**Step 2** of **7**



**Environmental and Social Impact Review Checklist**

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**What Is an Environmental Review?**

The Environmental Review is an important tool that will assist you in understanding the ecological and social impact your school has on the local environment and your community. This checklist will be of assistance to your Eco-Committee to quantify the school’s impact in terms of the seven Eco-Schools themes (description in Appendix on pages 11-12) and to generate action project ideas.

* Biodiversity: Habitats & Homes
* Fair Go: Global Citizens for Social Justice
* Energy & Climate: Super Smart Power
* Lifestyles: Healthy and Active
* Litter & Waste: The Cycle of Stuff
* Waste & Waterways: Developing our Next Generation of Waterway Keepers
* Water: Think, Drink, Save the Sink

**How to Use This Review**

Your Eco-Committee can use this review to check off the areas in which your school is currently making improvements and to help you recognise areas that might need a focus in both the short and long term. This activity is to be student lead as it will inform the actions taken by students.

Score each question then total your answers. The lowest total will identify the area you should focus on.

**How to Rate Your School**

Rate your school on a scale of one to five as per below:

5 Yes, we are champions in this area!

4 In this area we have taken positive steps, but we still can improve.

3 We’ve just started our journey!

2 Hmm, we’re in the planning stages.

1 Ha! We never thought of that – thanks for the idea!

The light bulb image is a comments section where you can mention some of the great ways in which your school is focusing on this area. You can also write down ways in which you think you could improve and what projects might be a good starting place.

**TOP TIP!**

*Have a team meeting after your review to discuss findings and agree on an action plan!*

***Example***

|  |  |  |
| --- | --- | --- |
| **Litter & Waste: The Cycle of Stuff** | |  |
| **A** | Does your school have good indoor and outdoor equipment to encourage waste and recycling separation? | 4 |
| **B** | Is your school litter free? | 5 |
| **C** | Is paper for printing made from post-consumer materials or certified by the Forest Stewardship Council? | 3 |
| **D** | Does your school have a compost, scraps system and/or worm farm for organic waste? | 4 |
| **E** | Does your school purchase second hand items or up-cycle materials into new use? | 3 |
| **Total** | | **19** |
|  | **Comments**  *Classroom furniture are Australian made, recycled plastic. Put environmentally friendly message on booklist for parents (please consider the environment when purchasing your school supplies). Suggest ways to do this for parents (e.g. glue sticks made from Sugarcane).* |  |

**ECO SCHOOLS ENVIRONMENTAL & SOCIAL IMPACT REVIEW**

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| --- | --- | --- |
| **Biodiversity: Habitats & Homes** | |  |
| **A** | Does your school have natural or built environmental spaces for native plant and animal species? | 5 |
| **B** | Does your school have a vegetable/bush tucker garden for students and teachers to enjoy? | 5 |
| **C** | Does your school have an outdoor learning classroom or do teachers use the grounds for up to 25% of their lessons? | 5 |
| **D** | Does the student body communicate with the groundskeeper in regards to use of pesticides and grounds maintenance? | 5 |
| **E** | Do all students get an opportunity to be hands on with the school's natural environment? | 5 |
| **Total** | | **25** |
|  | **Comments**  Water wise Wicking Garden Bushtucker Garden  All native species Gardens outside classrooms |  |

|  |  |  |
| --- | --- | --- |
| **Energy & Climate: Super Smart Power** | |  |
| **A** | Is energy efficient lighting used in all classrooms? | 5 |
| **B** | Are open windows and fans used more often than air conditioning? | 5 |
| **C** | Are computers turned off when not in use? | 5 |
| **D** | Does the school's energy supplier use all or part green energy i.e. solar, wind power? | 4 |
| **E** | Does your school make an effort to off-set or minimise its carbon emissions? | 4 |
| **Total** | | **23** |
|  | **Comments**  Solar on Library. Action Plan includes Solar for more school buildings.  We promote and participate in special days (Tree Planting, Clean Up Day, Litter Free Lunches Challenge, Tuckshop ban straws campaign, Find a Frog February, Kids Teaching Kids etc.) to offset carbon emissions (air-conditioning) |  |

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| --- | --- | --- |
| **Fair Go: Global Citizens for Social Justice** | |  |
| **A** | Does your school fundraise or otherwise support projects to empower disadvantaged Australians or communities abroad? | 5 |
| **B** | Does your school have a policy to make sure all purchases for school projects/activities have a positive social and minimal environmental impact i.e. does your school buy Fair Trade, organic products? | 3 |
| **C** | Is the school uniform made in Australia from local, environmentally friendly materials? | 4 |
| **D** | Does the school partner with other schools around the world to learn and act upon global challenges? | 3 |
| **E** | Do students engage and partner with members of the local aboriginal community for cultural, educational programs? | 5 |
| **Total** | | **20** |
|  | **Comments**  Indigeneous Literacy Day, Operation Christmas Child, TEAR, Buy a Bale for Farmer (Drought Relief), Dress up day for Townsville Floods. |  |

|  |  |  |
| --- | --- | --- |
| **Lifestyles: Healthy & Active** | |  |
| **A** | Is the school community encouraged and enabled to ride their bikes or walk to school? | 4 |
| **B** | Does your school canteen stock predominantly healthy products? i.e. low sugar, low fat, low salt etc. | 5 |
| **C** | Are classrooms safe, clean and encouraging of learning? | 5 |
| **D** | Are students and teachers educated about mental health through awareness campaigns? | 5 |
| **E** | Do students participate in activities or awareness campaigns that promote healthy, active lifestyles i.e. Jump Rope for Heart, Fun Runs etc.? | 5 |
| **Total** | | **24** |
|  | **Comments**  Annual Walk to School day participation. Consultation with council to have bike paths to school.  Mental health program is part of Health and Wellbeing in HPE Curriculum. School has a Health and Wellbeing Framework. |  |

|  |  |  |
| --- | --- | --- |
| **Litter & Waste: The Cycle of Stuff** | |  |
| **A** | Does your school have good indoor and outdoor equipment to encourage waste and recycling separation? | 5 |
| **B** | Is your school litter free? | 5 |
| **C** | Is paper for printing made from post-consumer materials or certified by the Forest Stewardship Council? | 4 |
| **D** | Does your school have a compost, scraps system and/or worm farm for organic waste? | 5 |
| **E** | Does your school purchase second hand items or up-cycle materials into new use? | 4 |
| **Total** | | **24** |
|  | **Comments**  Classroom recycle bins, fruit waste bins, Terracycle bins, Nespresso pod bins, worm farms, bokashi bins, recycling bins (lids with can).  We have sent a letter of donation to Bunnings for more worm farms for upper school and (replacement farm) outside tuckshop. |  |

|  |  |  |
| --- | --- | --- |
| **Waste & Waterways:** **Developing our Next Generation of Waterway Keepers** | |  |
| **A** | Are students educated about the journey of litter to waterways? | 5 |
| **B** | Are they aware of the consequences litter has on the marine environment and wildlife? | 5 |
| **C** | Do students study how marine litter affects our food chain? | 5 |
| **D** | Do students participate in excursions to provide them with first-hand experience of catchments, local waterways and natural areas and/or excursions to water education centres? | 5 |
| **E** | Do they take part in any volunteering clean up events, i.e. Clean Beaches/Beach Clean Up etc.? | 5 |
| **Total** | | **25** |
|  | **Comments**  Sustainability Symposium/Clean Up Australia Day/embedded in curriculum (particularly in year 4).  Sustainability Squad ran ‘Say No to Plastic Straw’ Campaign 2018. |  |

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| --- | --- | --- |
| **Water: Think, Drink, Save the Sink!** | |  |
| **A** | Does your school make an effort to collect and use rainwater? | 4 |
| **B** | Are there water saving taps and low-flush toilets in bathrooms? | 5 |
| **C** | Are students encouraged to use re-fillable water bottles instead of buying one-use bottles from the canteen? | 5 |
| **D** | Are school grounds watered in the evening or early morning? | 5 |
| **E** | Does your school use non-main supply water (grey water, stormwater, recycled water)? | 3 |
| **Total** | | **22** |
|  | **Comments**  More tanks to be purchased to collect rainwater off Hall.  Eco Committee to investigate purchase of one-use water bottles in Tuckshop. How many are being bought?  2019 – local business sourced to sponsor and provide each teacher a water bottle to use on School Athletics Day (instead of purchasing single use water bottles for staff)  2019 – Water bottles are not purchased for meetings/special events – attendees are encouraged to bring their own water bottle and reusable coffee/tea cup.  Watering roster – sustainability squad early morning. |  |

**APPENDIX**

The Environmental Review is Step 2 of the Eco-Schools framework.

Complete all 7 for an Eco-Schools Award!

*(Scan a copy of your review and keep a copy for evidence)*

**Eco-Schools Australia 7 Themes**

**Biodiversity: Habitats & Homes**

*Life is a mixed bag! Biodiversity (biological diversity) refers to the incredible variety within, and between, all life species: animals, plants, right down to micro-organisms. In this Eco-Schools theme students aim to discover, understand and enhance their local environment through identifying local inhabitants/species and conserving their homes. This might be in the form of creating a native plant, bush tucker garden to rejuvenate a local Australian ecosystem or ensuring diversity of flowers for bee populations. This theme offers students a chance to engage first hand with the natural environment and consider the impact our lifestyle choices and purchases have on the natural environment.*

**Energy & Climate: Super Smart Power**

*How are we going to power the future? All school communities use resources that can positively or negatively impact the environment and the climate. In regards to energy, there are several smart steps that schools can take to minimise their environmental footprint from installing energy saving light bulbs through to having solar panels on school roofs to generate their own energy supply. This theme gives the student body a chance to understand how they can improve their carbon impact through smart energy choices.*

**Fair Go: Global Citizens for Social Justice**

*How do your actions and purchases impact the local and global community? How do communities engage with and learn about local and global cultural heritage? Under this theme, schools might consider their purchasing and activities policy to better encourage environmental and economic sustainability, social responsibility and global harmony and students and teachers can consider the connections between schools, communities, industries and government in establishing a sustainable future. Projects can range from eliminating palm oil products in food tech labs to partnering with the local indigenous community to host a heritage day/program.*

**Lifestyles: Healthy and Active**

*Healthy students and teachers are changemakers! This theme recognises the importance of encouraging healthy and happy habits for students and teachers from undertaking awareness campaigns around mental and physical health right through to providing means for students to ride or walk to school with bike sharing and/or safe walkways and also motorised modes of transport which are eco-friendlier.*

**Litter & Waste: The Cycle of Stuff**

*Where does all our stuff come from, what is it made up of and where does it go once we are done with it? This Eco-Schools theme focuses on the material cycle and how environmentally conscious citizens and students might identify positive ways we can improve and evolve this society’s relationship with materials and waste. Students can aim to tackle littering through awareness campaigns or encourage recycling practice through raising money for improvement waste management infrastructure.*

**Waste & Waterways: Developing our Next Generation of Water Keepers**

*How does what we do in our schools, homes and streets affect our seas? This new theme helps you and your students understand our impacts on the world’s oceans and how we can make positive differences for our seas. ‘Waterways’ doesn’t just have to mean the coastline and oceans, but also rivers, canals and lakes too!*

**Water: Think, Drink, Save the Sink**

*Australia is a country of droughts and flooding plains and as such water is a critical resource. In this theme, students are encouraged to consider how they utilise water in their immediate school community and how the wider community can do more to conserve this precious resource. Students and teachers are encouraged to consider better water catchment and use systems such as stormwater tanks, grey water usage and/or grounds maintenance.*