| **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 conducting  With 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 line  Bore water tank (2 tanks - 50 000L in one watering) | 2018-2019 | Groundsman  Principal  Eco 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 control  Lilli 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 PlanetArk  Updated information by 2019 | School Council  Eco Committee | **Curriculum content descriptions**  Science / Year 6 / Science as a Human Endeavour / Use and influence of science  Scientific 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 sciences  Electrical 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 5 Partner Contact List | 2019 | Robyn Yates | Sustainability – Cross Curricula  STEAM – Action Plan  See AIP. | | | Sustainability Partner Network  Sustainable Schools email discussion list  Eco Committee | Present at Biosphere Conference  Sustainability & STEAM Symposium  Eco Schools Network Story  Sustainability of Eco Committee members |