



PALLARA
STATE SCHOOL

Pallara State School

School Environment Management Plan



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1. Planning Period

SEMP Type: Working document

Start date: 1/02/2023

End date: 31/12/2023

SEMP Description

Pallara State School SEMP - 2023

Contributors

Jonathan Clark – Environment Education Teacher
Jason Faulkner – Head of Department – Curriculum
Mark Johnstone – Principal
Petra Kalinin – P&C
Giovanna Carroll – Teacher

2. Principal's Statement

The Pallara State School SEMP 2023 reflects the achievements of Environmental Education activities undertaken over recent years that have grown the number of students involved, and teachers offering and leading Environment Education activities.

Not only has our school offered an impressive range of activities for students, we have implemented successful strategies to reduce, recycle and compost waste. For example in 2022, 1.4 tonne of compostable materials was collected for use in our kitchen gardens and >120kg of soft plastic was diverted from landfill. Student involvement at all stages has led to positive and sustainable habits and understandings.

This SEMP builds on these achievements and sets goals for 2023 to further reduce waste, in particular compostable materials and build on curriculum links with these important environmental activities.



3. School Overview

Vision/mission statement

Pallara State School offers children a learning environment which fosters the intellectual, social, physical, and cultural growth of the individual so that their highest potential may be achieved. We believe in:

- creating lifelong learners
- relevance beyond school
- educating students for an unknown future, and
- recognising adults as learners too.

At Pallara State School we seek to:

- inspire every student to be the best they can and embrace learning throughout life
- challenge, rethink and innovate a school of value for the future
- continue to be a professional, high performing, proud and committed educational community.

Environmental vision:

School vision and goals for the environment

At Pallara State School we acknowledge the special opportunities afforded us with great school facilities enhanced by a 1 hectare are of land which includes a tributary of Oxley Creek. This area cannot be built upon and so we utilise it as a space where students can learn directly about aspects of natural environments. Juxtaposed against this, and providing challenges, is our densely built school environment accommodating an increasing number of students in a reducing amount of play space – play space that features large amounts of concrete and artificial grass surfaces.

Our students are approaching futures that have uncertainties with environmental issues from the local to the global and associated problems to solve. We aim for our students to achieve understanding and appreciation of these issues and knowledge of actions and ways of living that are practical in their lives. At our school, students should have many opportunities to participate in curriculum and extra-curricular activities that support them in learning ways to live sustainably and to enjoy and appreciate nature and being in various environments.

School profile and background

Pallara State School opened at 39 Ritchie Road Pallara in 2016. It is located in a pleasant environment, that is rapidly changing from rural to densely populated. It is only minutes away from the suburbs of Forest Lake, Heathwood, Forestdale, Regents Park, Browns Plains, Hillcrest, Calamvale and Acacia Ridge. The school provides educational services to the community from Pallara and the surrounding suburbs.

At Pallara State School we have a Bring Your Own Device program from Years One to Six. Students use their device (laptop) to engage with most aspects of the curriculum. This platform provides the skills they need for jobs of the future. Our classrooms are well-equipped with air conditioning, computers, and internet access. The Resource Centre/Library houses entertainment equipment, filming green room and is well-stocked in current library resources.

The school provides an innovative and responsive curriculum for Prep to Year Six. There are currently over 1000 children enrolled at Pallara State School. Future enrolments over the next three years are expected to increase steadily.

The school has a wide variety of modern resources for every age level from Prep to Year Six. Our school endeavours to offer small classes. Which comply with Education Queensland's class size targets. Our quality curriculum offers a range of options for all students, with specialist teachers in Japanese, Music, Science Health & Physical Education and Environment. The school provides a whole school approach to Inclusion and also enlists the services of advisory and visiting specialist teachers to support both staff and students.

The 7ha site includes an area equivalent to 1ha along Oxley Creek where we have provided outdoor learning areas and pathways where students can explore various environments from the creek to the hollow bearing trees.

Pallara State School enjoys the strong support of parents/carers and community.

Since opening at this site, the school has offered an Environment club for students to participate in various Environment focussed activities. The club now directly involves about 00 children from Years 4-6, and 15 teachers offering activities which include, Nest and hive box building, Bush Tucker Garden Development, Kitchen Garden, Worm Farms, Environmental Art, Eco-Marines, Soft plastic education, Species Hunt and Native Bees.

School logo or photo



From about 2008, at the old Pallara State School site, the “Home Secrets of Pallara’s Marsupials” project commenced with a small grant from the Telstra Kids Fund. The project entailed placing nest boxes for possums and gliders in the trees outside the A Block classroom and later adding cameras so that the animals’ behaviour could be observed right from the classroom. The main animals observed were brushtail possums (*Trichosurus vulpecula*) and squirrel gliders (*Petaurus norfolcensis*).

In 2015, the school community decided that the new school logo would feature the squirrel glider to recognise the impact of the Home Secrets of Pallara’s Marsupials project. The school continues to have nest boxes on the trees at Pallara State School and monitor using cameras mounted in some of the boxes.



4. About Your Local Area

Describe your environment

Pallara is one of Brisbane’s fastest growing areas. In 2004, the school population was about 100 students. In 2023, it is greater than 1100 and expected to continue growing. Demountable buildings are currently being installed as a stop gap measure whilst a second large, 3 storey classroom block is being built. Over the last 20 years, the local area has seen the predominant multiacre blocks and farms give way to townhouse developments and this trend will continue for some time.

As a consequence the prevalence of wildlife such as the once common in the area, squirrel glider (*Petaurus norfolcensis*) have almost disappeared. Other wildlife is still quite easily visible, both around our school and in the areas adjacent the creek, eg wallabies, goannas, lorikeets as well as many insects and macroinvertebrates in the creek.

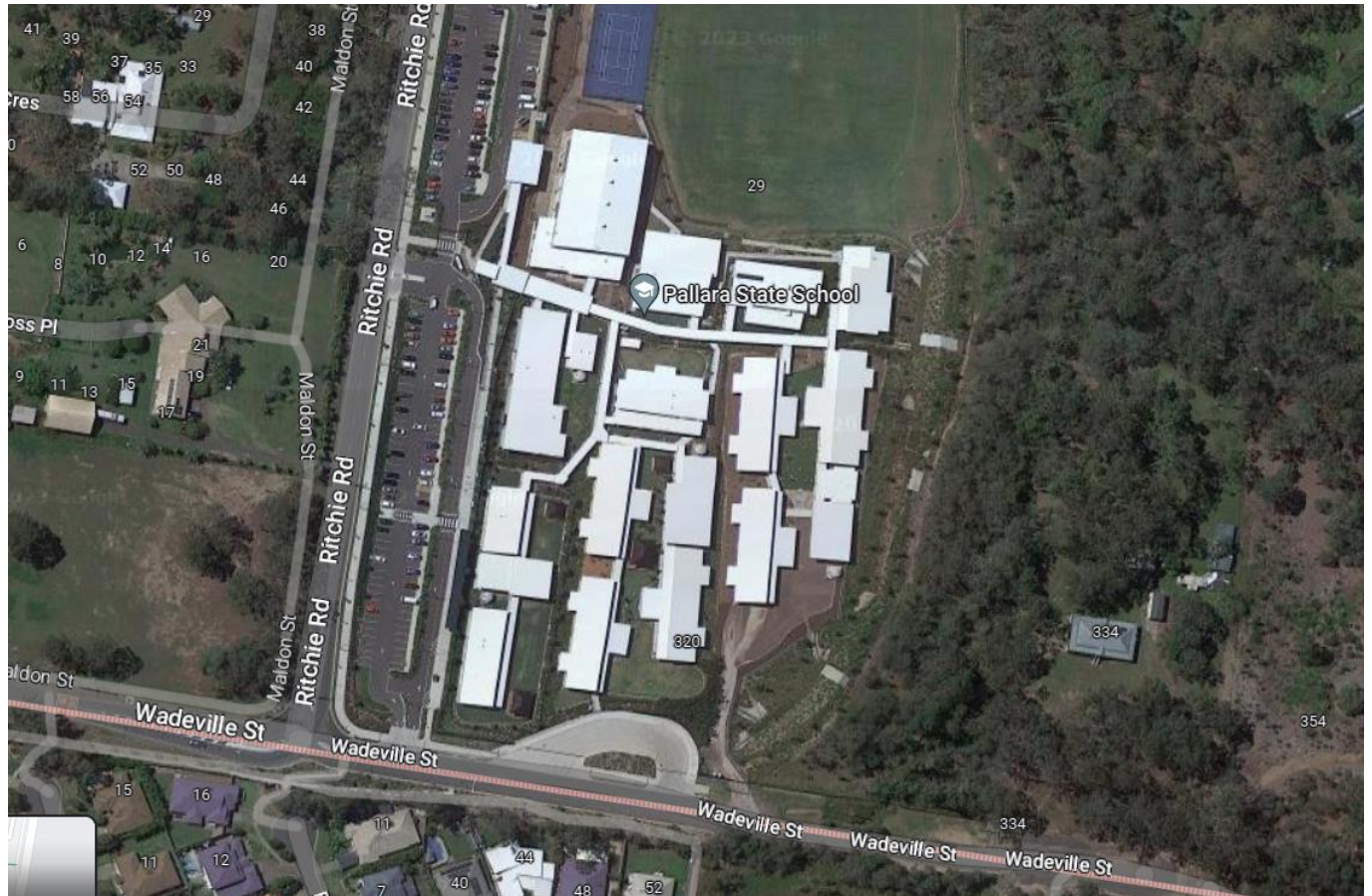
Development and its associated issues are of major concern. Traffic, parking and school transport are growing problems.

Describe the local community

Who is your school community?

Understanding who is in the local community can assist the school to plan activities that are locally relevant and supported. The school, the students, their parents, local residents, government, business and industry are all parts of the local school community. They can provide ideas and resources, and the school can often assist the community to implement important local activities.

Local area photograph



5. School Management

What are the priorities in your school plan?

The school improvement agenda includes:

- Implementing a targeted literacy improvement agenda
- Furthering a high performing school culture
- Enhancing collaborative empowerment

Points of difference for Pallara State School are:

- The school's "Bring Your Own Device" program where students from Years 1-6 are expected to have their own laptop which means that our curriculum design and delivery entails a significant amount of computer usage
- The Pallara Environment Education Program reaches students across all year levels from Prep to 6 and offers a broad range of extra-curricular activities.
- The Inclusion Program offers high levels of innovative support for students with special needs.

How is the plan integrated within whole school planning? (Choose from the list)

- Part of the school annual plan
- Reported on in the school annual report
- Integrated with relevant school policies
- Integrated with school administration and management procedures
- Integrated with curriculum programs
- Information provided in the school prospectus
- Consultation with Student Representative body
- Links to regional education and local government planning
- Links to extra-curricular activities for students
- Other, please specify: Environment Education Program, Environment Club

6. School Team

Mark Johnstone – Principal

Jonathan Clark – Environment Education Teacher

Jason Faulkner – Head of Department – Curriculum

Petra Kalinin – P&C

Teachers providing Environment Education Extracurricular Activities:

Giovanna Carroll

Claire Ceuls

Jonathan Clark

Kirsten Cooper-Head

Adam Daley

Claudia Dawson

Courtney Dickinson

Mel Gabbie

Jodie Hunter

Annelise Johnston-Bates

Christine Li

Teresa Swensen

Jeleena Tong

Katie Wilkes

What is the name of the environmental team?

Pallara State School Environment Club

What is the size of the team?

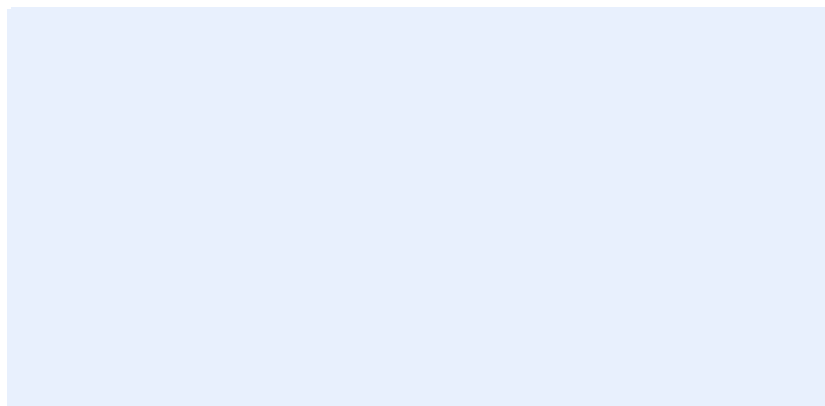
About 16 teachers and a parent are directly involved. About 100 students participate in Environment Club activities. All students participate in the new Environment Education Program for one term in the year.

Who are the people involved? (Choose from the list)

<input checked="" type="checkbox"/> Teachers – manage extra-curricular activities	<input checked="" type="checkbox"/> Students – Environment Club membership and Eco-Marines Ambassadors	<input checked="" type="checkbox"/> P and C – funding and working bees
<input checked="" type="checkbox"/> Administration and support staff	<input checked="" type="checkbox"/> Grounds staff – consultation and grounds works	<input checked="" type="checkbox"/> School principal
<input type="checkbox"/> Community groups	<input checked="" type="checkbox"/> Community members – Environment Club activities	<input checked="" type="checkbox"/> Neighbours – donations (eg native bees)
<input checked="" type="checkbox"/> Council staff – support through for example Land For Wildlife, consultation, plants	<input type="checkbox"/> Elected Student Representative body	<input type="checkbox"/> Executive staff

 Other, please specify:

- Environment groups providing, for example, incursion activities for students.
- The school tuckshop staff consult and the tuckshop is supplied with produce from our Kitchen Gardens from time to time.

Team photo

Describe the team's focus, structure and meeting information

Our team operates at various levels:

- Management
- Curriculum
- Extra-Curricular
- Grounds development and maintenance

Management

Makes decisions around funding and human resources as well as operations across the school. A budget process commences in the latter part of the preceding year.

The Principal consults with various stake-holders on the program establishment and continuation.

The Science Committee, consisting of a Deputy Principal, a representative from each Year Level Teaching Team, the Science and Environment Specialist Teachers meets once per term. Environment Education issues are discussed and managed through this committee.

Curriculum

For 2023, the school implemented a new teaching position: Environment Education Teacher to implement a program of 1 lesson per week for a term for each year level. The program provides Non-Contact Time for classroom teachers in a way consistent with Specialist Teaching Programs.

Curriculum is managed by the Environment Education Teacher with the school Principal as line manager.

Extra-Curricular

Various clubs offer our students a broad range of play break activities for students from sport, coding and robotics, to games and environment. The Environment Club manages the waste program for Compostable Organics and Soft Plastic collections and communicates about these with the broader student group. The Club offers a range of activities based on environmental themes and activities and these are managed by a teaching team of about 15.

After establishment meetings in the beginning of the year, these teachers meet informally through the year and maintain contact through emails on developments and management issues. A Deputy Principal assists with management and timetabling as there is a major effect on play ground duties etc.

Grounds development and maintenance

Very little of the environment activities would be possible without the support of the Delta FM staff. This support includes garden preparation, Environment Area maintenance, bin cleaning and other waste management support.

Delta FM also benefits from the waste management and gardening activities of the Environment Club.

Describe the school's main environmental education achievements

Environment Education activities have been a 'point of difference' for Pallara State School since at least 2016 and stemmed from specific activities since about 2008. The most significant of these was the Home Secrets of Pallara's Marsupials project which is celebrated in the school's logo which features a squirrel glider. In 2015, students, through an appreciation of marine environments, chose sharks as the mascots for the sporting houses.

Since 2016, the Environment Club has grown from 2 teachers leading about 30 students to 15 teachers and a grandparent leading activities for about 100 students.

In 2022, the decision was made to implement an Environment Education Program that started in Term 1 of 2023.

Active programs and achievements include:

- Student rostered waste management collecting compostable and soft plastic waste
- Students participating in a range of lunch time Environment Club activities
- The building of facilities such as 3 metre shade house for plant propagation, garden beds, replanting monoculture gardens into native gardens, bush tucker garden, more than 12 native bee hives, nest boxes with cameras installed and others
- Installing sandstone block seating in the Environment Area
- Being an Ecomarines School
- Enabling teachers to bring new environment-oriented activities to our students
- The commencement of an Environment Education Program that is delivered to all students Prep to Year 6.
- Fortnightly communication with parents via the school newsletter about our Environment Education and Club activities

Photo of achievement



7. Goals for Five Focus Areas

Goals for Curriculum, Teaching and Learning

Environment Education is implemented in two explicit ways at our school:

1. Environment Club
 - a. Environment Club was started in 2016 with the principal and a teacher developing the program which was essential a before school and lunchbreak activity for interested students.
 - b. In 2022, the Environment Club involved more than 100 students and now also has 15 teachers offering various activities.
2. Pallara Environment Education Program
 - a. Commenced in 2023, this program offers weekly 1-hour lessons for each year level for one term. The program is being developed and delivered by a teacher who also manages other environment activities in the school.

Our goal is for all students across all year levels to participate in an **Environment Education Program** that increases understandings of:

- The animals and plants of the local area
- Relationships between human activity and the environment
- Possible solutions to environmental problems

In a program that **complements student work in other curriculum areas.**

Goals for Management of Resources Energy, Waste and Water

Pallara State School is a PPP school and therefore the responsibility of these areas largely lies outside school administration. However, some of our environmental projects have affected the management of waste in particular. When the school opened in 2016, there was only general waste collection. Through teacher and student effort paper collection (for recycling) was introduced.

In about 2019, food scraps were being collected for composting. In 2021, compostable waste, soft plastic, and recyclable container bins were deployed in student lunch areas. In 2022, nearly 2 tonnes of fruit and vegetable waste was collected for composting and use in our school gardens. These measures have ensured far less waste from our school than would have otherwise been the case has ended in landfill.

Our goals are:

- Capture ALL food waste for composting and use in our gardens
- Replace use of single use plastic containers and implements with compostable versions
- Capture biodegradable containers for composting where possible
- Reduce soft plastics waste produced from school lunches by 50%
- Reduce single use coffee cup use by 50%
- Reduce use of laminating to only where necessary for robustness and longevity

Goals for Management of School Grounds including Biodiversity

Our school has the privilege of including a 1ha area within the school grounds that cannot be built upon, has a creek running through it and a reasonably healthy riparian environment.

- Maintain and develop new gardens based on native plants
- Maintain and increase pollinator numbers through native bee propagation

Goals for Integrated Whole School Planning

Pallara State School is examining ways to:

- explicitly embed the Cross-Curriculum Priority “Sustainability” and other environmental considerations across year levels and learning areas
- support classroom programs through a Pallara Environment Education Program which provides students with meaningful experiences and understandings

Goals for School and Community Partnerships

Pallara State School’s P&C has provided support for environmental projects such as funding native bee hives. Our network of class Parent Representatives assists in communication. Our relationship with developers in the local area has provided us with equipment such as nest box cameras, expertise and planting days. The Brisbane City Council and the Land For Wildlife program have provided us with expert assistance.

The school tuckshop is actively working towards much more sustainable practices regarding food containers and utensils.

Since the beginning of 2023, the fortnightly school newsletter includes an Environment Education feature in each issue. This feature includes information about student activity in the program and environmental challenges for families to undertake at home.

In 2023, we aim to:

- engage parents in improving school lunches regards plastic waste and health aspects
- engage with the school Outside School Hours Care provider to improve waste collection by utilising school facilities for composting
- continue our participation in the Eco-Marines group of schools
- present at the Sustainability and Science Schools Showcase
- produce food for use in a school tuckshop menu
- appropriately name the “Environment Area” to increase school community engagement and understanding

8. Plan Issues and Topics

Topic: Curriculum, Teaching and Learning

Description:

In 2023, Pallara State School is implementing the Pallara Environment Education Program (PEEP) with a specialist teacher model.

Concern: High

Outcome:

- All year levels P-6 participate in one term of lessons under PEEP (weekly lessons of 1 hour each)

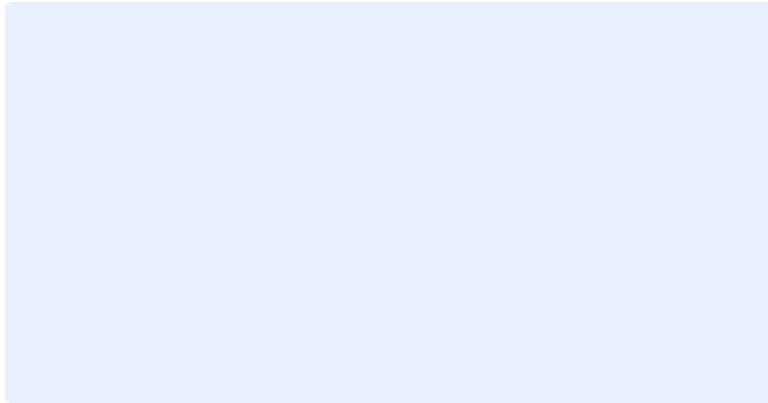
Indicators:

- Program developed for each year level and published with school-based curriculum
- Incursions organised for each year level where practicable
- Teacher support for PEEP evident

Timeframe 2023

Category: Curriculum

Picture:



Topic: Waste Management**Issues: Food waste, Single use plastic containers and implements, Soft plastic waste, Single use coffee cups, Plastic in classroom resources****Description:**

Currently, the school's waste collection activities capture fruit and vegetable waste from students' lunches, Munch and Crunch, and the tuckshop. We aim to extend this to include capture of ALL food waste (including bread, meat, dairy etc).

Currently, there is a lot of soft plastic waste coming into the school via school lunches. In one four-day period in Term 2, 85 pieces of soft plastic waste came from tuckshop lunches and 595 from home provided lunches. The great majority of this waste is from chip and biscuit packets. Almost none of this waste originates from food that would be regarded as healthy. (This data includes bins from Year 1-6 lunch areas and excludes Prep.)

Single use cups come into the school via staff and via the school tuckshop.

Plastic laminating is commonly used in classrooms to enhance posters and other resources used in teaching/learning activities and displays.

Concern: High**Outcome:**

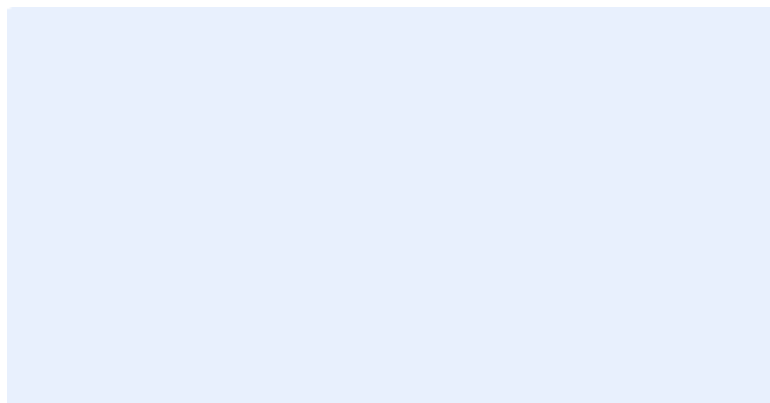
- ALL food waste captured and processed in an industrial compost machine to be subsequently used in school gardens
- Improved school lunch boxes
- Greater use of reusable cups
- Display items laminated only where necessary for robustness and longevity

Indicators:

- Composter installed and food waste being processed.
- Product of composter being used in gardens.
- Less plastic processed each week - Reduction by 50% of soft plastic waste (by count)
- Healthier lunches for children (Increase in fresh food in children's lunch boxes)
- System for reusable coffee cups in school tuckshop
- Unlaminated card used for classroom displays

Timeframe:

- Composter installed by Term 4, 2023
- Safe systems developed for collection and processing of food waste (only requires modification of established practice) by Term 3, 2023
- Safe systems developed for storage of material from composter by Term 4, 2023
- Signage created to assist students understand the change in food waste collection by Term 3, 2023 (ready for deployment as soon as system is ready to begin processing)
- Process developed for safe use of material from composter in vegetable gardens by Term 4, 2023

Category: Waste Management**Picture:**

Topic: Biodiversity**Issues: Gardens based on native plants, Native bee propagation**

Description:

Pallara State School has a number of garden areas that were planted when the school was built – often based on monoculture plantings which caused a number of problems including encouraging snakes into areas frequented by students.

The Environment Club has been managing native bees since about 2020.

The Environment Area provides challenges around weed infestation.

Concern: High

Outcome:

- Continued development of the Bush Tucker Garden
- Continued replacement of monoculture gardens with gardens based on native plants
- Continued propagation of native bees to increase number of hives
- Weeds monitored in Environment Area

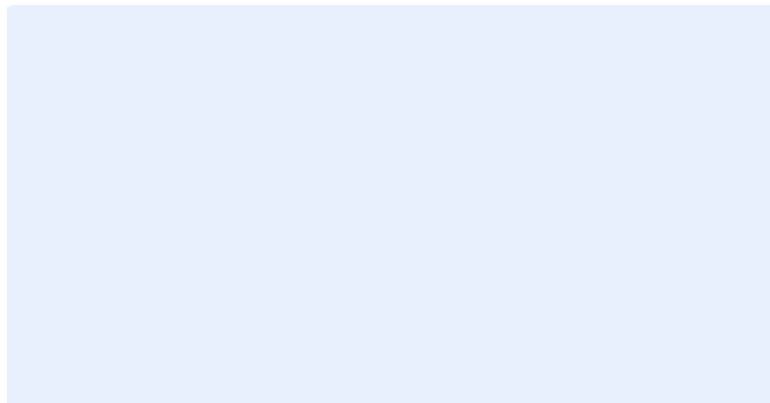
Indicators:

- Bush Tucker Garden has increased density of indigenous food plants
- Native pant gardens maintained
- New gardens planted (including one with an associated yarning circle)
- Native bee hives split/educted in Spring to increase numbers to about 20 hives
- Students engaged in lessons about native bees

Timeframe 2023

Category: Biodiversity

Picture:

**Topic: Integrated Whole School Planning****Issues: Embedding cross-curriculum priority (Sustainability), Support classroom programs through PEEP**

Description: Whilst PEEP is a standalone program, it is desirable to establish explicit links to other curriculum areas.

Concern: Medium

Outcome:

- To follow initial implementation of an Environment Education program, document curriculum links to strengthen ways the program supports learning in other learning areas (eg Science, HASS, English etc)

Indicators:

- Cross-Curriculum Priority “Sustainability” and other environmental considerations across year levels and learning areas explicitly embedded in curriculum plans
- Students addressing environmental issues in persuasive writing using data and other learnings gained from local issues and experiences from the PEEP
- Students using data from (for example) waste separation activities, in Mathematics, Science and HASS

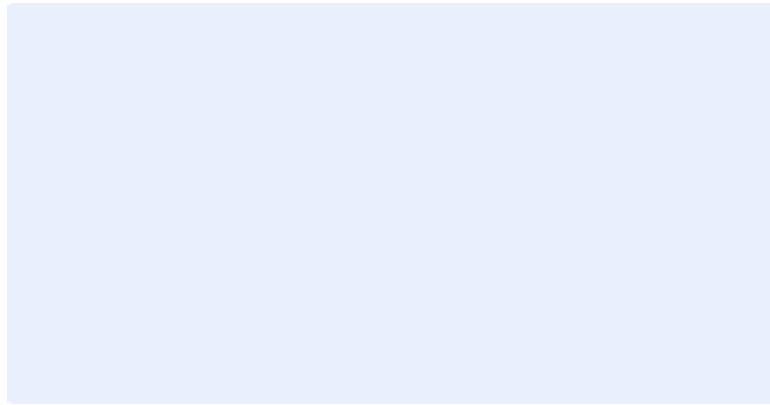
- Students addressing sustainability concerns in HASS, English and Mathematics learning areas
- Students using knowledge gained from activities such as bird watching, insect hunts, nest box observations etc in other learning areas
- Classroom programs supported through a Pallara Environment Education Program which provides students meaningful experiences and understandings

Timeframe

Late 2023, Early 2024

Category: Whole School Planning

Picture:



Topic: Community Partnerships

Issues: School lunches, Waste management associated with Outside School Hours Care

Description:

Concern: High

Outcome:

- Student lunches producing less plastic through waste stream
- Student lunches featuring a lower proportion of pre-packaged snack foods
- Outside School Hours Care (OSHC) provider utilising school facilities for composting
- Continued participation in the Ecomarines program
- Present at the Sustainability and Science Schools Showcase
- Produce food for use in a school tuckshop menu
- "Environment Area" named appropriately through community participation

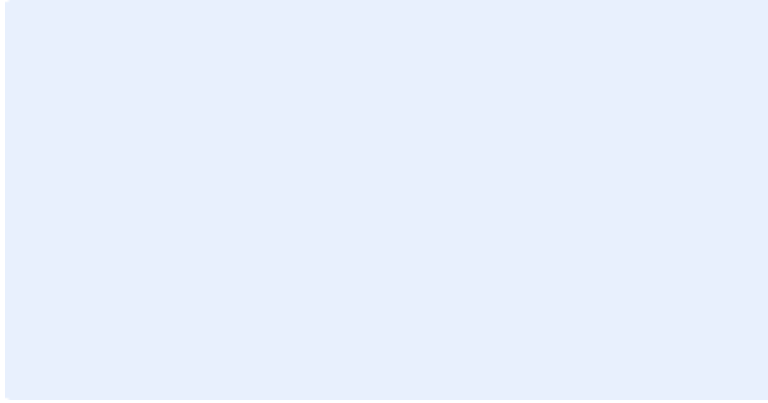
Indicators:

- Soft plastic waste stream resulting on lower total mass than 2022
- Higher numbers of students participating in Wrapper Free Wednesday
- More Wrapper Free Days
- OSHC collecting food waste for processing in industrial composter
- Four Ecomarines Ambassadors attending Ecomarines events and leading student teams in marine focussed environmental activities
- Four students attending (two presenting) at Sustainability and Science Schools Showcase
- Tuckshop supplied from time to time, produce from school gardens
- "Environment Area" appropriately renamed

Timeframe 2023-2024

Category: School Community Participation

Picture:



9. Strategies and Actions

Curriculum, Teaching and Learning Actions

Strategy: Develop and share new teaching programs

Action:

Develop Environment Education program for each year level and publish in OneNote with school-based curriculum

Deliver program in basis of one year level per term, one 1-hour lesson per week for each class.

Communicate regularly with Year Level Coordinators and classroom teachers regards the content being taught and opportunities to request content that supports other learning areas.

Timeframe:

Initial phase in 2023. (Develop and deliver.)

Refine in 2024. Consider aligning with Sustainability section of Australian Curriculum Version 9.

Resources: Specialist Curriculum Coordination Time

Support from Principal (line manager), DPs, HOD-C, Science Committee

Monitoring: Principal

Responsibility: Environment Education Teacher

Strategy: Promote environmental citizenship

Action: Organise incursions to enhance Environment Education Program

Timeframe: 2023

Resources: Various persons, expert in their fields

Monitoring: Principal
Responsibility: Environment Education Teacher

Management of Resources Energy, Waste and Water Actions

Strategy: Recycle organic waste

Action:

Install industrial composter

Revise collections systems to account for composter – collect all food waste (fruit, vegetable, meat, bread, dairy etc)

Store and use product from composter in productive gardens

Investigate ways to process compostable containers

Timeframe: 2023

Resources:

Grant monies (DOE Sustainability Appropriation Grant)

Current waste collection bins (Green, Orange, White, Yellow, Red)

Environment Club participants (rostered to collect and process waste bins)

Signage for classrooms and eating areas

Monitoring: Principal

Responsibility: Environment Education Teacher

Strategy: Monitor existing waste reduction processes

Action:

Communicate through a variety of means with families to encourage reduction in plastic entering school via lunches

Promote and extend “Wrapper Free Wednesday”

Timeframe: 2023 - 2024

Resources:

Assembly presentation time

School newsletter space

School's electronic sign

Push messaging

Monitoring: Principal

Responsibility: Ecomarines teachers, Environment Education Teacher

Strategy: Raise awareness about waste

Action: Encourage teachers and other school staff to consider carefully before laminating

Timeframe: 2023

Resources: Communication systems in the school (committees, year level teams etc)

Monitoring: Sector Deputy Principals

Responsibility: Environment Education Teacher with support from Year Level Coordinators

Management of School Grounds Including Biodiversity Actions

Strategy: Conserve existing local biodiversity

Action:

Support continued development of Bush Tucker Gardens

Monitor weeds in Environment Area and seek consultation with (and support from) Land For Wildlife

Explore community weeding as a strategy to combat weeds in the Environment Area

Increase number of native bee hives

Timeframe: 2023

Resources:

School Environment budget

Land For Wildlife (Brisbane City Council)

Parent community

Monitoring: Principal

Responsibility: Environment Education Teacher, Environment Club Teachers

Integrated Whole School Planning Actions

Strategy: Review environmental education related school policies

Action:

Explore curriculum links between Environment Education Program and other learning areas (inc Australian Curriculum Version 9)

Timeframe: 2023-2024

Resources: HOD-C support

Monitoring: Principal

Responsibility: HOD-Cs, Environment Education Teacher

School and Community Partnerships Actions

Strategy: Promote environmental citizenship

Action:

Promote healthy lunches and reduction in soft plastic waste

Timeframe: 2023, 2024

Resources:

School's communication systems with parents and students

Classroom activities

Environment Education Program

Monitoring: Principal

Responsibility: Environment Education Teacher

Strategy: Promote the school's environmental education activities to community

Action:

Consult with OSHC provider regards utilising school facilities for composting

Develop system for OSHC provider to utilise school facilities for composting

Timeframe: 2023

Resources: School waste management system

Monitoring: Environment Education Teacher, Principal

Responsibility: OSHC Management

Strategy: Promote student leadership

Action:

Continue participation in Ecomarines program, promoting student leadership (Ambassadors) and a 'teams' approach to environmental problem solving

Timeframe: 2023 and ongoing

Resources: Ecomarines partnership, School assembly time, Environment Club

Monitoring: Environment Education Teacher

Responsibility: Ecomarines Teachers

Strategy: Participate in local government programs and events

Action: Participate in the Sustainability and Science Schools Showcase

Timeframe: May – June 2023

Resources: Parent support, Classroom teacher support, Student leaders in Environment Club

Monitoring: Deputy Principal, Principal

Responsibility: Environment Education Teacher

Strategy: Promote the school's environmental education activities to community

Action:

Supply garden produce to school tuckshop

Notify students, parents and staff when school garden produce is included in tuckshop menu

Timeframe: Term 3 and 4, 2023 and ongoing

Resources: School vegetable gardens, Environment Club, Tuckshop

Monitoring: Principal

Responsibility: Environment Education Teacher, Tuckshop staff, School P&C

Strategy: Involve and consult with student representative body and parent's body

Action: Conduct a naming process for the "Environment Area" through community participation

Timeframe: 2023

Resources: Communication systems through school and P&C

Monitoring: Principal

Responsibility: Environment Education Teacher

10. Plan promotion strategy

Promotion strategy: Reported in the school annual report

Further details:

Promotion strategy: Regular updates in the school newsletter

Further details:

Fortnightly articles demonstrating progress and activities.

Family environmental challenges and ideas included.

Promotion strategy: Showcased on the school website and/or social media

Further details: Environment Club and Environment Education activities shared via communication channels such as newsletter, P&C, ClassDojo etc

Promotion strategy: Promoted at school assemblies

Further details: Presentations on school assembly by Ecomarines

Promotion strategy: Applied for grants

Further details: Multiple grants applied for regarding waste management, composting, gardening etc

11. Community and Environmental Network

Name: School P&C

Type: Parent organisation

Contact details: president.pallara@gmail.com

Type of assistance: Consultation

Name:

Wildlife Conservation Partnerships Officer

Program, Planning and Integration

City Standards

Brisbane City Council

Type: Local government

Contact details: Fflur Collier, fflur.collier@brisbane.qld.gov.au

Type of assistance: Consultation

12. Evaluating School Achievements

Select a focus area: Curriculum, Teaching and Learning

Further details:

Select a focus area: Management of Resources - Energy, Waste and Water

Further details:

Select a focus area: Management of School Grounds including Biodiversity

Further details:

Select a focus area: Integrated Whole School Planning

Further details:

Select a focus area: School and Community Partnerships

Further details: