

# Most significant change stories

Lessons learned from the implementation of ResourceSmart AuSSI Vic 2009



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# Stories from 2009 participating schools\*:

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\* Note that all photos used were provided by the respective schools

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#### **Disclaimer**

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# Most significant change stories lessons learned from the implementation of ResourceSmart AuSSI Vic 2009

By Jose Roberto Guevara, Jeffrey Brian King and Jodi-Anne Smith  
(RMIT University)

One of the key issues highlighted by schools participating in ResourceSmart AuSSI Vic was the need for more time. Schools wanted more time to learn, network and share their experiences, challenges and solutions – with other schools and with service partners.

This booklet has been designed to help schools share their stories, and to also encourage them to make contact with one another.

Another great way to share and find solutions is via the support materials available on the CERES and Sustainability Victoria (SV) web portals.  
CERES website: <http://sustainability.ceres.org.au/>  
ResourceSmart website: [http://www.resourcesmart.vic.gov.au/for\\_educators\\_2439.html](http://www.resourcesmart.vic.gov.au/for_educators_2439.html)

## Key themes

The key themes from the success stories of 2009 are:

### A framework for practice

Most of the schools emphasised that prior to their formal engagement with the ResourceSmart AuSSI Vic they were already involved in conducting environmental initiatives in their schools or local areas. The program provided them with an overarching framework in which to ground, validate and improve their practice. The Core Module was identified as a valuable starting point as it outlined the essential steps needed to embed sustainability principles.

### Student engagement and empowerment

This continues to be a key success factor and outcome identified by the schools that have made significant achievements within the program. Motivating students to identify and take charge of their own projects and also making the work they do visible to the wider school community (through T-shirts or badges) helps keep them motivated and elevate sustainability work as 'mainstream' or 'cool' from the perspective of other students.

### From 'champion' to 'motivator'

The stories of success were less about the 'champion' teacher, but more about the 'motivator' teacher who found ways of sharing the sustainability load with other staff members, parents and even the wider school community.

### Celebrate achievements

Celebration and acknowledgement of achievements is critical to keep motivation high and also help to promote the school's sustainability initiatives. It was noted that this can help attract new enrolments.

### A local network

Local school networks, whether formally constituted like the Teachers Environment Network for Sustainability (TENS) or more informally through the work of the sustainability or environment officer of the local council was highly appreciated as one valuable resource by the schools.

## Key recommendations

While there were many successes shared, there were also a number of recommendations identified to continue and improve the implementation of ResourceSmart AuSSI Vic. One key recommendation was around the nature of support required at different stages of the ResourceSmart journey.

### Support for secondary schools

One issue identified in the previous year was the need for more specific support for secondary schools. This year there was an increase in the number of secondary schools engaged in the story collection process. Respondents from secondary schools confirmed the need for more specific professional development programs and resource materials suited to the different nature of the schools, students and the curriculum. A positive outcome has been the commitment to conduct a workshop for secondary school staff, teachers, students and parents, with a number of the schools present volunteering to host this workshop.

### Support for new sustainability practices like EcoBuy

There were requests for assistance to reduce the time required in developing purchasing guidelines including the identification of suppliers of materials that schools often use. A number of previous initiatives by CERES facilitators were identified and can be made available to the schools.

### Support for non-funded schools

Some schools inquired about support for schools taking in ResourceSmart AuSSI Vic modules without Sustainability Victoria funding. What other resources, like professional development opportunities, can they have access to? A related question was, if we want more schools to attempt and achieve sustainability on their own, how can we make it as easy as possible for them to do so?

### Support for sustaining achievement

As the number of schools that achieve sustainability certification continues to grow, what support is available to assist with on-going professional development – whose responsibility, what cost, and who pays?

## Key issues

A number of respondents identified certification as a significant factor that had an impact to their participation in 2009. Other key issues identified were:

### New certification guidelines

One school shared their experience with ResourceSmart AuSSI Vic certification and raised their concerns the changes to the criteria and the communication of these changes.

### SETS certification

A related comment was raised about the requirement to upload school data on SETS for accreditation when some schools may not actually have that kind of data available. For example schools using tank water and not mains should be recognised and the data documented in SETS.

## Summary

ResourceSmart AuSSI Vic continues to be strong and successful, with on-going opportunities for improvement around resourcing and ongoing professional development. The introduction of the 2009 certification guidelines has had an impact on the participating schools and the key individuals that drive the program. Issues that have arisen can however be resolved with time; time to explain the rationale behind the new guidelines, time to work out a plan to get these very successful schools back on track and time for all involved to continue to share stories of successes and challenges.

### How does one sustain the initial achievements that seem to be easier at the start of the journey when motivations are high and resources are available?

While the feedback has always been positive with regards to how the ResourceSmart AuSSI Vic framework provides support and scaffolding, the revised guidelines issued in 2010, has clarified the different stages and expectations involved in the ResourceSmart AuSSI Vic journey. It is important for all involved to become more familiar with the new guidelines, to ensure a smoother journey. It is essential to highlight that within the new guidelines there is sufficient flexibility with regards to specific contexts of schools.

SETS has also gone live! It allows schools to track their achievements. In addition, the data can assist teachers in designing lessons that relate to sustainability in the classroom and also inform parents and the wider community of the school's sustainability progress.

**How does one access specific information about each of the modules?**

With the explosion of information about Waste, Water, Biodiversity and Energy on the internet, it is hard to know where to begin. For example, one teacher raised the challenge of accessing information about environmental-friendly purchasing, specifically photocopy paper. Facilitators suggest visiting the SV, CERES and VAEE websites. These websites contain a wealth of stories and information. However, part of this journey will always involve identifying new problems and working out new solutions. Instead of merely relying on these websites (and other web-based resources) to answer your questions, we encourage you to contribute your own stories and solutions to these websites and share them with others who may also have identified this problem.

Remember, the small amount of time required to write and share your story can save other teachers a whole heap of time re-inventing the wheel!

Let us not 're-invent the wheel' but rather let us all contribute to strengthening the wheel of Education for Sustainability. Together we can make this wheel more responsive to changing demands and help keep moving it forward.

So isn't it time for you to share your own story?



# Pride in making a difference

By Marion McAuliffe

Chatham Primary School

Resourcesmart AuSSi Vic Modules: Core, Waste and Energy

**‘One thing that has been motivational is that we have developed a lot of pride in that we have actually made a difference in sustainable practices around the school. Being proud means people are more willing to put in an effort.’**

This is how Marion McAuliffe the Assistant Principal at Chatham Primary School concluded our conversation – beaming with pride because of what they had achieved. She shared how some of the Chatham PS teachers who attend school network meetings get asked for example, about the compost bucket in their classrooms, because some of the other teachers do not have them in their schools. She added that it helped her teachers feel that the school was ‘cutting edge’ in composting. *“It does make you feel good to know that you are helping the environment.”*

When asked to identify the most significant change that has been the result of the school’s completion of the ResourceSmart AuSSI Vic – Core Module in 2009, she explained that *“it is really tricky to identify one aspect as it is a wide variety of different things.”* She elaborated that it has been a combination of resources such as the National Solar Schools Grant, National School Pride Funding and working with CERES in combination with leaders within the school that has facilitated the improvement.”

The difficulty of trying to pinpoint one specific aspect is understandable when Marion illustrated how the different aspects of the Core module assisted the school in 2009. For example, the ResourceSmart checklist, in particular, *“provided scaffolding that we can build on. It got everyone involved. The teachers went through it as a team and we realised a lot of the points in it we were already doing. It was positive re-enforcement. It is hard for staff not to look at the ResourceSmart program as an additional extra to their normal workload and that can put people off doing it. But it is part of the curriculum and since they audited the current practices they know how much has been achieved and they have ownership of this achievement.”*

This had a similar impact on the parents in the Sustainability Committee who *“also went through the checklist, and as a result they got a better understanding of what we as a community are doing.”* Structurally, the establishment of the *“Sustainability Committee – as part of the School Council, has been the backbone for us, as well as Sue, who is an Education Support staff member. She first started working on establishing a vegetable garden when working with children with special needs.”*

*“We achieved a lot with the program, further than what we thought we were able to do. We are very active in our school community. I know that some other schools are not as advanced as we are. Kirsty and Eric from CERES were impressed with what we had done off our own bat.”*

This achievement Marion attributes to the fact that *“everyone is keen. We all jumped on the band wagon. We have a strong backing of the parent community. The kids are enthusiastic. The Principal and staff are behind us. We just keep driving it along – because we can see the improvement in the school grounds, we are using less power, we are more efficient with our waste disposal, and we are using less paper. I think everybody has a super consciousness about preserving our planet and being good role models.”*

The success of the rubbish free lunch initiative is attributed to this community support. *“Rubbish free lunches – the difference in the amount of waste is significant – because it is a joint effort by parents, teachers and kids. While we already had begun it – ResourceSmart has helped us refine it.”* Furthermore, the impact of this success has reached beyond the school gate. *“It has now become very ingrained in our parent community. Parents who work in the uniform shop have suggested that we provide rubbish free lunch boxes and drink bottles as part of the uniform shop and the canteen manager is part of the Sustainability team and is introducing reduction of waste into her purchasing of items for the menu. It is starting to get up its own steam and momentum really.”*

When asked what factors have contributed to these successes, Marion identified the support of the Boroondara Council, the parent community and the ResourceSmart facilitators, as the three key factors.

She explained that after attending the Greening Australia Toolbox Conference in 2009, she called her local council and found out that they had just appointed an Environment Officer. *“Jenny was feeling her way last year. We wanted to introduce her to the school networks. And since then, she has made a lot more contacts, many of them her own but some through our school. She came to our presentation of the green star at the end of the year, she came to assembly to present the bins provided by council and the recycling boxes and she participated in our excursion to the Council Recycling Depot. She also assisted us to organise the Environmental Forum and helped to source the stall holders and the council provided refreshments. She is a really great resource. She also helped us to apply for funding for our indigenous planting.”*

Marion spoke about the parent community. *“We have a very small, specific enrolment zone. We are surrounded by larger schools within a radius of 2 km. We have very strong community support. In most of our streets there will be lots of school families. We have quite a few walking school buses which reflect the strong community spirit. That is one of the things that Chatham is famous for – that wonderful community support. A lot of the teachers live around the area – a lot of us are local. Plus you are talking to families who are well-educated and are aware and do a lot for their community. They are really into looking after the planet for their children.”*

The third factor was the facilitator. *“Having Kirsty available has been significant – a wonderful resource and back up. She is excellent at facilitating things we need. Her recent experience as a teacher means she can empathise with teachers – understands what it is like to be employed as a teacher and have a million requirements expected from you within a limited time – in this crowded curriculum it can be difficult to handle. If we have a problem I can get a straight and practical answer. She knows the limitation and she knows how people feel about having something thrust at them from on high. And she is very enthusiastic and passionate about what she does. Eric was our first facilitator – he was very knowledgeable and passionate.”*



*Student Environment Leaders update the Sustainability Wall*

Marion is aware of the challenges they face, she related their earlier experience with the WasteWise Schools Program. *"We were a Waste Wise School in the mid-1990s. The principal, the teacher and the parent body at the time were involved – we had a worm farm, composting, and indigenous planting and followed the guidelines of the program. But as soon as those staff and parents moved on the whole project fell into disarray as there was no one to take over. We are aware of the need for succession planning. Sue was a parent from another school who did the ResourceSmart Program there and so she brought her experience from that school to Chatham. She would be difficult to replace. As for me, I am sharing more of my responsibility in the sustainability program to teachers who want to be involved."* She added that, *"I think to kick off the program you need an experienced staff member – [experienced but not necessarily a leading teacher] who has the time and the passion to lead initiatives within the school. If you have the money to appoint a leading teacher that would be excellent. You need someone with vision, skills in negotiation and team planning, and great organisation - all those things that leaders have."*

She has been considering the some other solutions. *"While you can integrate environmental topics easily in primary schools, what we are now looking at is how we can separate it out a little bit and have someone who can work on an environmental science program with the kids. Unfortunately we don't have the budget to employ someone for this purpose at the moment. We have a great room with a kitchen attached at the back of the OSHC house which in turn is near the veggie garden and the chooks. We are considering designating an hour for classroom teachers to work with their children in that area so that all the teachers get the opportunity for hands on either weekly for a term or weekly for a Semester is not decided. We think that if we provide the facility and some protocols for the use of the room that everybody might get skilled up. All we would need is staff development sessions that explained how the facility can be used, for example, activities using the compost, a lesson on the chooks, or weeding and tending the veggie garden and some simple cooking activities. I am sure we would also involve the parents. So everybody learns more. We are looking at how to do that. We want to see how this is going to work without intruding on the core subjects of Numeracy and Literacy – not as an add-on but as part of the curriculum. Ideally if someone else does the planning and provides the resources and a protocol for using the facility it should be an enjoyable experience for all."*

Before I leave I ask for any final thoughts. She shares that, *"it is interesting to stop and take a breath and think about what we have done. It is rewarding to see the positive changes you can bring about over a relatively short time. I am really into sustainability at home too now – in a small way I do what I can to improve my own practices for disposing of waste and conserving energy and water."*

*Interviewed by Robbie Guevara*



# We're committed money or not – doing the Waste Module without funding support

By Hilary Rigg and Carol Kennedy

Clifton Creek Primary

Resourcesmart AuSSi Vic Modules: Core, Waste

Clifton Creek Primary is a small rural primary school with 51 students. It is located east of Melbourne near Bairnsdale. They were funded in 2009 to do the Core Module and to use SETS. They chose to also do the Waste Module despite not being funded to do so. They intend to continue their efforts focussing on the Energy Module next, even if no further funding is obtained. Their story is one of commitment and passion for sustainability demonstrating the benefits of a whole-of-school approach.

## Background involvement with sustainability

Carol, the Principal of the school, has chosen to fund Hilary to come to the school 2-3 hours a week to coordinate their sustainability activities. They started doing rubbish free lunches in 2008 as a part of the Waste Wise program. This then led them to join ResourceSmart AuSSI and to sign up for the waste and core modules. They have recycling bins in each class of every year level and the students audit these at the end of the day to see if the appropriate items are in each bin. The students get disappointed when the bins are contaminated. The students update the school's page on the ResourceSmart website explaining what activities they are doing and uploading photos.

In 2008 and 2009 they operated a whole-of-school star reward system. Once enough stars were achieved all the children got to do special outings to celebrate their achievements. They visited the local tip and recycling centre. The students loved the tip shop. The outing was effective in altering staff attitudes towards recycling. Some had been sceptical of the value of recycling, but were convinced of its value when they learnt first hand what happens with the various recycled items.



While a successful outing, it was somewhat frustrating and confusing when the staff at the recycling centre and the local tip gave contradictory advice about what to recycle and how to recycle it. After the visit one Grade 6 student was motivated to write a letter to McDonald's suggesting they do more to minimise waste. The student did not get a reply. The school's student population has increased in size since then, making such outings more difficult. Many of the new students to the school do not come from the local farming area and its close knit community. They come from the suburban areas of Bairnsdale.

There is a sustainability message in the newsletter each week. The school's business manager prepares the newsletter and enjoys identifying sustainability tips and ideas for it. Carol and Hilary said that she motivates others and has embraced green purchasing principles. She gladly photocopies on recycled paper and provides the utility bills to Hilary to enter the data onto SETS. There is support for sustainability from all areas of the school – teachers, administration, management, and School Council.

When the school holds events such as concerts and working bees they aim for zero waste. They use their own crockery and cutlery, not disposables. Food scraps are collected and composted. Paper and cardboard is use is minimised but if it is used, it is recycled. Parents and helpers are trained up on ways to minimise waste and this is incorporated into the planning process for events. Parents support the school's efforts in a number of ways including helping to establish the vegetable garden, participating in Clean Up Australia Day, and changing their purchasing practices to support rubbish free lunch days.

In 2009 a parent also helped by regularly taking the school's stockpile of recycling to the recycling centre. This was required as the Council's recycling service does not extend to the rural area of Clifton Creek. Likewise private waste contractors have been reluctant to provide a service or have quoted excessively high prices due to the distance involved. So the school has had to do it all by itself. The stockpiles are building up again since the parent who had previously taken it to the recycling centre is no longer affiliated with the school. Their child graduated last year. The school's location also makes it difficult to get guest speakers to visit. For instance it is cost prohibitive to get the Energy Trailer to be brought to the school. If they want to do it they will need to coordinate with other schools in the area to share the cost. The distance makes it difficult for students to attend popular sustainability excursions that urban students get to go to. Carol said that they're used to being self sufficient, but it would be nice for the students to see some other faces.

## ResourceSmart AuSSI Vic experience

Gavin, their ResourceSmart AuSSI Vic Facilitator, assisted them to hold two professional development sessions in 2009. Members of the school's enviro group participated in the sessions (parents, members of School Council, students, teachers, and administration staff). Hilary said the professional development sessions were very educational and worthwhile. She was surprised to see that even those people who were already very enthusiastic and knew a lot about sustainability did learn new information from them.

She said the sessions led to a shared vision and focus for the school's efforts. It formalised what they were doing and they developed an action plan. The school has been able to achieve so much as different members of the enviro group take responsibility for different tasks. It is not entirely dependent on Hilary as the Sustainability Coordinator. Now that the infrastructure is in place (recycling bins, compost bins, vegetable gardens, etc) both she and Carol are confident that the sustainability initiatives would continue even if Hilary left.

Hilary said she appreciated the prompt and informative support CERES provided by email and phone. She liked that there were lots of options that they could pick and choose from in the checklists for the modules. She said that there were some differences required due to their rural location but overall the information and process was user friendly. She said it was very helpful that the ResourceSmart AuSSI Vic documents came in a Microsoft Word format enabling them to cut and paste information that they wanted to use. She said it would have been frustrating if it was provided in an Adobe Acrobat format that prevented copying. One aspect of ResourceSmart AuSSI Vic that was a little frustrating was getting the certification process completed for the Waste Module. Since the school hadn't been funded to do it the normal steps in the certification process were not applicable and there was some delay and confusion as CERES and Sustainability Victoria adjusted the process.

At the end of 2009 Hilary and Carol along with others involved in the school's efforts reviewed what they had achieved. They discovered that there were two things they felt had not been addressed sufficiently. The first was that the sustainability issues were not formally incorporated into the curriculum and the second was the students were not leading initiatives. It was being led largely by staff. To change this they are now working with Michelle Doyle, a science specialist, to incorporate sustainability into the curriculum and the students have participated this year in LESS in 2010 (Leaders in Environmentally Sustainable Schools), a leadership program facilitated by CERES to empower them to identify sustainability needs and develop an action plan. Carol and Hilary are now planning to start work on the Energy Module. They intend to complete it even if not funded.

*Interviewed by Jodi-Anne M Smith*

# Time of waste, not a waste of time!

By Jenny Edwards (Sustainability Coordinator)

Clonard College

Resourcesmart AuSSI Vic Modules: Core, Waste

**ResourceSmart AuSSI Vic has required a major effort to implement but the result was students who repaid that investment of time. The students excelled beyond expectations and in the process began to change the school's culture.**

Clonard College is a Catholic secondary school for girls in West Geelong. ResourceSmart AuSSI Vic was introduced to the school by Jenny who has carried an interest in sustainability with her throughout her teaching career.

The school started with the Core Module in 2007. The initiative was seen as compatible with Clonard's vision and their Professional Learning priorities and so had strong administration support from the outset.

As in most schools there was a range of support levels among the general staff during the early engagement with the program. Some of the staff were strongly supportive, but there were other people who, although interested in the issues, were concerned that greater involvement would be a burden on their workload and time. As a result, the school had to negotiate a range of logistical and other challenges associated with the new program but the Core Module was successfully completed in 2008. The school tackled the Waste Module in 2009.

A real highlight throughout the early association with ResourceSmart AuSSI Vic was student engagement and action, and it is a story of student engagement that has been chosen to represent the significance of the Waste Module at Clonard in 2009. A project that began as part of the formal course work of an Environmental Studies elective, which had been modified to fit with the Waste Module themes, grew to have an impact at a whole school level.

The students decided that the school's waste management system needed changing. In particular, they considered that there could be an improvement in the waste handling processes in the school. They decided what sort of bin system would be appropriate around the school and set about advocating for, and promoting the change. As part of their project, they made a video that was shown to the different student groups at school assemblies. The video basically rolled out the system for the whole school and also covered the history of waste and why respecting the system described in the video was important. The video was about 15 minutes long and proved to be a very successful way of approaching the problem of waste management behaviour change. As Jenny describes the project *'the students did a stunning job ...they took on the task of changing the culture of the school with regard to waste'*. It is hard to change a culture but the bin system is now in place and although some students choose not to use it, it is being used and has *'absolutely made a difference'*. The students are starting to put a bit of pressure on one another to make the right choices and change is happening.



Overall, the 'bin project' proved to be very powerful in a number of ways. Most importantly, the students led the project throughout so it was very empowering. In this way, and with the environmental benefit notwithstanding, the project also represented the strength of learner-centred pedagogy and best teaching practice. Initially the students were simply required to design a project and link it to waste. The students chose the focus and decided the medium (video) for representing their learning and taking action. It was interesting that although the class was an elective, a survey at the outset of the class indicated that a large proportion of the students had not chosen it because of an interest in the environment but for other reasons of convenience. So the resultant group represented a relatively difficult clientele. Nevertheless, by the end of the project only one group had not been able to make a contribution to the finished video. For that group it was also a powerful learning experience about participation when at the end of the project, *'they were able to see the finished video, see how good it was and see that they weren't represented'*.

Further validation of the worth of the video came for the students when there was a request from politicians in Canberra for a copy. The students felt really good about the fact that somebody was actually looking at what they had done. There has also been a noticeable shift in culture that has grown with the production of the video. Apart from the obvious messages of the video that has resulted in it being seen now as OK to do the right thing with rubbish, there has also been the indirect message that the Environmental class is worth choosing. Jenny has had students come up to her proactively anticipating this year's class.

It is particularly significant that this story began in a class setting. This type of activity is more commonly associated with extra-curricular clubs in secondary schools. However, secondary schools are very busy places and the students who are most interested in sustainability tend to also be involved in many other extra-curricular activities. They are generally the most engaged students with a strong social conscience. As a result, undertaking extra-curricular sustainability initiatives involves competing with time required for other activities. Inclusion of a project such as this one within class time not only creates the time and space for students to take action, but also supports the integrated approach advocated by 'best practice' of environmental education.

The Waste Module has been the latest step of Clonard's engagement with sustainability. The module has added to the opportunities for student learning and to developing the identity of the school as endorsing a culture of sustainability. Producing a tangible and highly visible thing like the video on waste helped considerably to bridge the inevitable difficulties of trying to add a program as a whole school initiative to an already busy and active secondary school environment. The fact that the video was produced by students is a particularly important factor in achieving widespread adoption of the messages it contained.

Although it is not directly related to the Waste Module outcomes, it is perhaps of interest to mention the Sustainability Day that is part of the school's end of year activity. The Sustainability Day illustrates further the extent of the involvement and participation of students in sustainability and demonstrates that involvement is not limited to what happens in particular classes. Every student from Year 7 to 10 is involved in the day which involves actively working with people from the community who are themselves working with sustainability. Although it occurs after the end of their year, students from the senior school come back to help with the day which underlines the commitment and interest of students in the school. Last year about 90% of students attended although it was the last day of school. For Jenny, it is seeing the students involved and interested which is very validating and justifies the commitment she brings to sustainability in schools. Students at Clonard are clearly starting to take ownership of sustainability.

*Interviewed by Jeff King*

# Sharing the tasks – a whole of school approach to sustainability

By Jill Stanzus

## Frankston East Primary Resourcesmart AuSSi Vic Modules: Core, Waste

Frankston East Primary is a moderately sized school with around 200 students on the outskirts of Frankston. They joined ResourceSmart AuSSi Vic early in 2009 and were successful in achieving four Modules (Core, Waste, Biodiversity and Water) by the end of the year. Their story is one of teamwork, sharing the tasks and taking a whole of school approach to sustainability.

The school's sustainability story started in 2008 with the installation of a free 27,000 litre tank from Bluescope Steel. The tank enabled them to water a vegetable garden that they established and to flush the toilets with rain water. The school also started a specialist science initiative enabling sustainability related science lessons to be incorporated in each class. This enabled Jill to integrate sustainability into the science curriculum for all year levels.

Jill does not get any time release in which to do other sustainability tasks such as those for ResourceSmart AuSSi Vic. She invests a lot of her own time and is grateful for the assistance she gets from other staff members. For instance the Grade 3-4 teachers make sure that a few of their students collect the recycling from all the classrooms and place it in the school's recycling bins. Grade 5-6 teachers make sure that each week students puts those recycling bins out on the kerb for collection. All teachers incorporate aspects of sustainability into their term units as well. They have also agreed to make sure electronic whiteboards and computers are turned off when not in use and that the split system heating/air-conditioners are set between 21-24<sup>o</sup>c. The Principal has also helped by taking responsibility for organising the change of light bulbs and ordering a stronger pump for the tank when it was realised that the one they initially purchased was not strong enough as well as engaging plumbers to install the whole system.

Jill said that the other staff members came on board as a result of their experiences with the sustainability focussed professional development sessions that were held. She said it helped everyone to understand what had to be done to achieve the stars and that a system was needed to make it all happen. This led to a whole of school ownership and the sharing of tasks. Jill has seen increased support from the administration staff too.

At first she had to ask the bursar a few times to get access to past bills so that she could enter the data into SETS as it was a time consuming task to go through files and collect past bills. Now, the bills are automatically placed in Jill's pigeon hole without her even having to ask.

The wide spread support has enabled Jill to organise a range of whole of school sustainability activities. They held assemblies to celebrate when they received the tank and built the garden. They held another when they received their ResourceSmart AuSSi Vic certificates. They hold compost Thursday once a month across the whole school. Two Grade 6 students take responsibility for reminding people about it a week before and the morning of the event – they announce it on the loud speaker system and remind all what to do. Each month Jill awards a Golden Globe (a globe filled with lollies) to the class that has done something significant in relation to sustainability.





The Award is open to all classes in the school and the winners are announced each month at assemblies and in the school newsletter. An example of winning activities – is the class that used recycled paper (the back side of paper already used) in all activities that they did. They didn't use any new paper until May. This achievement earned them the highly coveted Golden Globe and its yummy lollies.

Jill has involved the students in a wide range of hands-on activities – in the vegetable garden, planting trees, and composting – she said that she has seen an increase in the students' sense of connectedness to the earth, their respect for it. The students look after the garden and have a sense of ownership of it. She said that the students were really upset when they returned from school holidays one term to find that of the 200 trees they'd planted only 20 were left. They have also had their scarecrows and pumpkins vandalised. This was de-motivating for the students. Thankfully the vandalism has reduced significantly since a tall fence has been erected around the school.

The community is included in sustainability in a number of ways. Some parents help in the garden seasonally. Some even water the garden during the school holidays. They are also given the opportunity to buy excess vegetables grown and support students who wish to buy pumpkin soup made in the winter months. Jill said that several students have started gardens at home as a result of what they've experienced at school. She collects sunflowers from the school garden and gives each student sunflower seeds to eat or plant at home. An enviro-tip is included in each school newsletter advising families of what they can do for sustainability.

Jill participates in a school's sustainability network meeting once a term. This is organised by Debbie Coffee, the Frankston Council Environmental Education Officer. It enables all the sustainability teachers / coordinators at the schools in the council area to share ideas and discuss any problems they are facing, such as the lack of green waste collection for schools. As a result of these discussions the Council is now considering starting a green waste collection for schools. This would mean that Frankston East Primary could greatly reduce the use of the skip bin.

## ResourceSmart AuSSI Vic experience

Jill said that she experienced a lot of red tape in the initial stages that took time to work through. Eric, her ResourceSmart AuSSI Vic Facilitator, helped her go through the checklists and identify what they were already doing and what they could do. This made it seem more doable. She said that it's good that you don't have to do all the tasks on the checklists. She said receiving the star motivated her to want to tick off the rest of the items even though she didn't have to.

Jill found SETS easy to use but said she got confused when the layout for baseline data was changed. She called when she needed help and was grateful for the help received. She said that if there hadn't been phone support she would have given up using it. She said email support is not enough, you need real time support so that the technicians can tell you do this, do this, do that and you do it while you're talking to them.

Jill currently enters the data into SETS her self, but she is considering having students take on this role. She has trained up some of the environment team students however she is a little concerned about errors they may make entering the data. She figures she'll need to supervise or check it the first few times. Jill has shown the SETS data to School Council who were impressed with the changes and the money saved as a result. Her next step is to include the SETS data in the school newsletter and to have the environment team students report the data to their own classes explaining what it means and how they can reduce it further.

*Interviewed by: Jodi-Anne M Smith*



# Expanding beyond ResourceSmart AuSSI Vic to do further sustainability initiatives

By Georga Cowan

Frankston High

Resourcesmart AuSSi Vic Modules: Core, Waste

Frankston High is a large secondary school with two campuses, 1700 students and over 150 staff. They completed five modules (Core, Waste, Energy, Water and Biodiversity) in 2009. They were also the 2009 winner of the Water Smart School of the Year. Their story is one of partnerships, influencing the community and moving beyond the ResourceSmart AuSSI Vic framework to do further sustainability initiatives.



Georga is a science specialist teacher who took on the Sustainability Coordinator position in Term 4 2008. She is provided with three periods per week, which helps but is not enough time to do what is needed. When she started sustainability was not a priority within the school, but now it is. The Principal and Assistant Principal support it as do a range of interested teachers who have formed a staff environment team that meets once a term. These teachers are enthusiastic to embed sustainability into their curriculum.

Frankston High has a strong student led sustainability committee. In late 2008 they developed workshops on energy, water and waste which they presented to Year 8 students. The workshops involve Microsoft Power Point slides designed to challenge thinking, games to make it fun, and a quiz to test what the students remember. In 2009 they adapted the workshops and delivered them to Grade 4 students at Derinya Primary School. This was successful so they will be doing it again in 2010 and expanding delivery to other primary schools. They will

also run the workshops at the Melbourne Water Youth Conference. A sub-committee of students want to develop another workshop focussed on animal protection.

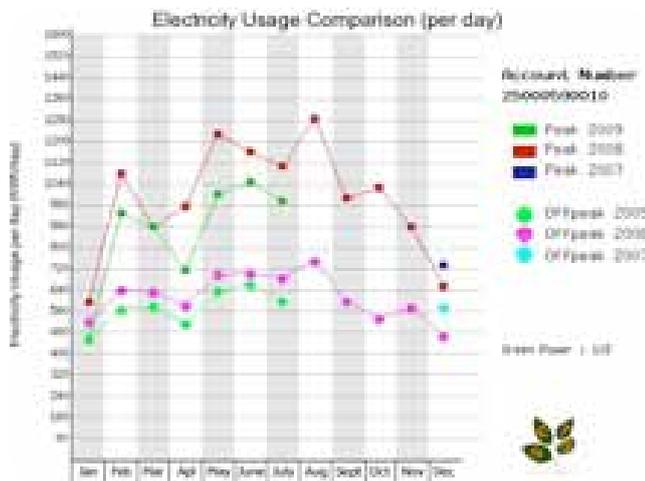
A lot of work has been done on biodiversity at Frankston High. Students have worked with Kim, the Frankston Council's Indigenous Nursery Officer, to identify existing indigenous plants at the school. She showed them how to collect seeds and propagate plants. The Nursery also donated 100 trees, while Oz Grow donated organic fertiliser. Students undertaking VCAL and environment classes are doing weed control and removing any water guzzling plants from the school grounds. The aim is to attract native wildlife back into the school grounds by reintroducing plants that provide them with shelter and a food source. The VCAL students have also built plant boxes and vegetable garden beds. They are mentoring the year 8 students in the gardens

Frankston High is a silver 'Water Live It Learn It' school with activities embedded into the curriculum. The school has a 200,000 litre water tank on the junior campus



which is used for flushing toilets and a second tank on the senior campus for watering gardens. They have a smart meter installed which enables them to see their water usage real time on a website. This led to the discovery of a burst pipe that was leaking deep in the ground under one of the school buildings. It may have remained undetected for a long time if it hadn't been for the data monitoring which revealed an unexplained spike in water usage. Georga is now working with South East Water to develop ways to use the data from the smart meter with students.

There are many examples of behaviour and attitude change within the school. Initially compost bins in the staffrooms were relatively empty, now they're full. The administration team no longer use the lights in the office (during summer) and they do double-sided printing. They have also designed an online booking system for parent-teacher interviews. No forms were sent home this year – all bookings were done online by parents or teachers.



Georga used to get little response from staff when she emailed them or asked for suggestions, now she gets lots of emails from staff wanting to discuss ideas and projects. Likewise she is now being contacted by outside agencies asking if the school would like to participate in various sustainability activities. Sustainability is clearly a priority to the students now too – a brother and sister went on the television show 'Whiz Kids Who Wants To Be A Millionaire'. As a part of the selection process they were asked what they would spend the money on if they won. Out of all the things the students could have said, they said they would spend it on sustainability initiatives at the school.

Frankston High is reaching out to influence community practices. They are promoting free home sustainability audits in an initiative with Green Return. For every household that participates the school is given \$20. The school has advertised the audits availability in newsletters, on the school website, on posters at the office and at parent-teacher interview nights. So far 30 households have had sustainability audits conducted. So have a lot of staff.

Georga participates in the sustainable school network meetings organised by the Frankston Council. These meetings are held once a term at a different school so that they can see what each other are doing. They also do workshops and discuss ideas or concerns that the different teachers / sustainability coordinators are having.

## ResourceSmart AuSSI Vic experience

Georga said that in her first six months she was mostly doing paperwork. She said that without ResourceSmart AuSSI Vic there wouldn't have been any direction for their efforts. It helped the school focus on where they wanted to go, what they wanted to achieve. Georga used their 2008 data as the baseline for SETS and said it's really useful. She said that Eric, her ResourceSmart AuSSI Vic Facilitator, was really helpful providing her with ideas and support.

She said that most of ResourceSmart AuSSI Vic worked, however, some activities were clearly designed for primary schools and harder to implement in secondary schools. For instance the Rubbish Free Days were hard to implement as Year 9 students do not have a home room. They eat outside making it hard to enforce. She said it would be good if there was information included in the ResourceSmart AuSSI Vic materials about how to modify activities to suit secondary schools or activities designed specifically for them.

Georga said that if it hadn't have been for ResourceSmart AuSSI Vic she wouldn't have known about green procurement. The school's business manager has embraced it, but wanted products that were green and cost effective. Georga felt it would be beneficial if there was either a list of suppliers or advice on how to find appropriate suppliers for green procurement included in the ResourceSmart AuSSI Vic materials. This would make it quicker and easier for the Business Managers instead of each school having to do the research.

Georga is in the process of completing the paper work to get accreditation for the community module, then ResourceSmart AuSSI Vic is completed. That isn't the end of the sustainability journey however as the school plans to branch out into other activities. For instance in second and third term 2010 Frankston High will participate in the Council's Climate Change Challenge. Students will complete their carbon footprint and aim to reduce it at home and at school. This has been built into the curriculum for Year 8 students and the other year levels can participate voluntarily.

*Interviewed by: Jodi-Anne M Smith*

# Doing it already, without knowing we were!

By Terry Le Lievre

## Jindivick Primary

### Resourcesmart AuSSi Vic Modules: Core, Waste

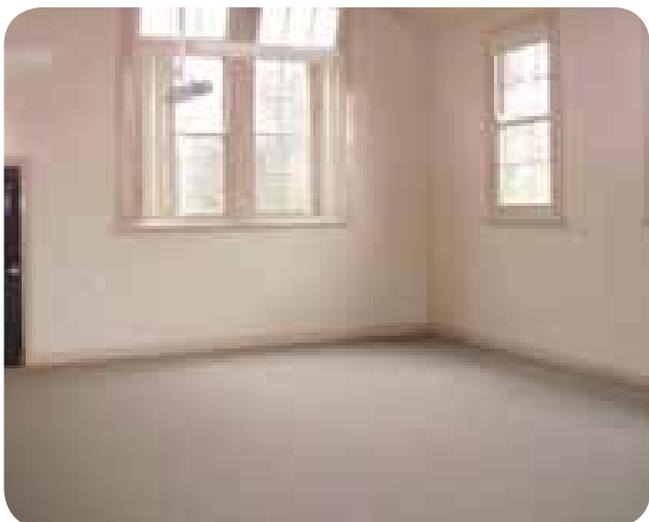
Jindivick Primary is a small rural school in Gippsland with only 30 students. Jindivick Primary is one of the few sustainable schools in Gippsland. They achieved 4Stars in 2009 – Core, Waste, Energy and Community. Eric, their facilitator from CERES, told them they've probably done enough for the biodiversity one too, with their; frog bog, indigenous gardens around the school, butterfly attracting plants, and tree planting with the local Land Care group at the cricket grounds. Additionally they teach about the lifecycle of frogs and butterflies using real animals from the school grounds as well as having the students involved in keeping bird lists, gardening, composting and worm farms. Despite all this Terry said, "No, we want to do more, we want to feel like we've really earned our stars". So, further biodiversity activities are underway.



About 15 years ago the first sustainability related activities were undertaken at the school. Twilight working bees were held with community members to assist in planting and maintaining gardens in the school grounds. A barbeque is held at the end of each working bee to celebrate their achievements and thank the participants. It is common for 60-70 community members to attend. The sustainability focus has spread much wider now. Community members often suggest activities that can be done, such as the current projects for establishment of bike and walking tracks to and within Nangara Park, an old quarry affected by the Black Saturday bushfires. The school is working with the community and local indigenous people to replant the quarry

making it into a biodiversity area. They will also install art works and walking trails throughout. The fires came towards Jindivick from two sides. When they were only 1 km away on one side and 3 km away on the other a change of wind direction halted the fires advance. The community is now leading a project to construct a commemorative garden in a corner of the school grounds. A chook shed is another project idea being discussed by parents and teachers.

The school's waste minimisation initiatives were sparked back in 1997 when a new staff member, Joan Price began as infant teacher. Joan was and still is, committed to sustainability, and through her encouragement and enthusiasm, all students were encouraged to reduce rubbish in lunches and to recycle. In 2005, Joan's daughter, who was a Sustainability Officer, passed on information about rubbish reduction programs and encouraged Joan to become proactive. This led Joan to contact the Waste Wise Organisation and Joan attended Professional Development sessions run by them. Joan introduced rubbish free lunch activities, and the school began to compost the lunch scraps. The school educated parents, audited lunch boxes and now, every day is a rubbish free lunch day at Jindivick Primary! Students bring their sandwiches in Tupperware containers to keep them fresh. If anyone does bring a wrapper they take it home with them. It does not stay at school. The school does not use a skip bin. They use the Council's normal rubbish and recycling bins – the same as any household in the area – and the bins aren't even filled each week!



The School Council, Parents and Friends Group and staff have had a commitment to sustainability for many years. This commitment meant that they looked for funding opportunities and took advantage of them whenever they could. When they received funding for building upgrades in 2008 they made sure that sustainability was a major consideration. The buildings have insulation, shaded high windows to let heat escape and utilise natural light. There are blinds on windows, ceiling fans and reverse cycle heating/cooling systems – the original gas heaters have been decommissioned. Toilets are flushed with rainwater, in fact there is no mains water, so everything is done with rain water. One of the tanks is fitted with fire fighting couplings. Rather than let excess rain be wasted, the overflow from their tanks is diverted into tanks on the neighbouring businesses – a nursery and a restaurant – so that they can utilise the water.

There is a 5.01 kW solar panel and solar hot water system installed on the school buildings. The Sustainability Officer at the Baw Baw Shire assisted the school in getting quotes for the solar panels and to write the grant application to get funding for them. The Shire did this for all schools in their area. Paul, the President of the School Council at the time, is an Energy Consultant. He was able to review the specifications and quotes to make sure that the school was getting high quality equipment that matched their needs. Jindivick Primary was successful in getting funding from Sustainability Victoria and was included as a part of the Solar in Schools pilot program. One of the conditions of the Sustainability Victoria funding was that the school hold information nights to inform the local community about energy issues. The school did so and this has resulted in at least five households in the area installing solar panels on their homes. Another condition was that energy issues be embedded in the curriculum. Terry teaches what energy is and how it is generated to the students and said that “it’s made science come alive!” He now uses the Solar Schools net website to see how much energy the school’s solar panels are generating and is keen to get a Smart Meter installed to be able to generate more data that can be used with the students in classes. The school’s energy bills have reduced from \$900 a quarter to \$300.

## The ResourceSmart AuSSI Vic experience

Jindivick Primary joined ResourceSmart AuSSI Vic in 2009. Terry said ResourceSmart AuSSI Vic helped provide the school with a framework for sustainability. At first it was a bit daunting, however, when he went through the ResourceSmart Certification Tools he was pleased to see that they were already doing many of the activities required. That is how they were able to achieve so many stars in 2009. The biggest challenge he found was getting the baseline data for SETS. He felt that some of the activities suggested in ResourceSmart AuSSI Vic appeared to be designed for larger schools and did not suit small schools. He just ignored those that didn’t suit or modified them as needed. He said that Eric at CERES and Julie Harris at Sustainability Victoria were brilliant in answering questions and providing advice. Whenever he was stuck he’d just call Eric and he’d help or come for a visit. Terry is due to retire at the end of 2010 and is confident that the sustainability focus will continue due to the strong commitment to it by staff, Parents and Friends Group, School Council and the students.

## Most significant change story



The most significant change story from Jindivick Primary is the story of how, ‘We were already doing it, without knowing we were’. It was only when they joined ResourceSmart AuSSI Vic and went through the ResourceSmart Certification Tools that they realised that they could easily obtain their stars. They were pretty much already a sustainable school. Terry felt that many of the other small schools in the area are probably in a similar situation, they just don’t know it. He felt that if there was a school liaison who could visit these schools and explain ResourceSmart AuSSI Vic to them – help them to see what is involved, look at what they’re already doing, prioritise what they’d need to do, help them get the data – making it as easy as possible for them, then these schools would be likely to come on board. Then Jindivick Primary would not be the only sustainable school in Gippsland.

*Interviewed by: Jodi-Anne M Smith*

# Building foundations: growing the Core of the school

By Paul Dowie and Vin Healy

## Kardinia International College Resourcesmart AuSSi Vic Modules: Core

Kardinia's involvement in ResourceSmart AuSSI Vic began through a parent group embracing the theme rather than through the more common scenario of a teacher initiating the process. From this beginning the school adopted an approach that maximised inclusion and involvement that was 'whole school' plus.

Internationally, rapid development and change in recent years has focussed the attention and activities of Environmental Educators in ways that recognise the need for both global and local responses. In many ways Kardinia International College epitomises the growth and change that has been occurring throughout the world in the last twenty years.

Kardinia was founded on the site of a well established Girls College, which closed down and was sold to a Japanese educator who reopened it with an initial intake of 30 students in 1995. Since then it has grown to be a K-12 school of around 1600 students. It is not an international school in the accustomed way of thinking of international schools catering for expatriate communities; rather the philosophy of the school considers that all the students are international citizens of the world. The school continues to grow and important to that growth is that underlying recognition of the holistic and integrated way that schools need to reflect their place in the world. Such thinking is behind becoming involved with issues like sustainability. Further to that, becoming involved inevitably means involving the whole school and its community.

Kardinia International College is in the very early stages of engaging with the ResourceSmart AuSSI Vic framework. The integrated approach is illustrated from the outset in the way that the school first became involved with ResourceSmart AuSSI Vic. Rather than coming from a teacher, the program was initially proposed and championed by the Parent Education Board which is a parent-based advisory committee (not a governance Board) that undertakes projects in the school. There are in fact three Parent Boards in the school reflecting the school's commitment to community involvement; a fund raising Development Board, a Community Board, and the Education Board which acts like a think tank. A splinter group from the Education Board made up of people



particularly interested in sustainability was formed to progress sustainability issues – the Smarter Sustainability group. The Principal and the key staff who later became involved in ResourceSmart AuSSI Vic (Paul and Vin) were also at the Education Board meeting, and so right from the start everyone was on the same page. Additionally, when the ResourceSmart AuSSI Vic Facilitator ran the PD sessions with the staff there was also a receptive audience – *“the time was ripe for change and staff were wanting to do something to make a difference”*. In this way ResourceSmart AuSSI Vic came to the school - introduced through the Board and the Administration but supported from the outset by other staff. *“The strength of the Core Module is that it gives everybody a common understanding and the language and scaffold that you can work to”*.

The importance of a coordinated approach is underlined by the size of the school grounds (19.8 hectares) and 248 staff. The logistics of introducing initiatives to such a large school are challenging. For this reason, it was initially envisaged that the program would be introduced just to the junior school. Through the junior school's implementation of the International Baccalaureate Primary Years Program, sustainability issues were already embedded across the junior curriculum. However, it was quickly realised that to

implement the program properly would require a whole school approach and the senior school joined the initiative. SETS data for instance reflects whole school usage and is meaningless from just a junior school viewpoint. The initiative needed to be school wide and approached as a whole organisation undertaking.

However, implementing the program, although seen as manageable in a step by step way, was much bigger than anticipated. Much of the first year was about ensuring that people were on board with what was happening. In setting up a long term project of this magnitude processes, roles and structures are needed in order to facilitate change. ResourceSmart AuSSI Vic has provided the common ground where stakeholders share a common language and can easily identify the direction the project is taking.

Underpinning any attempt at whole school involvement is communication and so structures for communicating between key stakeholders, which created processes of inclusion, paralleled the introduction of the program. For instance, a Green Purchasing Committee has been established which includes the maintenance staff, canteen manager and office staff as well as teachers and administration. Such structures reduce the dependence on individuals or a 'champion' teacher and increase the buy-in to overall objectives. *"To have these things work you need support at all levels"*

In a similar way, the ongoing work of the program has maintained the involvement of the Education Board and other stakeholders. The Smarter Sustainability group is currently working on a major revegetation project to harness the energy of the school community. The group has also organised a bruschetta stall which is themed to highlight food miles as their contribution to the College's forthcoming KICFest day. By sourcing locally grown ingredients we can reduce our carbon footprint as it cuts down on transport costs and reduces our dependence on oil. KICFest is a major school event centred on a celebration of food.

Students are obviously also included among the stakeholders in a school. To support student engagement there has been strong progress at both junior and senior levels to incorporate sustainability across the curriculum. Already ResourceSmart AuSSI Vic has been useful in this regard. Although the Core Module is not specifically designed to excite children they have already become engaged with the data coming from SETS. For example, a group of junior school students who were doing a water project identified peaks in water use and sent a delegation to the business manager to ask him to 'please explain'. In many ways the SETS data has been the major influence in developing understanding of the way that the school operates with regard to resource use. SETS data has surprised staff with regard to things like paper use and highlighted areas for attention.

Going forward, Kardinia International College is looking to build on the foundations it has established when tackling Core. Those foundations have been grounded in the active inclusion and involvement of all stakeholders in the school including; parents, teaching staff, support staff, administration and of course the students. Student numbers are already noticeably building in the senior environmental group and the existing junior environmental group (the Planeteers) is building on the activities it undertakes in a more determined and focussed way. Of critical importance to the building process is communication and the school is setting up a web portal that enables communication and access to information that enhances the sustainability processes. From such solid foundations it seems likely the program and the school's sustainability journey will continue to build strongly.

*Interviewed by Jeff King*



# Spreading the load – teachers, parents, and ELFS!

By Jillian Morris, Melanie Vaughn and Dale Weston

## Montmorency South Primary School Resourcesmart AuSSi Vic Modules: Core, Waste

There was a very clear thread during this story, the importance of not just spreading but sharing the load. This kept up the momentum of the environmental sustainability initiatives at Montmorency South PS.

To start with we had three teachers join in our conversation. Jill who coordinated the completion of the Waste Module in 2009, took over from a teacher who was the driver of the process earlier. Jill invited both Mel and Dale, whom she introduced as “the two environmental leaders” who are in their second year of teaching and were described as having “lots of energy.” There was the on-going support by the parents from taking part in the holiday chook roster to assisting in study of the biodiversity reserve next to the school and preparing grant submissions.

And yes, you read it right, ELFS - Environment Leaders for Sustainability. It is a group of 20 students from different grades who have volunteered to assist with environmental initiatives in the school, like preparing the roster for taking care of the chooks, weeding the veggie garden and organising the rubbish free lunch days. This is in addition to the role of Environmental Captains in the school, who tend to be in Grades 5-6. As Jill succinctly described the support they harnessed to keep the initiatives going, “*They are not single things on their own, but they are all dependent on each other.*”

Montmorency South Primary School is a relatively small school of 305 students, with 13 classroom teachers and out of a total of 27 staff located in a green wedge area north of Melbourne, which for them helps explain this all around support for sustainability, as “*we are already living all these things in our daily lives.*”

Jill recalls that, “*We probably started 5-6 years ago. We started really in biodiversity – planting native trees to try to attract the local animals. But also prior to ResourceSmart we had an environmental unit every third term across the schools every year involving a range of activities like re-planting, making bug beds, putting wildlife boxes in the trees and visiting Healesville Sanctuary. So it has been there, with a lot of kids who were doing it in Prep who are now in Grades 5 or 6.*”

*ResourceSmart provided a framework, which helped us realise we were more advanced.”* According to them Gavin, their facilitator agreed. He told us, “*There is so much happening and already in place, so let us utilise the funding and his mentoring skills to push things through.*”

Often schools would start with the Core Module, but according to Jill, “*we had to work on waste because that was one of the things we were not good at. Interesting that this was what we ended up starting. We managed to look at what we are using and now how we have reduced our waste. We knew we could not just expect things to happen quickly, everything has to come in gradually – and we keep raising the bar. For example, the rubbish free lunch, we started with once a month and now building towards a rubbish free lunch everyday as part of the national park policy.*”

While there are many initiatives, Jill argued that, “*It is no good working on the environment if it is not part of the curriculum otherwise it is not embedded in the school.*” Dale described how they, “*drive environmental awareness early in Grades 3-4, and so the students come into Grades 5-6 with that environmental attitude already and this helps to motivate the other students to be environmentally aware.*”



They rattled off a list of student activities and achievements such as building the chook shed together with parents from donated recycled materials, conducting a home survey of energy consumption and writing letters to their parents as if it came from the energy provider to either congratulate them for energy savings or encourage them to do better and writing articles for the newsletter and local paper. Mel explained that for her the formation of the ELFS in 2009 was something significant, not just for the support the students give to the environmental initiatives but more because it was a way for the school to recognise the need for increased student engagement. *“The student surveys were saying that the students were not as engaged and happy about being in 5-6 – so they needed some impetus, not just be little kids but to have some responsibility – to give them more engagement with the curriculum and connection with the school life. Plus a lot of the ELFS may not necessarily be the most academic students, as it gives them an avenue for success and leadership.”*

Aside from the support from within the school community, all three teachers identified the valuable support provided by the Banyule and Nillumbik Councils. *“We are part of the Nillumbik and Banyule Teachers Environmental Network – we meet twice a term to discuss different issues. The first meeting links with either one of the four modules (Waste, Biodiversity, Water or Energy), and the second meetings is more resource sharing between the teachers. This is coordinated by Edendale Farm, an organic and sustainable farm that is owned and managed by the Nillumbik Shire Council. The Banyule Council has a School Environment Officer. Mostly on-going resourcing and sharing or knowledge and they have people come out and talk.”*

Dale explained that this idea of sharing the load extends further to include other schools in the area. *We already have a 5Star school – Eltham North Primary School. Jo who works at Eltham North – she goes to every meeting and there is an opportunity for cross-teaching where we can go to visit their schools and they visit our school. It is a good set-up for the teachers to get to talk to each other.*

Involving the parents has not been difficult. They explained that *“being part of the green wedge, the majority of the people in the area are aware of the importance of the environment. We write it up in the newsletter about what they can do – like the egg containers, printer cartridges for recycling, mobile phone collection, corks for the zoo, ice cream containers to place under the drink taps, are just examples of what parents get involved with. And most recently, we have proposed a sub-committee of parents to the school council, with some parents already interested in being part of this sub-committee.”*

As for their formal ResourceSmart journey, Jill related that, *“I got Gavin out because I inherited the coordination of the program. But we doubted how we were going thinking that we had a higher standard.”* Dale added that, *“we did not know where we are at. Jill presented to the staff meeting and asked us all - do we want to go for it, it could be a lot of work. But after Gavin met with us, we had 95% of the*



*things ticked off – we only had a couple of things to put in place. We were thinking it was more work, then we ended up getting together and we went BANG and we went and highlighted what we need to do.”*

They all acknowledged the significant contribution of Gavin's facilitation. *“It is great to have someone who is enthusiastic, on-top of everything, always positive about his reminders, very accessible, reasonably flexible, which we think is very much his personality.”* However, they did raise a concern. *“What would happen when the funding for the mentoring stops, does the program stop? We hope that there is funding and support throughout our journey, probably support for a few years, such that the initiatives do not disappear once the mentoring stops. Not that I think it will stop here.”*

When asked to identify the future challenges, they identified, *“the need for more money to get the gardens re-done, the front of the school needs some re-planting to make it more aesthetically pleasing. We want to move the art room and then put in an orchard, extend the veggie garden, a lot more tanks and more chooks. We would like to not have any waste to go out – our aim in 3 years. One of the problems is that we have a contract to pick up the skips every week but they take ½ an empty bin. And so this is potentially some savings if it were picked up once a fortnight.”*

But in the meantime, they just need to complete the Core Module. Jill jokingly emphasised that in the end, *“someone still needs to be in charge to make sure that we are on track.”* Mel and Dale agreed, *“last year Jill was the person leading it, this year Mel and I are trying to lift the load off Jill and also learn from her.”* Of course with a little help from their ELFS.

**Conversation with Robbie Guevara and Jeff King,  
Story written by Robbie Guevara**

# Students are MAD with MEPA group

(Students are Making A Difference with Moreland Environmental Protection Activators group)

By Christine Charuckyj

## Moreland Primary School Resourcesmart AuSSi Vic Modules: Core, Waste

**This is a story of a school new to the program moving quickly and effectively to embed sustainability as a whole school approach. In particular it looks at the way students have been a driving force behind some of the sustainability actions in the school and also carry the messages to the wider community.**

Moreland Primary School is an inner city Melbourne school that has experienced considerable change over the last two decades. The demographic and structural changes, which have occurred throughout the inner city as a result of development and urban evolution, have impacted on the school's feeder community. The school has changed from a large school to a much smaller one. From a peak roll of around 1000 the school currently has about 170 students. The school has responded with visionary changes of its own and in recent years has introduced a raft of new programs that operate collectively to help define the character, values and aims of the school. A strong part of Moreland Primary School's sense of purpose has been empowering the children to make a difference. The school has run a number of MAD (Making a Difference) days during the last few years. The aim of these days was to enable the children to make a difference at a local level and by doing so also strengthen the school's involvement in the wider community. Emphasis was also placed on understanding and appreciating the wider context of local issues and so the children were encouraged to see what was happening beyond the local, and to make links to global issues. Among the MAD activities were ones that were linked to local environmental concerns particularly the concerns surrounding Merri Creek welfare.

ResourceSmart AuSSi Vic was a natural fit into such values. The program was one of the initiatives that the school undertook to support and extend the developing school culture, and the teaching and learning objectives that shape the school's identity. Christine investigated the ResourceSmart AuSSi-VIC program through her roles as a leading teacher responsible for Integrated Curriculum, and also the POLT (Principles of Learning and Teaching) coordinator. She recognised that the program supported the philosophies which the school was developing and therefore the potential it had for providing multiple benefits to the school. The connection to ResourceSmart AuSSi

Vic began in late 2008 and in 2009 the school completed both the Waste and Core Modules. As such, the program is both new to the school and already deeply embedded. The story that has been chosen to represent Moreland Primary School reflects both of these factors. The story of significance related here is one of engagement that goes across the whole of the school and its community, but is focussed particularly on student involvement and the ways that students have initiated and led the wider school engagement.

In 2009 a student group called the MEPA (Moreland Environmental Protection Activators) Group was formed. This story is about the MEPA group and the children in it who are the ones that lead student environmental involvement. The students in MEPA have a green bandanna and a badge to make them very visible and they take on responsibility for actual projects. For instance, they formed a Water Management Group which looks after water recycling and takes responsibility for the collection containers under the taps and other water initiatives. In a similar way, they formed another group which looks after Waste management including paper recycling and litter responsibilities. The group members do not however do all the tasks and duties themselves. MEPA is very much about establishing peer support and getting the students to actually run the programs. The MEPA members drive the programs by getting the messages across. In this way, what began with the teachers has now been developed and carried on by the students.

The MEPA group was designed to allow the children to take ownership and responsibility for environmental issues and they have responded fully. What they have done in the group has already gone much further than just managing the kinds of in-school routine activities like paper recycling and water containers. Last year the students went on an excursion to the Melbourne Zoo.

While there they looked at Orang-utans and their loss of habitat to Palm Oil production, and were also introduced to gorillas and the Coltan recycling program for mobile phones. (Coltan is the shortened name for a mineral that is essential for mobile phone modems. The production of Coltan is associated with extreme environmental and human ethical concerns. Among those concerns is the fact that Gorilla habitat in Burundi is severely threatened by mining. Appropriate recycling of mobile phones has strong environmental connections and Melbourne Zoo promotes a recycling program directed to supporting Gorilla protection).

The children were so taken by the Orang-utans and the messages about the mobile phones that they brought their learning back to the school and promoted a mobile phone recycling effort. They also did research on foods containing Palm Oil and did a variety of digital and other presentations linked to their findings. In their presentations they suggested that the 'problem' foods and other products containing Palm Oil could be avoided. The message was not about banning the products but more about raising awareness and asking people to check product ingredients. They also suggested that supporters write and complain to the product manufacturers saying that Palm Oil has to be identified and labelled to 'Give us a choice'. The media presentations they did were fantastic. The presentations went on the school's website and were sent to other schools. They also made posters which they put up in the community. The projects were driven by the children and the strong emotions they felt with regard to their sense of the issues' importance. They were able to take action and the result was powerful and very empowering.

Although perhaps the most significant of the projects the children undertook, the ones that stemmed from the zoo visit were not the only projects in 2009. One such program was the Watersmart Behaviour Change program undertaken in conjunction with Yarra Valley Water. The program involved the children learning to have 'behaviour change conversations' that allowed them to identify things about water use that made them uncomfortable and that they wanted to change. In this way the program was not about Yarra Valley Water telling the children what to do but allowed the children to take responsibility and decide actions themselves. The students then included their families in the behaviour change conversations. Apart from water-use changes at their own homes, the students made videos and podcasts which were used by Yarra Valley Water in the wider community. Similarly, in other projects the children made contact with the local Moreland Council. One outcome was that they spray-painted the storm water drains. The children also went to a young leaders' conference at the Moreland Council and pushed for the Council to collect recycled paper for free (currently the school pays for paper recycling).

Last year, when it was started the MEPA group included Years 3,4,5 and 6. This year as the idea evolves it is the junior council representatives from prep to year 6 who will be involved. Already, early in the year there are plans to extend what the group is doing with regard to environmental issues in the school and the wider community. New projects beckon.

The story of the MEPA group illustrates the student aspect of the larger picture involving widespread buy-in at Moreland Primary School to sustainability. It seems appropriate that the students should represent the school's ResourceSmart AuSSI-Vic story beyond the school because of the way they have embraced and represented sustainability within the school. After all, this story is also very much about Moreland Primary School's attempts ensure that their students are MAD. In turn, the school is clearly 'Making a Difference' to the students. The children have come to realise that they do have a voice and that they can make a difference. How much of a difference? What better way to end the story than with a comment by a student that captures the significance of the MEPA group. Referring to his bandanna, the student said "There's my honour".

*Interviewed by Jeff King*



# Achieving attitude changes through Inquiry Units and a sustainability specialist teacher

By Sarah McAleer and Julie Kennedy

## Strathaird Primary

### Resourcesmart AuSSI Vic Modules: Core, Waste

Strathaird Primary is a new school, established in 2005, located South-East of Melbourne in Narre Warren South. They have over 770 students located on 3.3 hectares of land surrounded by urban sprawl. While they have new buildings these were not sustainably designed so still needed to be retrofitted to minimise energy and water use. Strathaird Primary achieved stars in core, Waste, Water, Biodiversity and Energy in 2009. Their story demonstrates the benefits of investing in a full time sustainability specialist teacher – embedding sustainability into the curriculum, achieving attitude changes and Resource Smart AuSSI Vic certification in a shorter period of time, saving money on utility bills and benefiting the planet sooner.

In 2008 students were involved in tree planting and gardening activities. They raised funds for conservation projects. It was this that led the Principal to start considering the possibility of a sustainability specialist position. The position was created in late 2008. It is a full time position with a budget for implementing sustainability initiatives.

Sarah has had a long time interest in social justice issues and used to volunteer for refugee organisations. It was her experience doing this that led her to undertake a teaching qualification. She had only been teaching for 2 years in Grade 1 when she was asked to consider becoming the sustainability specialist teacher. Sarah didn't have much knowledge of sustainability issues but was willing to learn. She'd previously lived near CERES and had visited there regularly. She decided to give it a go. She is assisted in her role by Julie, the Assistant Principal, who is passionate about sustainability. Julie provides feedback, leadership support and helps make things happen! Martin, the School Principal is also very supportive of all sustainability initiatives.

As a sustainability specialist teacher, Sarah gets 3 hours a week planning time which she uses to do many of the ResourceSmart AuSSI Vic tasks and implement a range of sustainability initiatives around the school. Classroom teachers work with Consultant, Nadine LeMescam to plan 'best practice' inquiry learning units. Sarah's program links to Inquiry Units that have the environment and sustainability as key focus areas. All teachers are required to do one sustainability related Inquiry Unit every year.

This embeds sustainability into the curriculum across a range of subjects. Examples include Climate Change and Renewable Energy Inquiry Units for Grade 3-4 and global sustainability Inquiry Units for Grade 5-6. Sarah has another hour a week that she uses for the gardening club.

Sarah noticed that in the beginning, the younger kids were the most passionate about sustainability. The older, Grade 5-6 students were not particularly interested when she worked with them at the start of 2009. This had changed by the end of the year as a result of their exposure to sustainability issues in the Inquiry Units taught by their regular teachers, as well as Sarah's additional sustainability lessons. Parents have confirmed this change in attitude

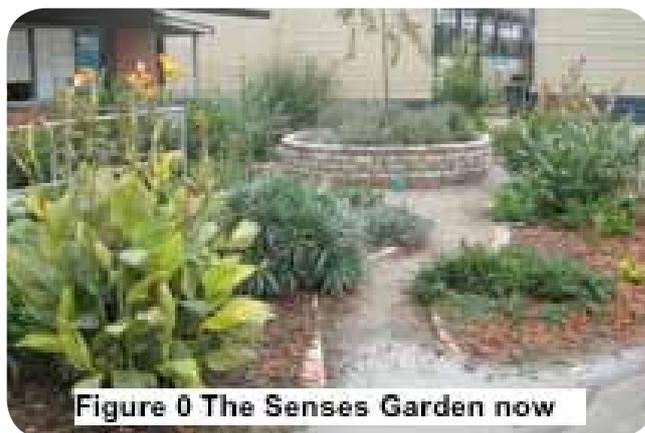


Figure 0 The pumpkin challenge

telling her that their sons and daughters now turn off lights at home and encourage more sustainable practices. Sarah has also seen attitude changes with other teachers and staff in the school. Some were wary in the beginning. Worried that compost would smell, that chickens would attract rats, that recycled paper would damage the photocopier and that it would be too hot if they did not use the air conditioners. These and other attitudes have altered as experience proved that no negative consequences resulted from the activities.

Sarah said that there are no creeks, wetlands or forests in walking distance of the school that students can visit to study the biodiversity and do hands-on activities. The areas surrounding the school are covered in housing. Despite this they have been able to achieve a lot in relation to biodiversity. They have completed Inquiry Units of work that seek to improve students understanding of biodiversity. They have developed a vegetable garden area which includes a water tank, worm farm and compost area. They have participated in Schools Tree Day and successfully planted over 600 native tubes. They have revegetated their senses garden with a variety of plants that appeal to the different senses. They have raised money to purchase two nesting boxes for the critically endangered Leadbeater's Possums by holding an animal dress up day with a gold coin donation. And they have held incursions for students from gardening professionals. This year the students are establishing an indigenous ecosystem on the school grounds and a frog bog. The indigenous ecosystem is endangered in the City of Casey, largely due to housing development. Sarah has done a range of whole-of-school events including Tree Planting Day, Rubbish Free Lunch Day and Nude Food Friday. Sarah has written articles about what they've done for the local paper and was disappointed when the paper did not publish them. They do get the word out however in the school newsletter which includes sustainability information written by Sarah or the kids every fortnight.

While her position does come with a budget for implementing sustainability activities it is easily spent and further funds are required. School Council has an environment group that is helping to raise funds for use on sustainability activities. With it being such a large school events like tree planting can cost a considerable amount of money. They need over 700 trees so that each child can plant one. Due to the large size of the school some tasks, such as purchasing and setting up the composting and recycling bins for the classrooms, took a large amount of her time and energy. This was made even more difficult by the fact that she didn't know what organisations to contact for help or for purchasing of products. Being a new teacher she didn't have a network of sustainability related contacts to help her. She thankfully called the City of Casey and they advised her of some relevant organisations to contact. She found out more when she did various sustainability related professional development activities organised by CERES, the City of Casey, Resource Smart and South East Water. She said it takes time to build relationships with people. She now has a network of contacts. The school is also becoming more well known for their sustainability efforts and



she is now getting organisations contacting her and asking if the school would like to be involved in activities. This makes life easier! As does the product donations that they have received from local businesses - buckets from a local bakery, recycling bins from the City of Casey, and drinking tap water collection buckets from South East Water.

If she were to leave Sarah felt that most activities would continue as the policies and infrastructure – the recycling bins, worm farms, compost bins – are in place. However, some activities may not continue. She felt that she would need to train someone up to replace her and to have written procedures / documentation that the person could refer to so that they didn't have to start from scratch.

### ResourceSmart AuSSI Vic experience

Sarah said that the ResourceSmart AuSSI Vic checklists were daunting at first, but when she sat down and went through them it was clear what the school needed to achieve. Eric, her ResourceSmart AuSSI Vic facilitator, helped her to break it down into doable tasks. This made it easier. She contacted Eric by email and phone when she needed help and also asked questions of Michelle. She said that, *“Both Eric and Michelle, were not only extremely helpful, but are wonderfully passionate and inspiring people. Eric’s passion was contagious and gave our staff a lot of knowledge and a ‘can do’ attitude. The staff from Planet Savers were also extremely helpful”*. Sarah enters the SETS data and said it was much more effective when she had a full two years data. Then the comparisons were useful. The students view the data and she also shows the graphs to staff in Microsoft PowerPoint presentations. She felt the visuals are very effective.

Sarah said it would be really useful if there was an email group on sustainability that you could email to trouble shoot issues and share ideas and resources. This would make sharing ideas and getting feedback much easier. She is very grateful for the fact that she has a full time position focussed on sustainability and is aware that few schools have this. She said ideally teachers should be given more time to focus on sustainability and the overcrowded curriculum reviewed to create more space for sustainability.

*Interviewed by: Jodi-Anne M Smith*

# Appearances can be deceiving: the pieces don't make the whole

By Peter Lee

Thornbury High School

Resourcesmart AuSSI Vic Module: Core

**Thornbury is beginning the ResourceSmart AuSSI Vic program and is struggling to maintain momentum. Despite the existence of high profile sustainability projects already in place at the school, engagement with sustainability is superficial rather than systemic and changing the culture is extremely difficult.**

In the inner suburbs of Melbourne, Thornbury is a co-educational secondary school with a growing and diverse student roll. The school started their ResourceSmart AuSSI Vic engagement in 2009 with the Core Module. As such, this is a story of early engagement with the program and the ongoing struggle associated with its beginning stages. The program was introduced to a school that had already achieved a number of interesting high profile projects grounded in sustainability thinking and practice. Among those projects is a brand new Year 7 building (opened 2009) designed to be energy efficient, and the school's 'flagship' project which is a Straw Bale sound studio. Among the staff, several people had already demonstrated a commitment and passion for sustainability through their lives and through their work in the school prior to beginning the Core Module. However, as is often the case in a large secondary school, implementing a whole school approach to the program has proved difficult. In this regard, the presence of visible evidence of sustainability projects like the Straw Bale studio does not translate to adoption of sustainability across the school.

Thornbury's story is about the struggle to develop a sustainability culture in the school and the consequent difficulty in ticking the module boxes that relate to the wider school practice. In particular, embedding sustainability in the curriculum has been problematic. Despite an evident sense of achievement and pride with respect to the individual projects that have been undertaken, there has been a lack of uptake of the culture of sustainability in the normal operations of the school. As a result, the inclusion of sustainability in the curriculum and development of a whole-school culture never happened. As a result, the Core Module has only just been completed (April 2010).

Peter and his colleague Greg had already developed identities within the school as being the people who were instrumental in terms of doing things related to sustainability. As a result, anything related to sustainability tended to be shifted immediately to their pigeonholes and, with some exceptions, others on the staff weren't accustomed to taking responsibility themselves for sustainability initiatives. The real challenge has been creating a wider sense of ownership of such initiatives. Even the Straw Bale studio, which was conceived as a community project and funded initially through 'Investing in Our Schools' money, has proved to be a challenge to complete (it is still not completely finished). When additional funding was required and the project needed to compete with other priorities on time, commitment and money, it stalled.

From the start of undertaking ResourceSmart AuSSI Vic, the issues of time and commitment were apparent. The administration, although generally and philosophically supportive couldn't prioritise it sufficiently in order to provide the program with practical support by allocating Peter time to do it. The significance of formally prioritising the ResourceSmart AuSSI Vic program and approach to make it effective was therefore immediately evident.

Although he is now part-time, Peter was initially fulltime and the time required for the program was not easily available. In saying that, now that he is part-time the commitment to the program requirements is still additional to his funded hours. If Peter and Greg and the few other people supporting them stopped the lunchtime and after school hours they put in, then the whole project would disappear. Currently, Peter is not sure whether he is going to be able to keep going to complete the Core Module. Peter's view is that time allowance is needed to make a significant difference that affects the whole school.

There was an excellent response to the initial PD sessions and the staff produced good material but there was no follow through. In a similar way, funding has not been followed through and the commitment for ongoing funding has not happened.

There are many examples of the difficulties in extending the superficial level of nominally accepting a program of sustainable practice to the deeper level of embedding it in school activity. With reference to using the data generated by SETS in the classroom for instance, teachers have felt that it is extra work that is unjustified. As regards the Year 7 building and its features designed to provide year round temperature control, there has not been the change of practice to use the features and air conditioning and heating were added after commissioning of the building. The heating was subsequently used in winter to heat the building to 25 degrees (as recorded by monitoring equipment). This temperature is above the level that was considered unsatisfactory in summer and so required the use of air conditioning. Similarly, paper use has not in fact changed and what is used is not always recycled but thrown away.



On the surface it looks as if the school is doing very well and looks to have embraced sustainability. There are the big project items which give the school a gloss of sustainability but they are essentially passive and have not translated into practice change .....*"generally speaking it is business as usual"*. The school is a system of networks that tend to operate separately, and although some parts are working very well (for instance the gardens run by the horticulture teacher) there is not yet the sense of a whole school adoption of the culture of sustainability. At this stage the parts have not yet created the desired whole.

*Interviewed by Jeff King*

# Even strong can be strengthened: always seeking something more

By Geoff Poynton

Westbourne Grammar School

Resourcesmart AuSSI Vic Modules: Core, Waste

**The ResourceSmart AuSSI Vic program landed on fertile ground in a school that was embracing sustainability in multiple ways. From the outset the program added value to the school and has allowed the school's driver of sustainability to dream higher of what else might happen.**

Westbourne Grammar is a K-12 school between Melbourne and Geelong. When the school was established it was surrounded by farms and although residential development has now come to its border, the school still has a huge property. The school's relationship to its physical environment is immediately apparent at the entrance where there are established trees and a small lake.

Westbourne began its involvement with ResourceSmart AuSSI Vic in 2009 but the school's involvement with Environmental Education and sustainability issues goes back much further. The school had previously attempted in some form or other most of the elements of the ResourceSmart AuSSI Vic program and has accumulated stories of considerable success. In fact, when the school began their involvement in the program it was suggested by their facilitator that they were already well ahead and nearly completed with regard to the Core requirements and similarly with the Waste Module because Westbourne was already a Waste Wise school. As a result, the school finished their first year in the program having satisfied the requirements of the Core, Waste and Water Modules. However, there is always something more to do and something more to learn and Geoff emphasises that there has been a lot of added value for the school in undertaking the ResourceSmart AuSSI Vic program. Added value is the theme of significance that runs through this story. The program presents opportunities to add value to whatever level the school is already at when beginning its ResourceSmart AuSSI Vic journey.

Geoff has been at Westbourne for about 20 years and over that time has progressively negotiated a position within the school that now incorporates mainly Environment related Education. His current position has multiple dimensions and responsibilities but it has allowed him to introduce and give impetus to the ResourceSmart AuSSI Vic program. He is the Director of Outdoor Education in the senior school and as such is part of the group which runs the senior school environmental programs. However, for the last 10 years

his primary focus has been on the junior school where he runs the Earth Education program which incorporates environmental education in a hands-on and active way that the students and teachers love. In the context of this story, another layer of significance is the comparative possibilities of the program from junior and senior school perspectives. Because his responsibilities straddle both school groups Geoff is in a strong position to make that comparison.

It was the junior school that was the initial target for the ResourceSmart AuSSI Vic program. Throughout his time at the school, Geoff has been very much a part of the school's environmental commitment. Before undertaking ResourceSmart AuSSI Vic in 2009, the school already had a Sustainability Management Group, well established student environmental groups at senior and junior levels and programs for the ongoing environmental involvement of different year levels in the junior school. In the senior school the whole of the year 9 teaching program across all disciplines is linked to the environment. Other senior curriculum teachers link environmental themes in different ways. The school had also been part of initiatives like Waste Wise and had been accredited as a Waste Wise school.



In addition to the work that occurs in the classrooms the school has committed resources to developing infrastructure that is sustainably oriented and which supports both the operations of the school and also provides teaching opportunities; there are many water tanks, solar panels, a veggie garden and other specialist gardens, and a worm farm among the many parts of the school's environmentally-oriented projects. Most of what happens in the school is now subject to view through a sustainability lens as well as meeting any other criteria that might apply. For instance, the year 9 building that has just been commissioned (2010) was designed and built with every environmental feature that the school could possibly afford.

However, there has developed a reliance on Geoff over the years to undertake and keep driving the sustainability agendas and activities. He had been looking to develop a framework whereby things would happen without relying on him. In effect, he was looking to spread the responsibility so that the sustainability welfare of the school was not dependant on one or a few people.

The opportunity to build a framework for undertaking and evaluating sustainability activities has been perhaps the most significant impact of the early engagement with ResourceSmart AuSSI Vic. The school had a lot of the framework in place but things were not as coordinated and focussed as they could be. AuSSI-VIC pulled all the pieces together and also provided the validation of an organisation and the government that provided justification from beyond the school for sustainability activity. The tick-off sheets were a good guide as to what to look for and what to look into as part of the journey, and the actual data that came out of SETS was invaluable – *“it just hits you in the face when you actually see it”*.

Although introduced initially to the junior school, the program was quickly extended to include the senior school and become a whole school activity. There had been a lot of very good things happening in the senior school but in a disjointed way and dependent on the particular teachers involved. Geoff invited those teachers to the junior school meetings and using the ResourceSmart AuSSI Vic framework everything was pulled together. There is no doubt that the processes of engagement work differently in the senior school – *“...its harder in the senior school in some senses, they have other issues on their minds but you can still sow the seed and you can still get the messages through”*

Westbourne Grammar was a 'star' school before starting the ResourceSmart AuSSI-VIC program. The school had already undertaken many environmental initiatives, there was established and ongoing support from the administration and teachers and multiple ways of engaging students. However, the program added something extra by providing a framework for pulling together the various activities and by providing a way of adding weight and justification from outside the school to environmental directions that had been proposed. The ResourceSmart AuSSI Vic program gave environmental endeavours an extra status and authority. The program has now been formalised as a whole school action and lots of staff are interested and involved in some way. Geoff now considers that he is just one link in the chain rather than taking the primary responsibility for environmental involvement. Because so many people are now taking responsibility for different activities Geoff feels freed to step it up to the next level and find new ways of engaging the school with sustainability like improving links to the community which Geoff sees as one of the school's weaknesses– there is always something more!

*Interviewed by Jeff King*



## APPENDIX 1: Evaluation Background

### EVALUATION AIMS:

To provide qualitative data that would contribute to the over-all evaluation of the implementation of the 2009 ResourceSmart AuSSI Vic Core and Waste Modules by:

- (a) identifying the key success factors through significant change stories and
- (b) identifying the areas for improvement in the delivery of the program,

through the utilisation of case story writing and most significant change principles in the documentation and analysis of the program.

Evaluation Process:

The 2009 evaluation process involved the following:

MONITORING AND EVALUATION PROCESS 1 (M&E1)	MONITORING AND EVALUATION PROCESS 2 (M&E2)	MONITORING AND EVALUATION PROCESS 3 (M&E3)	MONITORING AND EVALUATION PROCESS 4 (M&E4)	MONITORING AND EVALUATION PROCESS 5 (M&E5)
School Environmental Tracking System (SETS) by Carbonetix	AuSSi – facilitators and CERES to identify and nominate ‘star’ schools	Research (Interviews and Case story writing) of selected schools based on data from M&E 1 and M&E2.	On-going Whole of Project Implementation Monitoring	Identification and Development of Frameworks of Practice (eg. School-Community Partnerships)
Basic SETS data informed the identification of ‘star’ SET schools by the facilitators.	December 2009 Facilitators identified schools based on either being a Star School, a Slow to Start School and/or a Secondary School.	Interviews were conducted in March and April with a total of 12 schools. Writing & Validation of the case stories that have been written	A Case Story Sharing combined with a whole of Project Evaluation was conducted on 25 May 2010.	A final Case story booklet was prepared to begin to identify lessons learned for implementation in 2011 and to inform future evaluations.