who are responsible for recycling bins. The kids talk to canteen staff/volunteers and students about what can go in the commingled bins and that VISY bins should be paper only!

School/community engagement
- We recruited households for waste audits via our school newsletter. Council provided movie passes and this definitely helped.
- We held two workshops for school families. Both workshops (Veggie gardening for beginners and wormfarming) were organized with Council assistance and were held after school pick-up (4.15 to 5.30pm) in the kitchen garden classroom. The workshops were fantastic because:
  > They helped us connect with our community - they were fully booked with a waiting list!
  > Some of the parents who came weren’t the usual classroom volunteers or don’t have children involved in the Kitchen Garden program.
  > Our kitchen garden staff learnt heaps and have been inspired to run some workshops of their own.
  > We were able to extend an invite to teachers from our neighboring school - Auburn High School.

Keys elements for success
- Support from the school leadership team is critical.
- Access to Gould League and Council support and resources was really important. Council has heaps of resources and ideas that we can tap into. Recycling bins, free indigenous plants, advice around Clean-up Australia Day, tours of the recycling and waste depot etc.
- Having project resources - signage templates, providing worm farms, workshops has been excellent.

Future plans
- We will be focusing on reducing waste and litter associated with the canteen. This has been a challenge, but we are looking at tackling this next.
- We hope to organise a staff tour of the Waste and Recycling Centre because all of the waste that ends up there is a real wake-up call and shows the scale of the problem. Just talking to staff isn’t enough!
Canterbury Primary School

Canterbury Primary School has 582 children, made up of 360 families and 25 classes. When the school began the project, there was little recycling happening, some unused compost bins and a small veggie garden. Leading teachers for the Waste Smart Schools and Families project were Ann Bialecki (2013), Carly Pluck and Kristen Raboude (2014).

Achievements/Activities

General
- Completed 100% of the RASV Waste module and just under 50% of the core module.
- Significantly increased diversion of paper and cardboard from landfill to recycling.
- Strengthened our Nude Food Policy.
- Increased staff and student awareness of sustainability issues.
- Students and teachers visited 5 Star Resource Smart AuSSI Vic school Chatham Primary School and found this really helpful and inspiring.

Improving our waste and recycling bin set-up
- Set up the Hungry Bins worm farms to produce fertiliser for the school vegetable gardens. Worm farms are regularly checked by Environment Action Team members.
- Rejuvenated our ‘bath’ worm farms (see photo right).
- Sourced additional commingled recycling bins from council for the school ground.
- Used the Family Waste Tracker sheet as a tool to monitor the fullness of bins at home and have recorded the data online.
- Undertook classroom waste audits.
- Set up recycling stations in the staffroom.
- Set up signage on bins around the school.

Student leadership and learning
- Established the Environment Action Team with student captains and classroom representatives from Grades 3 to 6 who meet regularly to drive environmental actions across the school.
- The school held a ‘Scrap Box Decorating Competition’ for scrap paper which led to the introduction of a paper recycling system in every classroom.
- All Grade 3 and 4 students visited the City of Boroondara Waste and Recycling Depot for a tour as part of their Inquiry unit, ‘Community Crusaders’. Students thoroughly enjoyed this excursion and reflected on the benefits of recycling and the different items that they
could reuse and recycle. The learning from this excursion helped their inquiry project and also identified ways the school could become more sustainable.

- Student incursions have included:
  
  > ‘Are we green?’ audit with Gould League
  > *Wormlovers* has also come to the school to work alongside Environment Action Team.

### School/community engagement

- Recruited families for household audits (pre and post project).
- Used the Family Waste Tracker with families.

### Key elements for success

- Principal support has been important.
- Access to Gould League/Council support.
- Resources such as signage templates.
- Visit to other schools for community connections.

### Future plans

- Working with Canterbury Girls Secondary College to set up a vegetable garden.
- We plan to finish the core module and start the Energy module in 2015.

Above: Canterbury students collecting Autumn leaves for Hungry Bins and compost bins.
Fintona Girls School

Fintona is an independent girls' school in Balwyn with 478 students (primary and secondary) and 100 staff.

Lead teacher for the Waste Smart Schools and Families project, Ruth Barclay, is a senior science teacher. School Principal, Suzy Chandler took a special interest in the project and was instrumental in helping to overcome some of the challenges of running the project in the large and busy school. Prior to beginning the project the school had little prior experience in sustainability programs. The project enabled the school to set a solid foundation for future sustainability activities.

Achievements

General

- Completed almost 50% of the RASV Waste module and 80% of the Core module.
- Increased awareness in the whole school (students and staff) in sustainability issues.
- Recruited staff willing to help and participate in actions.
- Bills have been entered into the online tracking system and are up-to-date. Lead teachers believe the tool and the graphs will be very useful as a benchmark for tracking spending on resources and resource management.
- Professional development sessions were run for the whole school staff in November 2013.

Student leadership and learning

- Ran a lunch time workshop for staff and students with Nick Ray, Ethical Consumer Group on ‘Shopping with a Conscience’. The session was well attended by middle school students and the content provided ‘food for thought’ and encouraged solid discussion amongst the group on a range of ethical and environmental issues.
- Senior students wrote and performed a play in assembly to educate the whole school about worm farming.
- Environment captains also did a short presentation in assembly on renewable energy and are trying to raise awareness of the need for a renewable energy target in Australia.

Waste Management initiatives

- The school is still establishing waste management systems: some of the initiatives to date include:
  - Pink food waste bins placed around the school ground for lunch scraps.
  - Food waste collected and fed to new Hungry Bin worm farms.
  - Classroom and senior common room paper recycling is being actively encouraged.
  - Commingled recycling in the staffroom.
  - Worm farms and composting set up in the middle school.

Above: Fintona Senior students presented a play at assembly to raise awareness of the Hungry Bins and new waste management bins.
Key elements for success
- Principal/Leadership support.
- Support of the maintenance staff to make sure all stages of the waste management system is maintained.
- Identifying the benefits of tracking resource using bills and other data.
- Time allocation or additional support to be able to focus on the many potential activities within a very busy timetable.
- An ethos of environmental commitment and the need for sustainability education.
- Identifying the links between actions and the environment.
- Supporting the students’ enthusiasm and breaking down their ideas into achievable steps/actions.

Future plans
- Continue to work on achieving our Resource Smart AuSSI Vic accreditations.
- Develop the role of the Environment Captains.
- Reduce paper consumption.
- Establish responsibilities for the worm farms and the vegetable gardens.
- Start work on the Energy module, including energy audit, skylights and replacing inefficient appliances.
- Drought resistant plantings.

Above: Students and teachers at the ‘Shopping with a Conscience presentation’.
Fordham Avenue Kindergarten

Located in Camberwell, this small community kindergarten has two 4 year old and two 3 year old kindergarten groups with a total of 80 families (96 children).

The kindergarten joined the project in July 2013, with staff keen to participate because of a genuine interest in fostering a culture that values the environment and to engage students, staff and families in sustainability actions.

Prior to joining the project, the kindergarten had set up a veggie garden, a small butterfly garden and water tank with a council community grant.

Achievements

General

- Completed 98% of the RASV Waste module and 60% of the Core module.
- Established a Sustainability Officer position on the Kindergarten Committee.
- Reduced waste to landfill: were using two landfill bins collected weekly last year and now only using one landfill bin.
- Have diverted significant paper and cardboard from landfill.
- The centre is motivated and really keen to continue our sustainability journey.
- Staff have been engaged and excited to work with the community. Parents and families really embraced the whole concept.
- Many families have changed the way they dispose of waste, ensuring they can recycle and compost as much as possible with 3 families approaching council for their own compost bin or worm farm.
- 5 books of Arabella’s books have been given to parents as birthday presents – her presentation had a big impact on families especially on lifestyle/sustainable practices. Parents have also started thinking about feeding their children food that they’ve seen grow and healthy food relating to lifestyle.
- Parents and families really embraced the whole Waste Smart concept.
- Three families approached the council to get the compost bin and a worm farm.
Many families have changed the way they dispose of waste, ensuring they can recycle and compost as much as possible.

**Improving our waste and recycling bin set-up**

*‘Recycling is an important aspect of our program to help our children develop a greater awareness of looking after our world long term.’* - Sue and Jan

- Students have decorated their recycling bins (now referred to as the ‘Happy Bin’ for increased awareness. The bin has a happy face and the poster board shows items that can go into this bin.
- One of the kindergarten rooms has a ‘waste smart warrior trophy’.

*‘Sue has placed a red line around her landfill bin. For each day the rubbish is below the line, she brings out a ‘waste smart warrior trophy’. The days rubbish is above the line the trophy goes back into the cupboard. This has worked with children really well!’*  
  - Jan and Susie

- The Hungry Bin has been set up and provides worm juice for the vegetable garden.
- Nude Food Days: at least once a term but most children are aware of nude food now and encourage the parents to pack their lunch accordingly.
- After the waste audit we negotiated with our cleaners to modify use of plastic bags in our rubbish bins and ask them to leave the boxes of scrap paper so admin staff can use and then recycle them.

**Student leadership and learning**

- The Waste Smart Warrior group of students take it in turns to empty the compost into the worm/compost bins every day.
- Incursions with Gould League taught children about worms and their role in breaking down waste and Wormlovers provided a great introduction to the Hungry Bin.
- Children are suggesting strategies and thinking all the time about ways they can reuse and recycle. For example, one child suggested setting up another container to put citrus scraps into so that it can be cut into smaller pieces before being put in the compost.
- Children and parents participated in a tour to the City of Boroondara Waste and Recycling Depot and found the tour really interesting and practical.

*‘..fantastic that the program has given the children leadership opportunities in sustainability practices so they encourage adults at school and at home to stay on track.’* - Sue and Jan

**Kindergarten/community engagement**

- Photo collages (see page 14) reflecting children’s sustainability actions are placed into children’s portfolios which they take home at the end of term and keep at the end of the year.
- Recruited a small number of families for the random household waste audits.
- Families are encouraged to provide ‘nude food’ lunch and snacks.
- The community workshop presented by Arabella Forge on reducing food waste was attended by 35 parents and was pitched perfectly to young mums and dads. There was much discussion after the workshop and in response to the session, at least four households were inspired to change their lifestyle: growing healthy food to cook with, composting/worm farming and increased recycling and reusing.
• Five of Arabella’s books have been given to parents as birthdays presents to continue their journey.
• Sustainability has become much embedded in their families’ lives than ever before. Parents were very excited by the sustainability focus and that the children were leading it (both at kinder and at home). Children were going home saying to parents “we have to put this in the compost bin” and “this is not nude food”. Children have become far more aware of sustainability practices: stopping their parents from throwing rubbish out and bringing it to kinder instead to reuse and showing interest in setting up vegetable gardens.

Key elements for success
• Gould League’s staff and committee workshop helped make us realise that tiny changes you make at kindergarten has a huge impact on our world.
• The parents loved the fact that it wasn’t the kinder imposing these practices on the children – the children were really driving it. The children were discovering how they can make a difference and taking that excitement home to their families.
• The support from Council and Gould League was wonderful. They were engaged, helpful, enthusiastic, positive and passionate. Their amazing energy was infectious to staff and that energy was transferred to the children.
• The parents and children were so wonderful and positive about any achievements we made.
• We enjoyed the combined meetings when we met with other school personnel who are also engaged in sustainability activities and made all those connections. It broadened our networks. In fact Sue went to Auburn South Primary School as a result of meeting the staff, and read one of our favorite stories to them (which is about Sue at Fordham Avenue Kinder) so it has encouraged us and helped us to forge new community connections.

Future plans
• Would love to continue with ResourceSmart AuSSI Vic if possible.
• We are planning Nude November which is right across the whole kinder not just one group.
• Next year we plan to apply for the Early Years Sustainability Award.
• Will continue to focus on reusing and recycling materials in kinder.
• Will look at our buying policy (toilet paper, paper, etc) and be more aware of reusing containers.
• Will look at Apps on our new iPads that can help us measure our waste and assist us with our sustainability practices.
• Continue visiting the Waste and Recycling Depot as excursions are great for the children and are also a journey of discovery for parents and educators.
• A commitment that the kinder has made is that every year for each of the groups there will be one incursion that focuses on sustainability.
• Broader sustainability plans:
  > Solar panels for kinder.
  > Looking at how our toilets flush
  > Installing hand pumps on water tanks for the children to use for play (instead of tap water).
  > Continue to keep our veggie box going with seasonal vegetables and cooking up our produce – with the children assisting and then eating for snacks (eg. vegetable soup).
  > The Yates Garden Challenge.
Above and right: Some of the wonderful photo collages prepared by Fordham Avenue Kindergarten teachers.
Glen Iris Primary School

Glen Iris Primary School has 450 children, with 300 families and 20 classes. Leading Teacher for the project was Natasha Williams.

At the beginning of the project, the school had a compost bin, chickens and a small vegetable garden.

‘This project made waste reduction an important focus in our school. It brought the issue out and made our school look at what we are doing and what we can do to improve.’ - Natasha

Achievements

General
- Completed 85% of the waste module and 80% of the core module.
- School sustainability committee established.
- Increased diversion of paper and cardboard from landfill to recycling.
- Entered Nude Food Day 2014.
- Now run classroom paper free days once a term.

Improving our waste and recycling bin set-up
- Set up the Hungry Bins and these produce fertilizer for the school vegetable gardens.
- Sourced additional commingled recycling bins from council for the school ground and these are set up around the school.
- Have established an ‘Emu Walk’ litter collection system with classes.
- Set up recycling and compost collections in the staffroom.
- Signage on bins inside the school and just working on playground bin signage.

Student leadership and learning
- We formed the Grade 5/6 ‘Waste Busters’ team (complete with t-shirts and badges). They collect food waste buckets and meet weekly to work on waste initiatives such as signage and awareness raising in the school community.
- Early on in the project, classes were surveyed & teachers discussed with students how to improve waste reduction in lunchboxes.
- Student incursions/excursions for our Waste Busters have included:
  > Introductory workshop to discuss ideas around resource recovery and reducing waste around the school and to help them with bin signage.
  > A tour of the Boroondara Waste and Recycling Depot.
Gould League presenting a recycling workshop to assist with starting a recycling system in our school.

- Waste Busters are currently designing a ‘Green Day’ which will involve raising money to assist with the implementation of more sustainable practices in our school, educating classes about our different bin systems, running fun activities linked with waste reduction and organising a collection of household goods such as old mobile phones and batteries that can be then taken to a recycling station.

School/community engagement

- Families are encouraged to provide reusable lunchboxes and bottles during prep parent info sessions.
- Household audits: We successfully recruited 18 households for the pre and post project household audits via our school newsletter.
- Family Waste Tracker (FWT): We recorded data in two blocks. Because the return rate on the FWT sheet was low, we offered families an incentive to return the FWT homework sheet with the class that had the most form returned receiving a prize. The Waste Busters Team entered data and Natasha Williams reported back to staff on the results.
- When local community sustainability events and workshops are brought to our attention we advertise these in our fortnightly newsletter.
- We held one workshop for parents and students after school on Worm Farming which was very useful. Council provided a worm farm to raffle after the workshop. Some parents have then either started worm farms at home or are now assisting the school with their worm farms.

Key elements for success

- Principal/ Leadership support.
- Access to Gould League and Council support.
- Resources - signage templates, provision of recycling bins.
- Local schools support by running Professional Development workshops in conjunction with the council.
- The only real barrier that prevented us taking this further was time and getting access to money to buy items.
- I would recommend this program to any school interested in support with their Sustainability journey, especially for schools just starting. This program was essential for us helping connect us with other schools, giving us support on how to complete the Resource Smart AuSSI Vic Waste module and giving us access to services in the local council that we previously would not have known about.

Future plans?

- Our Parent Committee is starting to look at ways they can help our journey through various sustainable projects.
- We will continue to work on achieving our Resource Smart AuSSI Vic accreditations and integrating Sustainability Education built our curriculum.
Greythorn Early Childhood Centre

Greythorn Early Childhood Centre (GECC) is a 40 place community run childcare centre and kindergarten located in Balwyn. The centre has a kitchen that prepares lunches and morning and afternoon tea and has potential to generate a lot of food waste. Prior to joining the project there was no composting/wormfarming.

A commitment to sustainability is central to the centre’s philosophy.

‘We recognise the need for the practical application of sustainability principals in regards to the built environment and environs. In particular, the responsible use of energy and water, management of waste and respect for the natural environment underpin decision-making and the daily activities of the Centre. A respect for the environment influences the communications we have with children and the activities and resources we use. We also support the considered application of new technologies that promote sustainability.’

Achievements and activities

General

- Completed 80% of the RASV Waste module and 60% of the RASV Core module.
- Waste audits showed a dramatic increase in recycling from 21% to 64% demonstrating a strong commitment to the project.
- Children were regularly talking about recycling – what went into the bins, whose bins were really full each week. Really raised awareness throughout the centre once we started recording the fullness level of our bins.
- Engaged whole staff and Centre Manager Michelle says that the project has been important in ‘getting everyone thinking about how to be more sustainable.’
- Sought out PD opportunities to complement the project including “Actively caring for the environment and contributing to a sustainable future” by GOWRIE Victoria and “Green Cleaning and Healthy Homes” by Fresh Green Clean.

Above: Simple skills such as growing veggies from seed can’t start early on!
Waste Smart Schools Families Project

- Gould League workshop for staff to assist us in developing a “Sustainability vision”. This helped us set some achievable goals for the next 12 months with regard to sustainability practices.

**Improving our waste and recycling bin set-up:**
- Established food recycling from the kitchen with the Hungry Bin worm farm.
- Diverted paper from landfill to recycling.
- Found the waste audits really useful in terms of helping to target waste reduction where possible.
- One of our parents designed and built a mini worm farm – child height!

**Student leadership and learning**
- Children talk more frequently about their normal practices at home and how they separate their daily waste.
- Two Gould League Incursions for kinder children – one on Recycling and the other on Worms.
- Sought out an additional incursion for kindergarten room from *The Sage Garden* on growing your own food.

**Community engagement**
- Messages in newsletters.
- Used the Family Waste Tracker.
- Recruited families for household audits.
- Parents have reported children at home discussing waste and how their family manages waste.

**Future plans?**
- Will continue with RAVS should the opportunity arise.
- Plan to enter RSAV Awards and/or Boroondara Sustainability Awards.
- Bigger focus on purchasing environmentally friendly furniture and equipment.
- Continuing the focus on reusing and recycling materials in kinder.
- We will work towards the sustainability goals we developed in 2014 for GECC:
  - Increase the number of open-ended natural materials used in the children’s program
  - Commission an energy assessment through an independent party to calculate our carbon footprint
  - Establish a list of current practices that shows we are working towards reducing our impact on the environment and reducing resource use.
Trinity Grammar School

Trinity Grammar School is an independent boys’ school in Kew with 1464 students (Early Learning Centre, Primary and Secondary) and 230 staff.

Lead teacher for the Waste Smart Schools and Families project, Andrew Rice has coordinated sustainability activities at the school for a number of years. The school entered the 2012 Boroondara Sustainability Awards and was awarded Silver in the community leadership category.

‘The project increased student awareness of how much waste we produce and had a good impact on student leadership teams in the Senior School. It was also useful for the Junior School environmental group who helped with aspects of the project’ - Andrew

Achievements and activities

General
- Completed almost 50% of the RASV Waste module and began the Core module.
- Strong level of paper recycling at the school.
- Held whole school PDs to generate interest in and ideas for the project.
- Year 7 Environment Day included a waste incursion from the Gould League that educated about general recycling and e-waste.
- Senior School Sustainability and Environment Captains help a drive to recycle mobile phones proceeds went to the Jane Goodall Institute.
- Developed a vision for the school around sustainability.

Student leadership and learning
- Announced Senior School Sustainability and Environment Captains as part of the senior school leadership team, which now complement junior school captains.
- Ran a hands-on student incursion on worms for junior students
- Provided training to senior students on SETS/online tracking system.

School/community engagement
- The Parent Association coordinated a workshop for families and students on Shopping with a Conscience.
  The workshop stimulated discussion within the group and the school purchased copies of the ‘Ethical Shopping Guide’ to give to families that came along.
- Included information on the project in school newsletters.
- Recruited families for the household audits.
- Recruited families to use the Family Waste Tracker.
- Recruited staff for sustainability and environment group.

Key elements for success
- Management support (Business, Grounds, Professional Development and Principal).
Time allocation to be able to focus on the many potential activities.
Involving parents and keen students in on the project.

Future plans
- We will continue to work on achieving our Resource Smart AuSSI Vic accreditations.
- Developing student leaders who promote the importance of sustainability through waste management.
- Continue to train students in the SET/online tracking system.