

Sustainability Action Process – Energy use and efficiency

Stating the Case for Change		
<i>Each day we use energy in our homes, schools, offices and in the community. Increasingly we are understanding the impact on resources and climate our use of energy has.</i>		
	<i>Secondary</i>	<i>Primary</i>
Exploring energy	<i>What do we know and need to know about energy and sustainability? How and where will we find out what we need to know? What does it mean to use energy in a sustainable way?</i>	<i>What do I know about energy? How and where will we find out more about energy and my school? What does it mean to use energy in a sustainable way?</i>
Assessing the current situation through a school energy audit.	<i>How do we use energy in our school? How much energy is used for each purpose in our school? Who are the people (stakeholders) at our school who use energy and what are their opinions, needs and concerns? What are our needs, wants and opportunities for change in relation to school energy use?</i>	<i>How do we use energy in our school? How much energy is used for each purpose in our school? Who are the people (stakeholders) at our school who use energy and what are their opinions, needs and concerns? Are there issues with using too much energy and why is this important?</i>
Investigating concepts and ideas relating to energy and its sustainable use.	<i>What else do we need to know about energy? What further investigations do we need to undertake? What did we find out?</i>	<i>What further investigations do I need to undertake to learn more about energy in my school? What did I find out?</i>
Stating the case for what needs to change in the school and why?	<i>What do we need to change in our school and why do we need to bring about that change? How can we communicate our ideas to stakeholders? Do we need to learn more?</i>	<i>What do we think needs to change in our schools about how we use energy and why? Who do we need to talk to and why? Do we need to learn more?</i>

Defining the scope of the Action		
<i>Other schools and the community have used a variety of actions to reduce their energy use and improve their energy efficiency.</i>		
	<i>Secondary</i>	<i>Primary</i>
Generating ideas and exploring options for making a change	<i>How have others in schools and the community made significant improvements in the area of energy use? What are the different types of action can we take to bring about the</i>	<i>What have other schools done to reduce energy consumption?? What types of action do we want to take? How will we know if the changes we make have been successful in</i>

	<i>change we want? How will we know if the changes we make have been successful in using energy more sustainably?</i>	<i>using energy more sustainably?</i>
Identifying available resources and constraints	<i>Who might be available to help us? What time is available for the project? What finances are available for the project? What might limit our actions?</i>	<i>Who might be available to help us? What time is available for the project? What finances are available for the project? What might limit our actions?</i>
Selecting ideas for action	<i>Considering our resources and constraints, what type of actions best meet the criteria for reducing energy consumption in our school?</i>	<i>Considering our resources and constraints, what type of actions best meet the criteria for reducing energy consumption in our school?</i>

Developing the Proposal for Sustainability Action		
<i>A proposal for reduced energy use and improved energy efficiency requires: a clear statement of action, criteria for success and agreement by stakeholders.</i>		
	<i>Secondary</i>	<i>Primary</i>
Developing the statement (brief) describing an agreed direction for action.	<i>What is the type of action we have planned? What criteria are to be used to judge the success of our improvements? What are the individual steps required. What budget or resources are required for each individual step or action? Who will be responsible for these actions? What could we do if things don't go to plan?</i>	<i>What is the type of action we have planned? How will we judge the success of our improvements? What are the individual steps required. What budget or resources are required for each individual step or action? Who will be responsible for these actions? What could we do if things don't go to plan?</i>
Preparing and communicating the proposal	<i>Which of our stakeholders do we need to share our plan with? Are modifications needed to the plan to gain the endorsement of our stakeholders? If so what are they?</i>	<i>Which of our stakeholders do we need to share our plan with? How will we use feedback to improve our proposal?</i>
Gaining agreement on the proposal.	<i>Have our stakeholders agreed to our ideas?</i>	<i>Has our class and have others in the school agreed to our ideas? Has our Principal agreed?</i>
Proposal description (the proposal document)	<i>Does our document include:</i> <ul style="list-style-type: none"> • <i>A plan for action?</i> • <i>The budget, personnel and timing requirements?</i> • <i>The steps we will follow to implement our plan?</i> • <i>The criteria and how we will record information to judge how successful we have been?</i> • <i>What we will do if the implementation does not go to plan or schedule?</i> 	<i>Does our document include:</i> <ul style="list-style-type: none"> • <i>A plan for action?</i> • <i>The budget, personnel and timing requirements?</i> • <i>The steps we will follow to implement our plan?</i> • <i>The criteria and how we will record information to judge how successful we have been?</i> • <i>What we will do if the implementation does not go to plan or schedule?</i>

Implementing the Proposal		
<i>To put a proposal into action you need to follow the sequential steps, monitor your progress and collect data to help measure your success.</i>		
	<i>Secondary</i>	<i>Primary</i>
Putting the proposal into practice	<p><i>Are we following the steps set out in the proposal?</i></p> <p><i>Are we keeping the purpose for the action clearly in mind?</i></p> <p><i>How will we know we are implementing the plan as it was agreed or intended?</i></p>	<p><i>Are we following the steps set out in the proposal?</i></p> <p><i>Are we keeping the purpose for the action clearly in mind?</i></p> <p><i>How will we know we are implementing the plan as it was agreed or intended?</i></p>
Monitoring and recording the implementation	<p><i>Are we collecting the information for the evaluation?</i></p> <p><i>How can we best use information at this stage to engage others and communicate our project?</i></p>	<p><i>Are we collecting the information for the evaluation?</i></p> <p><i>How can we use this information at this stage to communicate our project and engage others?</i></p>

Reflecting and Evaluating		
<i>You need to be able to judge and measure the success of your proposal in addressing the original issue and achieving your goal.</i>		
	<i>Secondary</i>	<i>Primary</i>
Evaluating and reflecting - assessing the sustainability action and process	<p><i>Did we achieve our goal of reducing energy use?</i></p> <p><i>What were the strengths and weaknesses of our plan?</i></p> <p><i>How could the proposal and action be improved?</i></p> <p><i>What will we do with the evaluation information?</i></p> <p><i>How can we communicate our success and engage others to try our idea?</i></p>	<p><i>Did we achieve our goal of reducing energy use?</i></p> <p><i>Have we measured and described this?</i></p> <p><i>What were the strengths and weaknesses of our plan?</i></p> <p><i>What could we have done differently to get a better result?</i></p> <p><i>How can we communicate our success and engage others to try our idea?</i></p>

Sustainability Action Process - Biodiversity

Stating the Case for Change		
<i>We have altered our environment in ways that have impacted on the natural balance of our surrounding environments. We can take a range of actions to improve the biodiversity in our school and local environment.</i>		
	<i>Secondary</i>	<i>Primary</i>
Exploring biodiversity.	<p><i>What do we know and need to know about biodiversity and sustainability?</i></p> <p><i>What do we need to know about local, Australian or global biodiversity issues?</i></p> <p><i>How and where will we find out what we need to know?</i></p>	<p><i>What do I know about living things and biodiversity?</i></p> <p><i>How and where will we find out more about the biodiversity in my school and in the local environment?</i></p> <p><i>What does biodiversity have to do with sustainability?</i></p>
Assessing the current situation through a school biodiversity audit.	<p><i>What flora and fauna is present in our school? Is it endemic or introduced? Is it providing increased value or is it a problem?</i></p> <p><i>Who are the people (stakeholders) at our school who manage areas that impact biodiversity and what are their needs and concerns?</i></p> <p><i>How is biodiversity managed in our school?</i></p> <p><i>Why do we need to act?</i></p> <p><i>What are our needs, wants and opportunities for change in relation to school biodiversity?</i></p>	<p><i>What species are in our school? Are they endemic or introduced species?</i></p> <p><i>What role do these species play? Are they a benefit or are they causing harm or concern?</i></p> <p><i>Which parts of our school has the greatest biodiversity?</i></p> <p><i>Who are the people (stakeholders) at our school who manage areas that impact biodiversity and what are their needs and concerns?</i></p> <p><i>Do we need to do something to support and increase the number and types of species in our school? Why?</i></p>
Investigating concepts and ideas relating to biodiversity and its management.	<p><i>What further investigations do we need to undertake?</i></p> <p><i>What did we find out?</i></p> <p><i>What else do we need to know about biodiversity?</i></p>	<p><i>What further investigations do we need to undertake?</i></p> <p><i>What did we find out?</i></p> <p><i>What else do we need to know about biodiversity?</i></p>
Stating the case for what needs to change in the school and why?	<p><i>What do we need to change in our school and why do we need to bring about that change?</i></p> <p><i>How can we communicate our ideas about biodiversity?</i></p> <p><i>Do we know enough about biodiversity and what we want to change to move on to the next phase?</i></p>	<p><i>What do we need to change in our school and why do we need to bring about that change?</i></p> <p><i>Who do we need to talk to and why?</i></p> <p><i>Do we need to learn more about species in our local area and in our school?</i></p>

Defining the scope of the Action		
<i>Other schools and the community have used a variety of actions to improve the biodiversity of their school and local environment.</i>		
	<i>Secondary</i>	<i>Primary</i>
Generating ideas and exploring options for making a change	<i>What types of action could we undertake? Are some solutions more sustainable than others? Why? How will we know if the changes we make have been successful in improving biodiversity in our school or local environment?</i>	<i>What types of action could we undertake? Are some solutions more sustainable than others? Why? How will we know if the changes we make have been successful in improving biodiversity in our school our local environment?</i>
Identifying available resources and constraints	<i>What time is available for the improvement or action? What might limit our actions? Through consultation with our stakeholders, have we identified what finances or resources are available for the improvement or action and who might be available to help us?</i>	<i>What time is available for the improvement or action? What might limit our actions? Have we identified what finances or resources are available for the improvement or action? Who might be available to help us?</i>
Selecting ideas for action	<i>Considering our resources and constraints, what type of actions best meet the criteria of improving biodiversity in our school or local environment?</i>	<i>Considering our resources and constraints, what type of actions best meet the criteria of improving biodiversity in our school or local environment?</i>

Developing the Proposal for Sustainability Action		
<i>A proposal for improved biodiversity requires: a clear statement of action, criteria for success and agreement by stakeholders.</i>		
	<i>Secondary</i>	<i>Primary</i>
Developing the statement (brief) describing an agreed direction for action.	<i>What is the type of action we have planned? What criteria are to be used to judge the success of our improvements? What are the individual steps required. What budget or resources are required for each individual step or action? Who will be responsible for these actions? What could we do if things don't go to plan?</i>	<i>What is the type of action we have planned? How will we judge the success of our improvements? What are the individual steps required. What budget or resources are required for each individual step or action? Who will be responsible for these actions? What could we do if things don't go to plan?</i>
Preparing and communicating the proposal	<i>Which of our stakeholders do we need to share our plan with? Are modifications needed to the plan to gain the endorsement of our stakeholders? If so what are they?</i>	<i>Which of our stakeholders do we need to share our plan with? How will we use feedback to improve our proposal?</i>
Gaining agreement on the proposal.	<i>Have our stakeholders agreed to our ideas?</i>	<i>Has our class and have others in the school agreed to our ideas? Has our Principal agreed?</i>
Proposal description (the proposal document)	<i>Does our document include:</i> <ul style="list-style-type: none"> • <i>A plan for action?</i> • <i>The budget, personnel and timing requirements?</i> • <i>The steps we will follow to implement our plan?</i> 	<i>Does our document include:</i> <ul style="list-style-type: none"> • <i>A plan for action?</i> • <i>The budget, personnel and timing requirements?</i> • <i>The steps we will follow to implement our plan?</i>

	<ul style="list-style-type: none"> • <i>The criteria and how we will record information to judge how successful we have been?</i> • <i>What we will do if the implementation does not go to plan or schedule?</i> 	<ul style="list-style-type: none"> • <i>The criteria and how we will record information to judge how successful we have been?</i> • <i>What we will do if the implementation does not go to plan or schedule?</i>
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Implementing the Proposal		
<i>To put a proposal into action you need to follow the sequential steps, monitor your progress and collect data to help measure your success.</i>		
	<i>Secondary</i>	<i>Primary</i>
Putting the proposal into practice	<ul style="list-style-type: none"> • <i>Are we following the steps set out in the proposal?</i> • <i>Are we keeping the purpose for the action clearly in mind?</i> • <i>How will we know we are implementing the plan as it was agreed or intended?</i> 	<ul style="list-style-type: none"> • <i>Are we following the steps set out in the proposal?</i> • <i>Are we keeping the purpose for the action clearly in mind?</i> • <i>How will we know we are implementing the plan as it was agreed or intended?</i>
Monitoring and recording the implementation	<ul style="list-style-type: none"> • <i>Are we collecting the information for the evaluation?</i> • <i>How can we best use information at this stage to engage others and communicate our project?</i> 	<ul style="list-style-type: none"> • <i>Are we collecting the information for the evaluation?</i> • <i>How can we use this information at this stage to communicate our project and engage others?</i>

Reflecting and Evaluating		
<i>You need to be able to judge and measure the success of your proposal in addressing the original issue and achieving your goal.</i>		
	<i>Secondary</i>	<i>Primary</i>
Evaluating and reflecting - assessing the sustainability action and process	<ul style="list-style-type: none"> • <i>Did we achieve our goal of improved biodiversity?</i> • <i>What were the strengths and weaknesses of our plan?</i> • <i>How could the proposal and action be improved?</i> • <i>What will we do with the evaluation information?</i> • <i>How can we communicate our success and engage others to try our idea?</i> 	<ul style="list-style-type: none"> • <i>Did we achieve our goal of improved biodiversity?</i> • <i>Have we measured and described this?</i> • <i>What were the strengths and weaknesses of our plan?</i> • <i>What could we have done differently to get a better result?</i> • <i>How can we communicate our success and engage others to try our idea?</i>

Sustainability Action Process – Kitchen Gardens

Stating the Case for Change		
<i>Our schools and local communities can produce foods in a garden called a 'kitchen garden'. These foods can have a lower environmental impact than foods transported over long distances, or foods stored for long periods or foods available out of season. Growing these foods has learning and other benefits.</i>		
	<i>Secondary</i>	<i>Primary</i>
Exploring kitchen gardens	<p><i>What is good about having a kitchen garden?</i></p> <p><i>How is it that growing your own food can be a more sustainable way of living?</i></p> <p><i>How can growing and cooking food at school improve my health, wellbeing and nutrition?</i></p> <p><i>What do I need to know about growing plants?</i></p> <p><i>What do we need to know about local, Australian and international foods that can help me plan my garden?</i></p> <p><i>What does nutrition and healthy eating have to do with sustainability?</i></p>	<p><i>What is good about having a kitchen garden?</i></p> <p><i>How is it that growing your own food can be a more sustainable way of living? How and where will we find out more about healthy eating and nutrition?</i></p> <p><i>What do I need to know about growing plants?</i></p> <p><i>What do we need to know about which local, Australian and international foods I can grow in my garden?</i></p>
Can we grow food in our school? What is the current situation?	<p><i>Where in our school is there enough space, soil, sunlight and water for a kitchen garden?</i></p> <p><i>What plants can we grow in this climate?</i></p> <p><i>Who are the people (stakeholders) at our school who can help us manage food producing gardens and what are their needs and concerns?</i></p> <p><i>Is there a safe and secure location for our equipment that teachers and students can use?</i></p> <p><i>Do we have to follow specific food safety guidelines?</i></p>	<p><i>Where in our school is there enough space, soil, sunlight and water for a kitchen garden?</i></p> <p><i>What plants can we grow in this climate?</i></p> <p><i>Who can help us manage a kitchen garden in our school?</i></p> <p><i>What might be some of the problems in having a kitchen garden in the school?</i></p> <p><i>Is there a safe and secure location for our equipment that teachers and students can use?</i></p> <p><i>Do we have to follow specific food safety guidelines?</i></p>
Investigating concepts and ideas relating to kitchen gardens	<p><i>What else do we need to know about kitchen gardens?</i></p> <p><i>What further investigations do we need to undertake?</i></p> <p><i>What did we find out?</i></p>	<p><i>What else do we need to know about kitchen gardens?</i></p> <p><i>What further investigations do we need to undertake?</i></p> <p><i>What did we find out?</i></p>
Stating the case for what needs to change in the school and why?	<p><i>What changes will we need to make in our school to make a kitchen garden and to be able to prepare and eat the food we grow?</i></p> <p><i>How can we communicate our ideas to the school and others in the community?</i></p> <p><i>Do we know enough about growing and preparing food to move on to the next phase?</i></p>	<p><i>What change do we need to make in our school to be able to grow, harvest and eat produce?</i></p> <p><i>Who do we need to talk to and why?</i></p> <p><i>Do we need to learn more about food, nutrition and growing conditions in our school?</i></p>

Defining the scope of the Action		
<i>Our school and the community can undertake a range of actions to grow some of our foods that are suited to our climate and seasons and will grow with the resources we can provide.</i>		
	<i>Secondary</i>	<i>Primary</i>
Generating ideas and exploring options for making a change	<p><i>Are there kitchen gardens in other schools? What are they like?</i></p> <p><i>Do other schools prepare and eat the food they grow? If so what are the facilities like?</i></p> <p><i>What types of action can we take to bring about the change we want?</i></p> <p><i>How will we know if we have been successful in introducing a kitchen garden?</i></p>	<p><i>Are there kitchen gardens in other schools? What are they like?</i></p> <p><i>Do other schools prepare and eat the food they grow? If so what are the facilities like?</i></p> <p><i>How do we think these schools achieved this?</i></p> <p><i>What do we need to do to introduce a kitchen garden in our school?</i></p>
Identifying available resources and constraints	<p><i>Who might be available to help us?</i></p> <p><i>What time is available for the project?</i></p> <p><i>What finances are available for the project?</i></p> <p><i>What might limit our actions?</i></p> <p><i>Are we going to build a kitchen or is there an alternative that can provide safe food handling?</i></p> <p><i>Do we know all of the materials and equipment we need to have a garden and kitchen for students?</i></p>	<p><i>Who might be available to help us?</i></p> <p><i>What time do we have for this project?</i></p> <p><i>What finances are available for the project?</i></p> <p><i>What might limit our actions?</i></p> <p><i>Do we know all of the materials and equipment we need to have a garden for students?</i></p> <p><i>Are we going to build a kitchen or is there an alternative that can provide safe food handling?</i></p>
Selecting ideas for action	<i>Considering our resources and constraints, what type of actions best meet the criteria of creating a kitchen garden in our school?</i>	<i>Considering our resources and constraints, what type of actions best meet the criteria of creating a kitchen garden in our school?</i>

Developing the Proposal for Sustainability Action		
<i>A proposal for growing foods in our school requires: a clear statement of action, criteria for success and agreement by stakeholders.</i>		
	<i>Secondary</i>	<i>Primary</i>
Developing the statement (brief) describing an agreed direction for action.	<p><i>What is the type of action we have planned?</i></p> <p><i>What criteria are to be used to judge the success of our improvements?</i></p> <p><i>What are the individual steps required? What budget or resources are required for each individual step?</i></p> <p><i>Who will be responsible for these actions?</i></p> <p><i>What could we do if things don't go to plan?</i></p>	<p><i>What is the type of action we have planned?</i></p> <p><i>How will we judge the success of our improvements?</i></p> <p><i>What are the individual steps required? What budget or resources are required for each individual step?</i></p> <p><i>Who will be responsible for these actions?</i></p> <p><i>What could we do if things don't go to plan?</i></p>
Preparing and communicating the	<p><i>Which of our stakeholders do we need to share our plan with?</i></p> <p><i>Are modifications needed to the plan to gain the endorsement of our</i></p>	<p><i>Which of our stakeholders do we need to share our plan with?</i></p> <p><i>How will we use feedback to improve our proposal?</i></p>

proposal	<i>stakeholders? If so what are they?</i>	
Gaining agreement on the proposal.	<i>Have our stakeholders agreed to our ideas?</i>	<i>Has our class and have others in the school agreed to our ideas? Has our Principal agreed?</i>
Proposal description (the proposal document)	<i>Does our document include:</i> <ul style="list-style-type: none"> • <i>A plan for action?</i> • <i>The budget, personnel and timing requirements</i> • <i>The steps we will follow to implement our plan?</i> • <i>The criteria and how we will record information to judge how successful we have been</i> • <i>What we will do if the implementation does not go to plan or schedule?</i> 	<i>Does our document include:</i> <ul style="list-style-type: none"> • <i>A plan for action?</i> • <i>The budget, personnel and timing requirements</i> • <i>The steps we will follow to implement our plan?</i> • <i>The criteria and how we will record information to judge how successful we have been</i> • <i>What we will do if the implementation does not go to plan or schedule?</i>

Implementing the Proposal		
<i>To put a proposal into action you need to follow the sequential steps, monitor your progress and collect data to help measure your success.</i>		
	<i>Secondary</i>	<i>Primary</i>
Putting the proposal into practice	<i>Are we following the steps set out in the proposal? Are we keeping the purpose for the action clearly in mind? How will we know we are implementing the plan as it was agreed or intended?</i>	<i>Are we following the steps set out in the proposal? Are we keeping the purpose for the action clearly in mind? How will we know we are implementing the plan as it was agreed or intended?</i>
Monitoring and recording the implementation	<i>Are we collecting the information for the evaluation? How can we best use information at this stage to engage others and communicate our project?</i>	<i>Are we collecting the information for the evaluation? How can we use this information at this stage to communicate our project and engage others?</i>

Reflecting and Evaluating		
<i>You need to be able to judge and measure the success of your proposal in addressing the original issue and achieving your goal.</i>		
	<i>Secondary</i>	<i>Primary</i>
Evaluating and reflecting - assessing the sustainability action and process	<i>Did we achieve our goal of creating a kitchen garden in our school? What were the strengths and weaknesses of our plan? How could the proposal and action be improved? What will we do with the evaluation information? How can we communicate our success and engage others to try our idea?</i>	<i>Did we achieve our goal of creating a kitchen garden in our school? Have we measured and described this? What were the strengths and weaknesses of our plan? What could we have done differently to get a better result? How can we communicate our success and engage others to try our idea?</i>

Sustainability Action Process – Waste management

Stating the Case for Change		
<i>Each day we use resources and create waste, some of these resources are limited or are renewed slowly. Our earth has a limited capacity to absorb our waste.</i>		
	<i>Secondary</i>	<i>Primary</i>
Exploring waste.	<p><i>What do we know and need to know about waste? How are waste and sustainability related? How and where will we find out what we need to know?</i></p>	<p><i>What do we know and need to know about waste in our school, home and community? How are waste and sustainability related? How and where will we find out what we need to know about waste?</i></p>
Assessing the current situation through waste investigations in school and community.	<p><i>How is waste generated and managed in our school? Who are the people (stakeholders) at our school who both create and manage waste and what are their needs and concerns? What investigations do we need to undertake in order to assess the types and volumes of waste we generate? What have we found out about the situation in our school?</i></p>	<p><i>What sorts of waste is generated in our school? Who do I need to talk to about waste in our school? How can I measure and describe the different types of waste the schools creates? What have we found out about the situation in our school?</i></p>
Investigating concepts and ideas relating to waste and its management.	<p><i>What else do we need to know about waste? What further investigations do we need to undertake? What did we find out? Where is the school in the waste management system? What do I need to know about the materials that come into our school that may end up as waste? How may the trends identified in our investigations impact on a sustainable future?</i></p>	<p><i>What else do we need to know about waste? What further investigations do we need to undertake? What did we find out? Where is the school in the waste management system? What do I need to know about the materials that come into our school that may end up as waste? How may the trends identified in our investigations impact on a sustainable future?</i></p>
Stating the case for what needs to change in the school and why?	<p><i>What do we need to change in our school and why do we need to bring about that change? Where have we identified opportunities for change? Do we know enough about waste and materials in our school and what we would like to change in order to move to the next step?</i></p>	<p><i>What do we need to change in our school and why do we need to bring about that change? Where have we identified opportunities for change? Do we know enough about waste and materials in our school and what we would like to change in order to move to the next step?</i></p>

Defining the scope of the Action

Our community is using a variety of actions to reduce materials use and the waste generated, increase recycling and resource recovery from waste..

	<i>Secondary</i>	<i>Primary</i>
Generating ideas and exploring options for making a change	<i>What types of action could we undertake? Are some solutions more sustainable than others? Why? How have others in schools and the community made significant improvements in managing materials and waste more sustainably?</i>	<i>What types of action could we undertake? Are some solutions more sustainable than others? Why? How have others in schools and the community made significant improvements in managing materials and waste more sustainably?</i>
Identifying available resources and constraints	<i>What time is available for the improvement or action? What might limit our actions? Through consultation with our stakeholders, have we identified what finances or resources are available for the improvement or action and who might be available to help us?</i>	<i>What time is available for the improvement or action? What might limit our actions? Have we identified what finances or resources are available for the improvement or action? Who might be available to help us?</i>
Selecting ideas for action	<i>Considering our resources and constraints, what type of actions best meet the criteria of reducing the materials we use, improving waste management and recycling in our school?</i>	<i>Considering our resources and constraints, what type of actions best meet the criteria of reducing the materials we use, improving waste management and recycling in our school?</i>

Developing the Proposal for Sustainability Action

A proposal for improved waste management and resource recovery requires: a clear statement of action, criteria for success and agreement by stakeholders.

	<i>Secondary</i>	<i>Primary</i>
Developing the statement (brief) describing an agreed direction for action.	<i>What is the type of action we have planned? What criteria are to be used to judge the success of our improvements? What are the individual steps or actions required to implement our action? What budget or resources are required for each individual step or action? Who will be responsible for these actions? What could we do if things don't go to plan?</i>	<i>What is the type of action we have planned? How will we judge the success of our improvements? What are the individual steps or actions required to implement our action? What budget or resources are required for each individual step or action? Who will be responsible for these actions? What could we do if things don't go to plan?</i>
Preparing and communicating the proposal	<i>Which of our stakeholders do we need to share our plan with? Are modifications needed to the plan to gain the endorsement of our stakeholders? If so what are they?</i>	<i>Which of our stakeholders do we need to share our plan with? How will we use feedback to improve our proposal?</i>
Gaining agreement on the proposal.	<i>Have our stakeholders agreed to our ideas?</i>	<i>Has our class and have others in the school agreed to our ideas? Has our Principal agreed?</i>
Proposal description (the proposal document)	<i>Does our document include:</i> <ul style="list-style-type: none"> • <i>A plan for action?</i> • <i>The budget, personnel and timing requirements?</i> • <i>The steps we will follow to implement our plan?</i> 	<i>Does our document include:</i> <ul style="list-style-type: none"> • <i>A plan for action?</i> • <i>The budget, personnel and timing requirements?</i> • <i>The steps we will follow to implement our plan?</i>

	<ul style="list-style-type: none"> • <i>The criteria and how we will record information to judge how successful we have been?</i> • <i>What we will do if the implementation does not go to plan or schedule?</i> 	<ul style="list-style-type: none"> • <i>The criteria and how we will record information to judge how successful we have been?</i> • <i>What we will do if the implementation does not go to plan or schedule?</i>
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Implementing the Proposal		
<i>To put a proposal into action you need to follow the sequential steps, monitor your progress and collect data to help measure your success.</i>		
	<i>Secondary</i>	<i>Primary</i>
Putting the proposal into practice	<i>Are we following the steps set out in the proposal? Are we keeping the purpose for the action clearly in mind? How will we know we are implementing the plan as it was agreed or intended?</i>	<i>Are we following the steps set out in the proposal? Are we keeping the purpose for the action clearly in mind? How will we know we are implementing the plan as it was agreed or intended?</i>
Monitoring and recording the implementation	<i>Are we collecting the information for the evaluation? How can we best use information at this stage to engage others and communicate our project?</i>	<i>Are we collecting the information for the evaluation? How can we use this information at this stage to communicate our project and engage others?</i>

Reflecting and Evaluating		
<i>You need to be able to judge and measure the success of your proposal in addressing the original issue and achieving your goal.</i>		
	<i>Secondary</i>	<i>Primary</i>
Evaluating and reflecting - assessing the sustainability action and process	<i>Did we achieve our goal of reducing the materials we use, improving waste management and recycling? Have we measured and described this? What were the strengths and weaknesses of our plan? How could the proposal and action be improved? What will we do with the evaluation information? How can we communicate our success and engage others to try our idea?</i>	<i>Did we achieve our goal of reducing the materials we use, improving waste management and recycling? Have we measured and described this? What were the strengths and weaknesses of our plan? What could we have done differently to get a better result? How can we communicate our success and engage others to try our idea?</i>

Sustainability Action Process – Water use and efficiency

Stating the Case for Change		
<p><i>We live in an environment that has variable climate and rainfall which can affect fresh water supply to our community. Water from different sources can be used for different purposes in our school and community. We can all use water more efficiently through different behaviours, technologies and systems.</i></p>		
	<i>Secondary</i>	<i>Primary</i>
Exploring water	<p><i>How do I, the school and the community use water? What do we know and need to know about water (potable, fresh, stormwater)? How are water use and sustainability related? How and where will we find out what we need to know?</i></p>	<p><i>How do I, the school and the community use water? What do we know and need to know about water (potable, fresh, stormwater)? How are water use and sustainability related? How and where will we find out what we need to know?</i></p>
Assessing the current situation through water audits and investigations in schools and community.	<p><i>What investigations do we need to undertake in order to assess the type and volumes of water our school uses? Who are the people (stakeholders) at our school who use water and what are their needs and concerns? Where does our water supply come from? Where does our waste water and stormwater go? What affects our water supply? What have we found out about the situation in our school? How do we share the results of our investigation with the people who manage water in the school (our stakeholders)?</i></p>	<p><i>How can I measure and describe the water the schools uses? Who in our school uses water and what is important to them in regard to water? Where does our water supply come from? Where does our waste water and stormwater go? What affects our water supply? How do we share the results of our investigation with the people who manage water in the school (our stakeholders)?</i></p>
Investigating concepts and ideas relating to the management, use, and quality of water	<p><i>Does our school impact the catchment we are part of? If so, how? What else do we need to know about water? What further investigations do we need to undertake? What did we find out? Is water managed in the same way in all communities in NSW, Australia and the world? How may the trends identified in our investigations impact on a sustainable future?</i></p>	<p><i>What is a catchment and which catchment is our school and my home in? Does our school impact the catchment? If so, how? What else do we need to know about water? What further investigations do we need to undertake? What did we find out? Is water managed differently in other places?</i></p>
Stating the case for what needs to change in the school and why?	<p><i>What do we need to change in our school and why do we need to bring about that change? Do we need to learn more?</i></p>	<p><i>What do we think needs to change in our school about thermal comfort and why? Do we need to learn more?</i></p>

Defining the scope of the Action

<i>Schools and the community use water from different sources and have used a variety of actions to improve how efficiently they use water.</i>		
	<i>Secondary</i>	<i>Primary</i>
Generating ideas and exploring options for making a change	<i>What types of action could we undertake? Are some solutions more sustainable than others? Why? How will we know if the changes we make have been successful in using water more sustainably?</i>	<i>What types of action could we undertake? Are some solutions more sustainable than others? Why? How will we know if the changes we make have been successful in using water more sustainably?</i>
Identifying available resources and constraints	<i>What time is available for the improvement or action? What might limit our actions? Through consultation with our stakeholders, have we identified what finances or resources are available for the improvement or action and who might be available to help us?</i>	<i>What time is available for the improvement or action? What might limit our actions? Have we identified what finances or resources are available for the improvement or action? Who might be available to help us?</i>
Selecting ideas for action	<i>Considering our resources and constraints, what type of actions best meet the criteria of using water more efficiently and reducing water consumption in our school?</i>	<i>Considering our resources and constraints, what type of actions best meet the criteria of using water more efficiently and reducing water consumption in our school?</i>

Developing the Proposal for Sustainability Action		
<i>A proposal for improved water efficiency requires: a clear statement of action, criteria for success and agreement by stakeholders.</i>		
	<i>Secondary</i>	<i>Primary</i>
Developing the statement (brief) describing an agreed direction for action.	<i>What is the type of action we have planned? What criteria are to be used to judge the success of our improvements? What are the individual steps or actions required to implement our action? What budget or resources are required for each individual step or action? Who will be responsible for these actions? What could we do if things don't go to plan?</i>	<i>What is the type of action we have planned? How will we judge the success of our improvements? What are the individual steps or actions required to implement our action? What budget or resources are required for each individual step or action? Who will be responsible for these actions? What could we do if things don't go to plan?</i>
Preparing and communicating the proposal	<i>Which of our stakeholders do we need to share our plan with? Are modifications needed to the plan to gain the endorsement of our stakeholders? If so what are they?</i>	<i>Which of our stakeholders do we need to share our plan with? How will we use feedback to improve our proposal?</i>
Gaining agreement on the proposal.	<i>Have our stakeholders agreed to our ideas?</i>	<i>Has our class and have others in the school agreed to our ideas? Has our Principal agreed?</i>
Proposal description (the proposal)	<i>Does our document include:</i> <ul style="list-style-type: none"> • <i>A plan for action?</i> • <i>The budget, personnel and timing requirements</i> 	<i>Does our document include:</i> <ul style="list-style-type: none"> • <i>A plan for action?</i> • <i>The budget, personnel and timing requirements</i>

document)	<ul style="list-style-type: none"> • <i>The steps we will follow to implement our plan?</i> • <i>The criteria and how we will record information to judge how successful we have been</i> • <i>What we will do if the implementation does not go to plan or schedule?</i> 	<ul style="list-style-type: none"> • <i>The steps we will follow to implement our plan?</i> • <i>The criteria and how we will record information to judge how successful we have been</i> • <i>What we will do if the implementation does not go to plan or schedule?</i>
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Implementing the Proposal		
<i>To put a proposal into action you need to follow the sequential steps, monitor your progress and collect data to help measure your success.</i>		
	<i>Secondary</i>	<i>Primary</i>
Putting the proposal into practice	<i>Are we following the steps set out in the proposal? Are we keeping the purpose for the action clearly in mind? How will we know we are implementing the plan as it was agreed or intended?</i>	<i>Are we following the steps set out in the proposal? Are we keeping the purpose for the action clearly in mind? How will we know we are implementing the plan as it was agreed or intended?</i>
Monitoring and recording the implementation	<i>Are we collecting the information for the evaluation? How can we best use information at this stage to engage others and communicate our project?</i>	<i>Are we collecting the information for the evaluation? How can we use this information at this stage to communicate our project and engage others?</i>

Reflecting and Evaluating		
<i>You need to be able to judge and measure the success of your proposal in addressing the original issue and achieving your goal.</i>		
	<i>Secondary</i>	<i>Primary</i>
Evaluating and reflecting - assessing the sustainability action and process	<i>Did we achieve our goal in relation to water use and efficiency? What were the strengths and weaknesses of our plan? How could the proposal and action be improved? What will we do with the evaluation information? How can we communicate our success and engage others to try our idea?</i>	<i>Did we achieve our goal in relation to water use and efficiency? Have we measured and described these? What were the strengths and weaknesses of our plan? What could we have done differently to get a better result? How can we communicate our success and engage others to try our idea?</i>

Sustainability Action Process – Thermal Comfort

Stating the Case for Change <i>Each day we behave in particular ways, use particular technologies and manage our living spaces to keep warm or stay cool. These thermal comfort actions can use very different amounts of energy.</i>		
	<i>Secondary</i>	<i>Primary</i>
Exploring what thermal comfort is	<i>How do we behave, manage the built environment and use technologies to stay warm or cool? What is thermal comfort?</i>	<i>How do we behave, manage the built environment and use technologies to stay warm or cool? What is thermal comfort?</i>
Assessing the current thermal situation at school.	<i>What factors can affect an individual's thermal comfort? In what ways does my thermal comfort differ from others? What investigations will we undertake to measure or describe thermal comfort in our classroom and other parts of the school What is our school's current approach to thermal comfort? What resources does this use and what does this cost? Who are the people (stakeholders) at our school who manage the school spaces that impact on thermal comfort? What do we now understand about thermal comfort?</i>	<i>What factors can affect an individual's thermal comfort? In what ways does my thermal comfort differ from others? What do we find out when we measure or describe thermal comfort at school or at home? How do I/we manage thermal comfort on my/our way to and from school and while I/we are outside at school? How much energy does our school's current approach to thermal comfort use and cost? Who are the people (stakeholders) at our school who manage the school spaces that impact on my thermal comfort?</i>
Investigating concepts and ideas relating to thermal comfort and sustainability.	<i>What further investigations or surveys do we need to undertake to better understand thermal comfort in our school? How can we increase thermal comfort in our school while reducing energy consumption? What did we find out?</i>	<i>What further investigations or surveys do we need to undertake to better understand thermal comfort in our school? How can we increase thermal comfort in our school while reducing energy consumption? What did we find out?</i>
Stating the case for what needs to change in the school and why?	<i>What do we need to change in our school and why do we need to bring about that change? Do we need to learn more?</i>	<i>What do we think needs to change in our school about thermal comfort and why? Do we need to learn more?</i>

Defining the scope of the Action

Other schools and the community have used a variety of actions to improve thermal comfort and reduce energy use.

	<i>Secondary</i>	<i>Primary</i>
Generating ideas and exploring options for making a change	<i>What types of action could we undertake? Are some solutions more sustainable than others? Why? How will we know if the changes we make have been successful in using energy more sustainably?</i>	<i>What types of action could we undertake? Are some solutions more sustainable than others? Why? How will we know if the changes we make have been successful in using energy more sustainably?</i>
Identifying available resources and constraints	<i>What time is available for the improvement or action? What might limit our actions? Through consultation with our stakeholders, have we identified what finances or resources are available for the improvement or action and who might be available to help us?</i>	<i>What time is available for the improvement or action? What might limit our actions? Have we identified what finances or resources are available for the improvement or action? Who might be available to help us?</i>
Selecting ideas for action	<i>Considering our resources and constraints, what type of actions best meet the criteria of improving thermal comfort while reducing energy consumption in our school?</i>	<i>Considering our resources and constraints, what type of actions best meet the criteria of improving thermal comfort while reducing energy consumption in our school?</i>

Developing the Proposal for Sustainability Action		
<i>A proposal for improved thermal comfort and reduced energy use requires: a clear statement of action, criteria for success and agreement by stakeholders.</i>		
	<i>Secondary</i>	<i>Primary</i>
Developing the statement (brief) describing an agreed direction for action.	<i>What is the type of action we have planned? What criteria are to be used to judge the success of our improvements? What are the individual steps or actions required to implement our action? What budget or resources are required for each individual step or action? Who will be responsible for these actions? What could we do if things don't go to plan?</i>	<i>What is the type of action we have planned? How will we judge the success of our improvements? What are the individual steps or actions required to implement our action? What budget or resources are required for each individual step or action? Who will be responsible for these actions? What could we do if things don't go to plan?</i>
Preparing and communicating the proposal	<i>Which of our stakeholders do we need to share our plan with? Are modifications needed to the plan to gain the endorsement of our stakeholders? If so what are they?</i>	<i>Which of our stakeholders do we need to share our plan with? How will we use feedback to improve our proposal?</i>
Gaining agreement on the proposal.	<i>Have our stakeholders agreed to our ideas?</i>	<i>Has our class and have others in the school agreed to our ideas? Has our Principal agreed?</i>
Proposal description (the proposal document)	<i>Does our document include:</i> <ul style="list-style-type: none"> • <i>A plan for action?</i> • <i>The budget, personnel and timing requirements?</i> • <i>The steps we will follow to implement our plan?</i> 	<i>Does our document include:</i> <ul style="list-style-type: none"> • <i>A plan for action?</i> • <i>The budget, personnel and timing requirements?</i> • <i>The steps we will follow to implement our plan?</i>

	<ul style="list-style-type: none"> • <i>The criteria and how we will record information to judge how successful we have been?</i> • <i>What we will do if the implementation does not go to plan or schedule?</i> 	<ul style="list-style-type: none"> • <i>The criteria and how we will record information to judge how successful we have been?</i> • <i>What we will do if the implementation does not go to plan or schedule?</i>
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Implementing the Proposal		
<i>To put a proposal into action you need to follow the sequential steps, monitor your progress and collect data to help measure your success.</i>		
	<i>Secondary</i>	<i>Primary</i>
Putting the proposal into practice	<i>Are we following the steps set out in the proposal? Are we keeping the purpose for the action clearly in mind? How will we know we are implementing the plan as it was agreed or intended?</i>	<i>Are we following the steps set out in the proposal? Are we keeping the purpose for the action clearly in mind? How will we know we are implementing the plan as it was agreed or intended?</i>
Monitoring and recording the implementation	<i>Are we collecting the information for the evaluation? How can we best use information at this stage to engage others and communicate our project?</i>	<i>Are we collecting the information for the evaluation? How can we use this information at this stage to communicate our project and engage others?</i>

Reflecting and Evaluating		
<i>You need to be able to judge and measure the success of your proposal in addressing the original issue and achieving your goal.</i>		
	<i>Secondary</i>	<i>Primary</i>
Evaluating and reflecting - assessing the sustainability action and process	<i>Did we achieve our goal of creating a more thermally comfortable school or classroom while reducing energy use? What were the strengths and weaknesses of our plan? How could the proposal and action be improved? What will we do with the evaluation information? How can we communicate our success and engage others to try our idea?</i>	<i>Did we achieve our goal of creating a more thermally comfortable school or classroom while reducing energy use? Have we measured and described this? What were the strengths and weaknesses of our plan? What could we have done differently to get a better result? How can we communicate our success and engage others to try our idea?</i>