| **Themes** | **Action Project** | **Target / Measure** | **Timeframe** | **Responsibility** | **Curriculum Links** | **Community Links** | **Evaluation of achievements** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Litter & Waste | Litter Free Legends Grant**Waste Free Wednesdays** | Reduce packaging waste from school lunches by 25% | Term 2 start June 5 (World Environment Day) | Sustainability Squad | **Curriculum content descriptions**Science / Year 5/ Science Inquiry Skills / Processing and analysing data and information Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate [(ACSIS090)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS090) Humanities and social sciences / Year 4 / Inquiry and skills / Evaluating and reflecting Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions [(ACHASSI081)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACHASSI081) Science / Year 4/ Science Inquiry Skills / Planning and conductingWith guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment [(ACSIS065)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSIS065)**Science / Year 3/ Science as a Human Endeavour / Use and influence of science**Science knowledge helps people to understand the effect of their actions [(ACSHE051)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSHE051) | **Elaborations*** constructing tables, graphs and other graphic organisers to show trends in data
* Proposing possible actions that could be taken to address an issue and identifying resources needed to support the actions and likely outcomes
* exploring different ways to conduct investigations and connecting these to the types of questions asked with teacher guidance
* working in groups, with teacher guidance, to plan ways to investigate questions
 | **General capabilities*** *Literacy*
* *Numeracy*
* *Information and Communication Technology (ICT) capability*
* *Critical and creative thinking*
* *Personal and social capability*
* ***Ethical understanding***
 | * Letter/information to go home about litter free (in newsletter this week)
	+ Who, why, how, what, duration etc.
* Facebook/newsletter/billboard/parade reminders
* P&C Meeting – approval
* School Council Meeting
* Eco Committee Meeting
* Data to be shared with classes via infographic
 | Reduced packaging waste by 40% over 1 week. Maintain through rest of year. |
| Water | Erosion audit –Irrigate the oval.  | Quote $12, 000 to run irrigation down with direct lineBore water tank (2 tanks - 50 000L in one watering) | 2018-2019 | GroundsmanPrincipalEco Committee | **Curriculum content descriptions**Science / Year 4/ Science Understanding / Earth and space sciences Earth’s surface changes over time as a result of natural processes and human activity [(ACSSU075)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSSU075) | **Elaborations*** exploring a local area that has changed as a result of natural processes
* considering how different human activities cause erosion of the Earth’s surface
 | **Cross-curriculum priorities*** *Sustainability*
 | * Scott Harth (soil)
* Topsoil sourced from current infrastructure project or council soil?
* Bunnings (plants) **or** Council (Tina)
* BEEC
 | More tanks around school.Swales/ walls across the oval to separate ovals – slow water down/run off and control erosion – ability to separate ovals to aerate and controlLilli pillies planted across bank to hold soil and 3 separate ovals (A, B, C) |
| Energy | Solar Panels - Reducing our energy bill by installing solar panels on Hall, music room, classrooms |  | Quote 2017 PlanetArkUpdated information by 2019 | School CouncilEco Committee | **Curriculum content descriptions**Science / Year 6 / Science as a Human Endeavour / Use and influence of scienceScientific knowledge is used to solve problems and inform personal and community decisions [(ACSHE100)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSHE100)Science / Year 6 / Science Understanding / Physical sciencesElectrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources [(ACSSU097)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACSSU097) | **Elaborations*** considering how personal and community choices influence our use of sustainable sources of energy
* investigating the use of solar panels
 | **General capabilities*** *Personal and social capability*
 | * School Council
* P&C
* Fraser Coast Regional Council
 | Reduced electricity bill  |
| Community | * Continue to strengthen Partnership with Community Organisations (e.g. Community Environmental Groups)
* Strengthen partnerships with local schools, universities and Eco Schools
 | Increase Partners by 5Partner Contact List | 2019 | Robyn Yates | Sustainability – Cross CurriculaSTEAM – Action PlanSee AIP. | Sustainability Partner Network Sustainable Schools email discussion listEco Committee | Present at Biosphere ConferenceSustainability & STEAM SymposiumEco Schools Network StorySustainability of Eco Committee members |