

Benowa State School

Environmental Management Plan

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Principal's statement

At Benowa State School, we take very seriously the finite resources of our planet. We value the philosophy that every small part combines to make a big difference. It is our endeavour to maximise the small part Benowa State School can play in the sustainability of our planet. This is not only in through the efficient practices we can employ at our school, but the flow on effect of imbuing next generation care and practices.

Our school's goal is to make waste management a top priority for sustainability. Through education, engagement, and action, we aim to reduce our school's environmental impact by minimizing waste generation, increasing recycling and composting efforts, and promoting responsible consumption. By implementing sustainable waste management practices, we will not only reduce our carbon footprint, but also educate and inspire our students and community to be stewards of the environment.

Vision/mission statement

At Benowa State School each student is at the centre of learning. Our entire school community share a passion for learning. Each member of our community is valued and supported to achieve their full potential through 'Empowering Lifelong Learners'. Each and every individual creates real, meaningful and effective relationships in a safe and secure environment.

Teachers at Benowa are committed to on-going professional learning to build on personal and collective expertise. This intellectual quality drives the engagement of students to learn in innovative and flexible learning experiences.

The wellbeing of our students is paramount and this is demonstrated by identifying and targeting individual unique strengths in a non-judgemental and empathic environment. This encourages every individual to develop to their individual behavioural, social, emotional and academic potential.

Management and planning priorities

Key areas for improvement as defined in the School Operational Plan for 2010.

- Positioning of staff and school programs for implementation of the National Curriculum 2011 in English, Mathematics and Science.
- Personalisation of learning to catering for each and every child, each and every day.
- Early trialling of Australian Curriculum in Mathematics.
- Whole School focus on developing the craft of Writing and explicit teaching of Reading and strengthening and developing collegial mentoring across the school in English.
- Strengthen educational outcomes for students with disabilities, ESL and gifted students to improve student engagement.
- Establishment of a Distributed Leadership Team to mentor colleagues as well as a review of school's Responsible Behaviour Plan, strengthening a more positive school culture, to improve general wellbeing of school community.
- Implement strategies and actions, in partnership with the community and within the school, to reduce the school's ecological footprint.

School profile and background

Benowa State School was established as a small rural school in 1885. The local district underwent major change during the 1970s and 1980s, catapulting the area into a thriving Gold Coast Suburb.

Benowa State School is centrally located between Ashmore, Bellevue Park, Surfers Paradise and Carrara.

It is adjacent to Pindara Hospital, Benowa Gardens Shopping Centre, Benowa High School and St Kevin's Primary School.

Benowa State School is a culturally rich community with students identified from many cultural and/or national backgrounds. 50% of our enrolment has a language background other than English and 2% are indigenous.

Benowa is a high socio-economic area. The large majority of our students complete all of their primary education at Benowa State Primary School and then continue their education in at Benowa State School.

Key Strategic Directions from the Benowa State School Annual Improvement Plan 2023 include under the Australian Curriculum to "Improve Sustainable Futures" with actions reflected in this SEMP Plan.

About the local environment and community

Benowa is one of the most centrally located residential suburbs in the heart of the Gold Coast. There are plenty of parks, baseball fields, a bowling green and sports fields. Rosser Park is the site for Gold Coast's future Botanic Gardens centred on a lake with an abundance of waterbirds. There are shady trees and picnic areas.

Benowa is also the home to industrial and commercial businesses. It has medical practices, shopping centres and small businesses within the area.

At Benowa, parental involvement is a vital component of a child's school life. A strong sense of community is evident with the large number of parents and caregivers attending our weekly whole school assemblies. Our school regularly celebrates student successes, communicates messages and showcases children's performances. P-2 assemblies are also held monthly. Our school community is continually strengthened by the strong parental involvement in school celebrations, activities and events. The close link with parent, child and teacher/s is a valued and vital relationship within our learning community.

Environmental education achievements

During 2010, our school underwent many federally and state funded facility upgrades. As a result, our school electricity usage dramatically increased during the construction period. Staff and students are extremely conscious of the need to reduce our environmental footprint by switching off appliances when not in use, reducing the use of unnecessary water and keeping our school grounds free of litter.

Working towards environmental sustainability in 2010, our school community adopted, planned and employed the following strategies:

- The use of data projectors in every learning environment has reduced our photocopying tallies.
- The installation of the solar panels enables us to feed back into the electricity grid.
- Harvesting the storm water from our hall's roof is diverted to flush the Junior toilets and reduces our water consumption.
- The new I centre is architecturally sited to utilise prevailing breezes and sun position, thus taking advantage of natural cooling and lighting.
- The establishment of a native flora corridor on the bottom oval linked with Rosser Park and the GCCC Botanical Gardens to increase the habitat and food source sustainability for local native fauna.

Also in 2010, our Go Green committee and community won the Keep Australia Beautiful Queensland's Low Carbon Diet Award by reducing our electricity consumption in each student's home and parent's business.

This plan fits into whole school planning through the following:

- The school's strategic management plan
- 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
- Consultation with Parents and Citizens or Friends organisations

Environment team

Name: Our school is taking a whole school approach to sustainability. We have named our team the Benowa State School "Eco Warriors" team.

Number of people: Whole School as well as school community.

The team includes:

- Teachers
- Parents
- Parents and Citizens/friends association
- Administration and support staff
- Grounds staff
- School Principal
- Students
- Community groups
- Community members
- Council staff

The team is focused on encouraging and supporting our school to engage in more sustainable practices.

Staff with a passion and enthusiasm for sustainability are supported by the school community to engage our students in learning about the environment and sustainability as well as provide valuable learning experiences.

Teams meet on a needs basis to discuss current information, projects and curriculum. Whole school and community meetings are available when needed through scheduled meetings such as school assembly, staff meeting or P & C Meetings.

Photo gallery

Our school

Our principal

Our local area



Our school environment team



Our school achievement

About this plan

Environmental vision

Our school's environmental vision is to create a sustainable future by fostering a culture of environmental stewardship among our students, staff, and community. We aim to reduce our environmental impact by conserving resources, minimizing waste, and promoting sustainable practices throughout our operations. Through education and awareness, we seek to empower our students to become leaders and advocates for environmental sustainability, inspiring positive change in their local and global communities. Our ultimate goal is to create a greener, healthier, and more resilient world for future generations.

Focus area goals

Across the focus areas the goals of this plan are:

Curriculum, Teaching and Learning

At Benowa we plan to incorporate environmental sustainability into the curriculum to create awareness and understanding among students of environmental issues and their impact on society.

Develop teaching strategies that encourage students to engage in critical thinking and problem-solving related to environmental issues.

Foster a culture of environmental responsibility by encouraging students to adopt sustainable practices in their daily lives.

Implement programs that promote sustainable development and the use of renewable resources in the school.

Encourage collaboration between students, teachers, and the community to promote environmental awareness and action.

Provide opportunities for experiential learning through field trips, outdoor activities, and environmental projects.

Empower students to become advocates for environmental sustainability by providing them with the knowledge and skills needed to create positive change in their communities.

Assess the effectiveness of the school's environmental sustainability practices and curriculum regularly and make adjustments as necessary to improve outcomes.

Management of Resources Energy, Waste and Water

Energy: There are achievable goals around energy is to encourage energy conservation practices such as turning off lights and electronics when not in use and using natural lighting and ventilation whenever possible.

By 2025 Benowa School will install energy efficient lighting and appliances.

By 2030 it is anticipated that the solar system which is currently operating at 50% needs based. Will be increased to %100 with the installation of more panels and a battery system to store our energy.

Waste:

By 2023 green waste going to landfill will be reduced by %100. Recycling bins and composting facilities will be implemented.

By 2024 Plastic free lunchboxes will be a part of our schoolwide goals.

Water: Water conservation practices will be implemented by 2023. 16000 litres of water will be collected from the prep classroom for use in the Community Orchard. Students and staff will be educated on the importance of resource management and the impact of their actions on the environment. We will be using posters, presentations, school assemblies, and educational activities to promote awareness and inspire action.

Eco Warriors which will be formed by a group of interested students and teachers will then regularly monitor and evaluate resource management practices to identify areas of improvement and celebrate successes. We will use data to inform future decision making and adjust practices as needed.

Management of School Grounds including Biodiversity

One of the key goals for managing school grounds sustainably is to incorporate effective waste management programs. Benowa aims to reduce OVER 80% of its waste by implementing a recycling program in 2023. This program will compost all food waste into our community orchard.

Additionally, all soft plastics will be going into the eco-bricking programme which will be rolled out in 2024. Our soft plastic bricks can then be recycled and used as decorative garden edging for our school beautification.

We plan to create Biodiversity spaces by creating habitats for different species, planting native trees and plants and reducing the use of pesticides and herbicides. In 2022 a Yarning Circle was created with the support of The Local Botanical Society. Native flora was planted to introduce native fauna, and to incorporate Indigenous perspectives.

Another important goal for managing our school grounds sustainably is to promote environmental education. This can include teaching students about the importance of biodiversity, recycling, and sustainability and encouraging them to get involved in environmental projects and initiatives.

Our school aims to create a sustainable culture by involving students, teachers and parents by creating a sustainable committee where everyone has a say in creating a healthier future.

Integrated Whole School Planning

Benowa's goals are to integrate whole school planning for sustainable projects which involves developing a comprehensive approach to sustainability across all aspects of our school's operations.

Creating a culture of sustainability: Our primary goal of integrated whole school planning is to create a culture of sustainability throughout the school. This involves engaging all stakeholders, including students, staff, and parents, in discussions about sustainability. We have formed a committee called the 'Eco Warriors' where we will identify problems, promote solutions to make our school clean and green.

Reducing the school's environmental impact: Integrated whole school planning aims to reduce the school's environmental impact by identifying areas where the school can reduce waste, conserve energy and water, and decrease greenhouse gas emissions.

Educating students about sustainability: Benowa uses integrated whole school planning to teach students about sustainability and the importance of environmental stewardship. By incorporating sustainability into the curriculum and providing opportunities for students to engage in sustainability projects, we help students develop the skills and knowledge they need to become environmentally responsible citizens.

Fostering community partnerships: Our Integrated whole school planning will develop partnerships with community organizations and businesses that are committed to sustainability. By working together, schools and community partners will share resources and expertise to achieve our sustainability goals.

Developing a sustainable infrastructure: We use integrated whole school planning to develop a sustainable infrastructure that includes whole school waste management systems, green buildings and outdoor spaces, and renewable energy systems. This infrastructure can reduce the school's environmental impact and provide a model for other schools and organizations to follow.

School and Community Partnerships

At Benowa school we are very staff and students aware of community partnerships available to support teaching and learning opportunities that promote sustainability such as:

- GCCC Wipe out waste program.
- Numinbah Valley Energy Trailer.
- Numinbah Valley EEC (Lynn Churchill) staff education and awareness, SEMP information.
- GCCC Water wise program.
- Eco Marines program
- Friends of the Botanical Gardens
- engage with the global ECO Brick community

Celebrating progress

Our school will celebrate progress by:

- Reported in the school annual report
- Regular updates in the school newsletter
- Showcased on the school website
- Awards or badges for those involved
- Promoted at school assemblies
- Relevant displays and events at locations outside the school
- Showcased on the school website

Actions

Issue:	Audit of energy use to inform goal setting for 2012 Audit of energy use to provide school specific data used to inform future goals for reduction of energy use from grid
Outcome:	School goal for reduction of energy use from grid
Indicators:	Collection of authentic school data for review
Overall timeframe:	1 year

Action	Project management
Students gather data on energy usage throughout the school through checklists and classroom walk throughs	
Timeframe	6 months- 1 year
Resources	Energy Kit, checklist
Responsibility	Year level investigating Energy usage
Monitoring procedure	Collection of authentic data on Benowa SS Energy usage to inform future goal setting
Monitor and evaluate current energy usage within the school. Graph usage to review and inform goal setting	
Timeframe	6 months- 1 year
Resources	Electricity bills, spreadsheets
Responsibility	Green team
Monitoring procedure	Regular monitoring of electricity bills through spreadsheet
Reduce waste	
Timeframe	ongoing
Resources	Green waste bins, multiple worm farms and rotating composting bins, water tanks
Responsibility	The whole school community is responsible for reusing their own waste.
Monitoring procedure	this will be monitored daily by our eco warriors.
At Benowa we will encourage Sustainable transport options to and from school, such as walking, biking, or taking public transportation. These options promote physical activity, reduce traffic congestion and air pollution, save money, and foster independence and social connections. Additionally, they can teach children valuable life skills and encourage environmentally-conscious behaviors.	
Timeframe	This is ongoing
Resources	
Responsibility	The whole school community
Monitoring procedure	
20 000litres of rainwater will be harvested for the use of our organic orchard	
Timeframe	2023
Resources	4 tanks and an eco water pump
Responsibility	The whole school community

Monitoring procedure	will be regularly monitored by the Eco Warriors Committee
Through multiple student initiatives waste such plastic straws and cups from the tuckshop has been	
Timeframe	This is ongoing
Resources	Went from plastic straws and cups to paper straws and re-useable cups .
Responsibility	The whole school community
Monitoring procedure	waste audit
We will be working with the Eco Brick organisation to help us reduce waste at our school. Eco bricks will be made to create soft furnishings for outdoor use such as tables and chairs and games tables, Soft plastic bins will be available at all eating areas and the tuckshop. All soft plastic will then be used to fill hard plastic containers such as 2litre milk. We anticipate this will reduce a significant amount of waste going into land fill.	
Timeframe	ongoing from 2024
Resources	no resources are needed
Responsibility	The whole school community
Monitoring procedure	waste audit
Mixed recycling bins are to used through out the school	
Timeframe	2023
Resources	bins for soft plastics and paper and cans will be used in all eating areas and classrooms
Responsibility	The whole school community
Monitoring procedure	waste audit
Once a week the whole school will implement a plastic free lunch	
Timeframe	2023
Resources	none
Responsibility	The whole school community
Monitoring procedure	waste audit
A yarning circle will be created using local plants	
Timeframe	2022
Resources	Trees Plants and bushes that are endemic to our area
Responsibility	Whole school
Monitoring procedure	This is cared for by the whole school
Eco Marines program where a group of students will be selected to partake in a program where they work with the SEAWORLD CORP to become ambassadors for marine animals and wild life. The program looks at ways we can reduce pollution in the ocean and waterways.	
Timeframe	ongoing
Resources	human resources
Responsibility	Eco Marine Ambassadors
Monitoring procedure	seaworld and school community

A whole school assembly will be held to discuss how we will showcase our past success for a more cleaner, greener school. It is anticipated that a night will be held so that we can showcase with the parents and citizens of our school community, our environmental journey to date and discuss where we plan to go from here.

Timeframe	Mid- way through 2023
Resources	human resources
Responsibility	Eco Warriors and stakeholders of our environmental programs
Monitoring procedure	Staff and school community

Actions

Issue: Audit of school waste to inform goal setting for 2012
 Audit of waste to provide school specific data to inform future goals for the reduction of waste to landfill

Outcome: School goal for reduction of waste to landfill

Indicators: Collection of authentic school data for review

Overall timeframe: 1 year

Action	Project management
Participating in Wipe Out Waste Program	
Timeframe	Term 1 2012
Resources	GCCC Wipe Out Waste Program
Responsibility	All
Monitoring procedure	Kym Sidic, Ben Manthey
Student Audit of Waste usage within school to inform 2012 goals as well as GCCC waste audit	
Timeframe	6 months- 1 year
Resources	Student waste audit tool, GCCC representative
Responsibility	all
Monitoring procedure	Student, teachers at regular periods
GCCC assessment of waste procedures to introduce recycling bin system	
Timeframe	Term 1 2012
Resources	GCCC
Responsibility	School Staff
Monitoring procedure	All
Develop awareness of new waste management procedure once new bin system is in use	
Timeframe	Term 2 2012 onwards
Resources	GCCC, student facilitated and delivered
Responsibility	Go Green Team
Monitoring procedure	Go Green Team

Actions

Issue: Audit of school water use to inform goal setting for 2012
 Audit of school water use to provide school specific data used to inform future goals for the reduction of water from reticulated supplier

Outcome: School goal for reduction of water use from reticulated supplier

Indicators: Collection of authentic school data for review

Overall timeframe: 1 year

Action	Project management
Student audit of water usage to inform goal setting to reduce amount used within school	
Timeframe	6 months- 1 year
Resources	Water Audit tools
Responsibility	Teachers, students
Monitoring procedure	All

Actions

Issue:	Increasing Biodiversity Revegetation of school areas and management of vegetable garden to promote biodiversity
Outcome:	Authentic learning opportunities to encourage sustainable practices
Indicators:	Increase in activity of insects and birds in area. Cleaner school grounds. Maintained school areas.
Overall timeframe:	1 year

Action	Project management
The year 7's will re-vegetate their eating area. Students will be involved with planning the area (measuring) and researching suitable plants and their needs (literacy). They will then coordinate and hold a day of clearing, planting and mulching. Reflection on the task as well as documenting the process will also be undertaken by the year 7 students.	
Timeframe	Term 3
Resources	Before- graph paper, measuring instruments (tape, wheel). When planting- students, native plants, mulch, gardening tools, watering containers.
Responsibility	Year 7 students.
Monitoring procedure	The area will be monitored after planting, to check on litter levels, plants needs (water, sunlight etc.). Long term monitoring of insect and bird activity/interactions with native plants.
Re-vegetate year 7 eating area. Engaging students in learning about biodiversity with real life, hands on activities. Use this area to motivate interest in biodiversity projects in other areas of the school.	
Timeframe	Term 3 and onwards
Resources	Students, planting/gardening tools, watering tools.
Responsibility	Whole school
Monitoring procedure	Interest and enthusiasm of students about biodiversity projects.

Actions

Issue:	Integration of sustainability into current curriculum Integration of sustainability into current curriculum through current science curriculum as a whole school approach
Outcome:	Sustainability Education part of School Curriculum
Indicators:	Real life, authentic sustainability learning tasks visible in every classroom
Overall timeframe:	1 year

Action	Project management
All classes will integrate sustainability and environmental education into curriculum and classroom. Activities or investigations will focus on one of the four key areas (water, waste, biodiversity or energy).	
Timeframe	1 year
Resources	as needed
Responsibility	Classroom teachers.
Monitoring procedure	Teachers to reflect and report on student learning, review will be needed when National Curriculum is adopted.
Audit of classroom and school energy use as part of Science Units (Renewable and Non-renewable energy year 4)	
Timeframe	6 months
Resources	as needed
Responsibility	Classes involved (Year 4)
Monitoring procedure	Success will be monitored by the number of classes reducing their energy usage.
Audit of school water use as part of Science curriculum (Waterwise unit year 3 and year 2)	
Timeframe	Term 3
Resources	as needed (Waterwise curriculum support materials)
Responsibility	Classes involved (Year 3 and 2)
Monitoring procedure	Success will be monitored by the reduction of water use within the school
Year 5 students will be investigating waste, with a focus on packaging of school lunches. An audit of waste in specific school areas will be conducted.	
Timeframe	Term 1 2012
Resources	as needed
Responsibility	Classes involved (year 5).
Monitoring procedure	Success will be monitored by a reduction of waste generated, reduction of litter in eating areas, awareness about alternative packaging.
Whole school to participate in Wipe Out Waste program	
Timeframe	Term 2
Resources	as needed
Responsibility	Teachers and students

Monitoring procedure	Success will be monitored by engagement of students in program as well as change in behaviours (related to learning about waste from program).
Energy Trailer visit (year 6)	
Timeframe	Term 3
Resources	Energy Trailer (Numinbah Valley EC)
Responsibility	Classes involved (year 6)
Monitoring procedure	Success will be monitored by students engagement as well as adoption of energy saving practices.
Whole staff meeting with focus on goals for Sustainability and integration into curriculum.	
Timeframe	Term 3 2011
Resources	School staff. Supported by Lynn (Numinbah Valley ECC)
Responsibility	All Staff (driven by Ben Manthey, Kym Sidic).
Monitoring procedure	Follow up meeting to seek feedback and report on progress of whole school.
Actions	

Issue:	Waste Reduction Bio gradable containers: The school will work with the P&C to locally source biodegradable containers for the tuckshop to use to reduce the use of disposable packaging.
Outcome:	All containers from the tuckshop will be biodegradable and used in the school's compost system.
Indicators:	Containers sources will be made from either corn syrup or bamboo and can biodegrade easily .
Overall timeframe:	by 2024

Action	Project management
20 000litres of rainwater will be harvested for the use of our organic orchard	
Timeframe	2023
Resources	4 tanks and an eco water pump
Responsibility	The whole school community
Monitoring procedure	will be regularly monitored by the Eco Warriors Committee
<p>In 2022, a Year 1 class identified the waste associated with wind-up crayons. They investigated the question 'Where do they come from and where do they go?'. All casings of wind up crayons were collected from this class throughout the year and counted periodically. Students brainstormed alternatives, collected data on their preferred alternate crayon, investigated the price difference on these new crayons, and created persuasive posters and letters. These posters and letters were addressed to the school principal requesting the replacement wind-up crayons with their voted preferred crayon onto the book list the following year.</p>	
Timeframe	2022
Resources	plastic free crayons
Responsibility	The whole school community
Monitoring procedure	waste audit
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Timeframe	2022
Resources	plastic free crayons
Responsibility	The whole school community
Monitoring procedure	waste audit
Actions	

Issue:

What to do with all this soft plastic?

Soft Plastics are everywhere and they can not break down and the council does not recycle Incorporate environmental sustainability into the curriculum to create awareness and understanding among students of environmental issues and their impact on society. Develop teaching strategies that encourage students to engage in critical thinking and problem-solving related to environmental issues. Foster a culture of environmental responsibility by encouraging students to adopt sustainable practices in their daily lives. Implement programs that promote sustainable development and the use of renewable resources in the school. Encourage collaboration between students, teachers, and the community to promote environmental awareness and action. Provide opportunities for experiential learning through field trips, outdoor activities, and environmental projects. Empower students to become advocates for environmental sustainability by providing them with the knowledge and skills needed to create positive change in their communities. Assess the effectiveness of the school's environmental sustainability practices and curriculum reg them

Outcome: We will be working with the Eco Brick organisation to help us reduce waste at our school. Eco bricks will be made to create soft furnishings for outdoor use such as tables and chairs and games tables, Soft plastic bins will be available at all eating areas and the tuckshop. All soft plastic will then be used to fill hard plastic containers such as 2litre milk. We anticipate this will reduce a significant amount of waste going into land fill.

Indicators: audit into school waste management

Overall timeframe: This project will be ongoing

Action	Project management
All students will collect their own soft plastic and as a whole class they will fill the plastic bottles to make bricks	
Timeframe	2023 ongoing
Resources	used soft plastic and plastic containers
Responsibility	Whole school
Monitoring procedure	Whole school
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Timeframe	2022
Resources	new bin systems
Responsibility	The whole school community
Monitoring procedure	waste audit
Eco Brick is an organisation that will come to our school to help educate staff and students about eco bricking and what can be made from them.	
Timeframe	ongoing
Resources	human resources
Responsibility	Eco Warriors and stakeholders
Monitoring procedure	Staff and school community
Actions	

Issue: Green Waste management
We plan to create a large scale green waste plastic recycling program which the compost from this undertaking will be used for an organic orchard

Outcome: The school community will reduce landfill waste and use the waste for an edible garden. Rainwater will also be harvested and also used for the garden.

Overall timeframe: Ongoing

Action	Project management
To collect all the green waste from the students in their eating areas and use it in large rotating compost bins and worm farms. This compost will then be used for our organic orchard.	
Timeframe	2023
Resources	Green waste bins , multiple worm farms and rotating composting bins
Responsibility	The whole school community
Monitoring procedure	will be regularly monitored by the Eco Warriors Committee
Benowa will be working closely with the Friends of the Botanical gardens to plant endemic plants that work symbiotically with fruit trees to reduce pests and disease .	
Timeframe	2023
Resources	Fruit trees , compost, vermiculture from worm farms and good quality soil and mulch
Responsibility	Whole school community
Monitoring procedure	Eco warriors will be monitoring regularly as will the committee and other stakeholders such as YMCA vacation care and Friends of the Botanical Gardens.
Actions	

Issue: Stop plastic straws being used in the tuckshop

In 2019, students in year 1 identified a waste management issue within Benowa State School. Students shone a light on the use of single use straws in our school and identified the following concerns with the distribution of this item by our tuck shop. 1. Single use straws are made of soft plastic that would not break down in landfill. 2. The straws are very light and can easily blow away or end up around our school yard. 3. The straw came with slushie drinks which were highly purchased item from the tuck shop, therefore this item made a up a significant proportion of our whole school waste. Students engaged with solutions by : 1. exploring sustainable alternatives to soft plastic materials. 2. publicly demonstrating their anti-straw views to the Tuck shop by opting for a Slushie with NO STRAW and exercising consumer power by choosing NO SLUSHIE. 3. devising class systems that allowed students to acquire Slushies without using any unsustainable materials, through using metal cups and metal straws brought in from home and being responsible for their washing. Students proposed actions and share all their knowledge and opinions by conducting inter class 'Pair Share' sessions, running a poster campaign around the school and presenting to an audience on assembly

Outcome: Project Outcomes: · The 'Sustainable Classroom Model' influenced the design, choices and storage solutions for other year 1 classrooms · Reduction in plastic waste· Students were calibrated on a path towards sustainable futures.

Overall timeframe: by the end of 2019

Action	Project management
Timeframe	
Responsibility	
Monitoring procedure	

Actions

Issue:	Eliminate the use of single use coffee cups Here at Benowa we have been educating, researching and promoting the reduction of single use cups. Students have learnt concerning facts about how much waste cups contribute daily to our landfill. With this data they found effective waste management solutions they could implement with a positive impact. Students began having conversations with our school leaders to be a part of the change and help reduce single cups being used at Benowa. As a measure towards this innovation, the leadership team at Benowa gave all teachers a personal sustainable re useable cup to use at our school. You will see many staff bringing these cups to and from our morning coffee van or at local coffee shops who charge less for using our re-usable cups. This new change has been widely embraced for a more sustainable future in our school and wider community.
Outcome:	Staff now use re-useable cups when they go to the coffee van or local cafe.
Indicators:	Reduced waste
Overall timeframe:	by 2202

Action	Project management
Educate and share our knowledge and then act	
Timeframe	2022
Resources	Re-usable coffee cups
Responsibility	Whole school
Monitoring procedure	Whole school
re-usable coffee cups are now used	
Timeframe	2022
Resources	re-usable cups
Responsibility	The whole school community
Monitoring procedure	waste audit

Actions

Issue: Sustainable crayons

Journey: In 2022, a Year 1 class identified the waste associated with wind-up crayons. They investigated the question 'Where do they come from and where do they go?'. All casings of windup crayons were collected from this class throughout the year and counted periodically. Students brainstormed alternatives, collected data on their preferred alternate crayon, investigated the price difference on these new crayons, and created persuasive posters and letters. These posters and letters were addressed to the school principal requesting the replacement wind-up crayons with their voted preferred crayon onto the book list the following year.

Outcome: Outcome: From 2023, all Grade 1 classes will only have sustainable crayons (no plastic case). This is to be gradually incorporated into other year levels.

Overall timeframe: Ongoing from 2023

Action	Project management
Timeframe	
Responsibility	
Monitoring procedure	

Actions

Issue: Plastic cups are used by the tuckshop for slushie birthday parties.

In 2022, students in year 2 identified a waste management concern within their school. Students brought attention to a post covid, tuck shop practice that provided all students the opportunity to celebrate their birthday by purchasing a class set of Slushie for their peers. They identified the following concerns within this practice. 1. Slushies were dispensed using a single use cup and straw 2. Students were disposing of 25 cups and straws each time a class member celebrated a birthday. 3. The school did not use recycling bins therefore biodegradable cups and straws were going to landfill. 4. While better for the environment, using recyclable materials would not reduce the amount of waste created. 5. Tuck shop data showed that the birthday practice was being accessed by multiple classes and year levels each week which was contributing to a whole school waste problem. Students engaged with solutions by : 1. Evaluating reusable alternatives for the single use materials used by the tuck shop 2. Using evaluations to finding a solution that was sustainable, cost effective and safe 3. Creating and maintaining a 'Sustainable Slushie Kit' in the classroom to be used when a class member had a birthday 4. Promoting more sustainable tuck shop offerings such as birthday muffins Students shared all their opinions, knowledge and proposed actions in a presentation to the Principal. They participated in the creation of an infomercial that demonstrated a new class approach to Birthday Slushies. The infomercial was presented on Assembly.

Outcome: The students persuaded our principal, Mr Josey, to share the proposed actions with the school's P&C committee · P&C funding Birthday Slushie kits, complete with a class set of reusable cups and silicone straws, to be rolled out to all classrooms for 2023 · All Students calibrated on a path towards sustainable futures.

Indicators: audit into school waste management

Overall timeframe: Ongoing from 2023

Action	Project management
Timeframe	
Responsibility	
Monitoring procedure	

Actions

Issue:	<p>Educating the need to stop using glitter in the classrooms.</p> <p>In 2021, students in year 2 identified a waste management problem within their classroom and Benowa State School. Students shone a light on the use of glitter within our classrooms and identified two main concerns surrounding this heavily used school art supply that was abundant in all our art cupboards. 1. Glitter is a made from tiny pieces of plastic and therefore was not a sustainable material. 2. This micro plastic was very difficult to sustainably dispose of within the classroom and more often ended up loose in our bins, down our sinks or in our environment. Students investigated solutions by : 1. exploring responsible ways to clean up classroom glitter using playdough, sticky tape or trapping loose glitter in resin or PVA glue. 2. experimenting with ways to make their own glitter out of sustainable materials, such as salt, sand, sugar, flora, food colours and cornflour. 3. advocating against the use of glitter. Students publicly demonstrated at the annual Easter Bonnet Parade, condemning the use of glitter and displaying their GLITTER FREE BONNETS. Students shared all their opinions, knowledge and new found passion by conducting a WAR ON GLITTER EXPO, in an attempt to persuade others that 'All that Glitters, is not Gold'.</p>
Outcome:	<p>10 classes participated in the expo and committed to discontinue their use of glitter in classroom activities or use alternatives · P&C and Principal officiated a directive that no further purchases of glitter would be made at Benowa State School · Students calibrated on a path towards sustainable futures.</p>
Indicators:	<p>waste management audit</p>
Overall timeframe:	<p>by 2202</p>

Action	Project management
Timeframe	
Responsibility	
Monitoring procedure	

Community and environment network

These organisations will join in our environmental meetings and activities:

Organisation	Type of assistance
NVEEC- Numinbah Valley EEC Contact details: Lynn Churchill	ESS and SEMP Support- staff and student education
GCCC- Gold Coast City Council Contact details: Toni-Lee	Wipe Out Waste Program
NVEEC- Numinbah valley EEC Contact details: Lynn Churchill	Energy Trailer, Energywise audit kits
DERM- Waterwise schools program Contact details: Mary Rowland	Waterwise curriculum

Evaluation

The evaluation outlines the schools achievements in each focus area.

Curriculum

Goals:

- At Benowa we plan Incorporate environmental sustainability into the curriculum to create awareness and understanding among students of environmental issues and their impact on society.
- Develop teaching strategies that encourage students to engage in critical thinking and problem-solving related to environmental issues.
- Foster a culture of environmental responsibility by encouraging students to adopt sustainable practices in their daily lives.
- Implement programs that promote sustainable development and the use of renewable resources in the school.
- Encourage collaboration between students, teachers, and the community to promote environmental awareness and action.
- Provide opportunities for experiential learning through field trips, outdoor activities, and environmental projects.
- Empower students to become advocates for environmental sustainability by providing them with the knowledge and skills needed to create positive change in their communities.
- Assess the effectiveness of the school's environmental sustainability practices and curriculum regularly and make adjustments as necessary to improve outcomes.

Increasing Biodiversity	
Action	What was achieved?
<ul style="list-style-type: none"> • The year 7's will re-vegetate their eating area. Students will be involved with planning the area (measuring) and researching suitable plants and their needs (literacy). They will then coordinate and hold a day of clearing, planting and mulching. Reflection on the task as well as documenting the process will also be undertaken by the year 7 students. 	<ul style="list-style-type: none"> • Whole class engagement of authentic sustainability activity. Students participated in a variety of activities incorporating literacy and numeracy activities in the process of designing, planning, creating and maintaining their chosen area of the school.

Integration of sustainability into current curriculum

Action	What was achieved?
<ul style="list-style-type: none"> All classes will integrate sustainability and environmental education into curriculum and classroom. Activities or investigations will focus on one of the four key areas (water, waste, biodiversity or energy). 	<ul style="list-style-type: none"> All year levels engage in rolled out C2C units and QCAR units where necessary, which have embedded environmental components for study.

Audit of energy use to inform goal setting for 2012

Action	What was achieved?
<ul style="list-style-type: none"> Students gather data on energy usage throughout the school through checklists and classroom walk throughs 	<ul style="list-style-type: none"> Through student owned auditing processes, improved practices were identified and enacted across the school.

Audit of school water use to inform goal setting for 2012

Action	What was achieved?
<ul style="list-style-type: none"> Student audit of water usage to inform goal setting to reduce amount used within school 	<ul style="list-style-type: none"> Through student owned auditing processes, improved practices were identified and enacted across the school.

Audit of school waste to inform goal setting for 2012

Action	What was achieved?
<ul style="list-style-type: none"> Participating in Wipe Out Waste Program 	<ul style="list-style-type: none"> Recycling bins introduced to the school and weekly recycling forms part of the weekly process at Benowa

Eliminate the use of single use coffee cups

Action	What was achieved?
<ul style="list-style-type: none"> Educate and share our knowledge and then act 	

What to do with all this soft plastic?

Action	What was achieved?
<ul style="list-style-type: none"> All students will collect their own soft plastic and as a whole class they will fill the plastic bottles to make bricks 	

Resource Management

- Goals: Energy: There are achievable goals around energy is to encourage energy conservation practices such as turning off lights and electronics when not in use and using natural lighting and ventilation whenever possible.
- By 2025 Benowa School will install energy efficient lighting and appliances.
- By 2030 it is anticipated that the solar system which is currently operating at 50% needs based. Will be increased to %100 with the installation of more panels and a battery system to store our energy.
- Waste:
- By 2023 green waste going to landfill will be reduced by %100. Recycling bins and composting facilities will be implemented.
- By 2024 Plastic free lunchboxes will be a part of our schoolwide goals.

Integration of sustainability into current curriculum	
Action	What was achieved?
<ul style="list-style-type: none"> water will be collected from the prep classroom for use in the Community Orchard. Students and staff will be educated on the importance of resource management and the impact of their actions on the environment. We will be using posters, presentations, school assemblies, and educational activities to promote awareness and inspire action. Audit of classroom and school energy use as part of Science Units (Renewable and Non-renewable energy year 4) 	<ul style="list-style-type: none"> will then regularly monitor and evaluate resource management practices to identify areas of improvement and celebrate successes. We will use data to inform future decision making and adjust practices as needed.
<ul style="list-style-type: none"> Audit of school water use as part of Science curriculum (Waterwise unit year 3 and year 2) 	
<ul style="list-style-type: none"> Year 5 students will be investigating waste, with a focus on packaging of school lunches. An audit of waste in specific school areas will be conducted. 	
<ul style="list-style-type: none"> Whole school to participate in Wipe Out Waste program 	
<ul style="list-style-type: none"> Energy Trailer visit (year 6) 	

Audit of energy use to inform goal setting for 2012	
Action	What was achieved?
<ul style="list-style-type: none"> • Monitor and evaluate current energy usage within the school. Graph usage to review and inform goal setting 	
<ul style="list-style-type: none"> • Reduce waste 	
<ul style="list-style-type: none"> • At Benowa we will encourage Sustainable transport options to and from school, such as walking, biking, or taking public transportation. These options promote physical activity, reduce traffic congestion and air pollution, save money, and foster independence and social connections. Additionally, they can teach children valuable life skills and encourage environmentally-conscious behaviors. 	
<ul style="list-style-type: none"> • 20 000litres of rainwater will be harvested for the use of our organic orchard 	
<ul style="list-style-type: none"> • Through multiple student initiatives waste such plastic straws and cups from the tuckshop has been 	
<ul style="list-style-type: none"> • We will be working with the Eco Brick organisation to help us reduce waste at our school. Eco bricks will be made to create soft furnishings for outdoor use such as tables and chairs and games tables, Soft plastic bins will be available at all eating areas and the tuckshop. All soft plastic will then be used to fill hard plastic containers such as 2litre milk. We anticipate this will reduce a significant amount of waste going into land fill. 	
<ul style="list-style-type: none"> • Mixed recycling bins are to used through out the school 	
<ul style="list-style-type: none"> • Once a week the whole school will implement a plastic free lunch 	

Audit of school waste to inform goal setting for 2012

Action	What was achieved?
<ul style="list-style-type: none"> • Student Audit of Waste usage within school to inform 2012 goals as well as GCCC waste audit 	
<ul style="list-style-type: none"> • GCCC assessment of waste procedures to introduce recycling bin system 	

Eliminate the use of single use coffee cups

Action	What was achieved?
<ul style="list-style-type: none"> • re-usable coffee cups are now used 	

Waste Reduction	
Action	What was achieved?
<ul style="list-style-type: none"> • 20 000litres of rainwater will be harvested for the use of our organic orchard 	
<ul style="list-style-type: none"> • In 2022, a Year 1 class identified the waste associated with wind-up crayons. They investigated the question 'Where do they come from and where do they go?'. All casings of wind up crayons were collected from this class throughout the year and counted periodically. Students brainstormed alternatives, collected data on their preferred alternate crayon, investigated the price difference on these new crayons, and created persuasive posters and letters. These posters and letters were addressed to the school principal requesting the replacement wind-up crayons with their voted preferred crayon onto the book list the following year. 	
<ul style="list-style-type: none"> • In 2022, a Year 1 class identified the waste associated with wind-up crayons. They investigated the question 'Where do they come from and where do they go?'. All casings of wind up crayons were collected from this class throughout the year and counted periodically. Students brainstormed alternatives, collected data on their preferred alternate crayon, investigated the price difference on these new crayons, and created persuasive posters and letters. These posters and letters were addressed to the school principal requesting the replacement wind-up crayons with their voted preferred crayon onto the book list the following year. 	

Green Waste management	
Action	What was achieved?
<ul style="list-style-type: none"> To collect all the green waste from the students in their eating areas and use it in large rotating compost bins and worm farms. This compost will then be used for our organic orchard. 	

What to do with all this soft plastic?	
Action	What was achieved?
<ul style="list-style-type: none"> We will be working with the Eco Brick organisation to help us reduce waste at our school. Eco bricks will be made to create soft furnishings for outdoor use such as tables and chairs and games tables, Soft plastic bins will be available at all eating areas and the tuckshop. All soft plastic will then be used to fill hard plastic containers such as 2litre milk. We anticipate this will reduce a significant amount of waste going into land fill. 	

Grounds Management

Goals: One of the key goals for managing school grounds sustainably is to incorporate effective waste management programs. Benowa aims to reduce OVER 80% of its waste by implementing a recycling program in 2023. This program will compost all food waste into our community orchard.

Additionally, all soft plastics will be going into the eco-bricking programme which will be rolled out in 2024. Our soft plastic bricks can then be recycled and used as decorative garden edging for our school beautification.

We plan to create Biodiversity spaces by creating habitats for different species, planting native trees and plants and reducing the use of pesticides and herbicides. In 2022 a Yarning Circle was created with the support of The Local Botanical Society. Native flora was planted to introduce native fauna. and to incorporate Indigenous perspectives.

Another important goal for managing our school grounds sustainably is to promote environmental education. This can include teaching students about the importance of biodiversity, recycling, and sustainability and encouraging them to get involved in environmental projects and initiatives.

Our school aims to create a sustainable culture by involving students, teachers and parents by creating a sustainable committee where everyone has a say in creating a healthier future.

Increasing Biodiversity	
Action	What was achieved?
<ul style="list-style-type: none"> • Re-vegetate year 7 eating area. Engaging students in learning about biodiversity with real life, hands on activities. Use this area to motivate interest in biodiversity projects in other areas of the school. 	<ul style="list-style-type: none"> • Year 7 eating area redeveloped by student group to increase biodiversity of area.

Audit of energy use to inform goal setting for 2012	
Action	What was achieved?
<ul style="list-style-type: none"> • A yarning circle will be created using local plants 	

Whole School Planning

- Goals:** Benowa's goals are to integrate whole school planning for sustainable projects which involves developing a comprehensive approach to sustainability across all aspects of our school's operations.
- Creating a culture of sustainability:** Our primary goal of integrated whole school planning is to create a culture of sustainability throughout the school. This involves engaging all stakeholders, including students, staff, and parents, in discussions about sustainability. We have formed a committee called the 'Eco Warriors' where we will identify problems, promote solutions to make our school clean and green.
- Reducing the school's environmental impact:** Integrated whole school planning aims to reduce the school's environmental impact by identifying areas where the school can reduce waste, conserve energy and water, and decrease greenhouse gas emissions.
- Educating students about sustainability:** Benowa uses integrated whole school planning to teach students about sustainability and the importance of environmental stewardship. By incorporating sustainability into the curriculum and providing opportunities for students to engage in sustainability projects, we help students develop the skills and knowledge they need to become environmentally responsible citizens.
- Fostering community partnerships:** Our Integrated whole school planning will develop partnerships with community organizations and businesses that are committed to sustainability. By working together, schools and community partners will share resources and expertise to achieve our sustainability goals.
- Developing a sustainable infrastructure:** We use integrated whole school planning to develop a sustainable infrastructure that includes whole school waste management systems, green buildings and outdoor spaces, and renewable energy systems. This infrastructure can reduce the school's environmental impact and provide a model for other schools and organizations to follow.

Audit of school waste to inform goal setting for 2012	
Action	What was achieved?
<ul style="list-style-type: none"> Develop awareness of new waste management procedure once new bin system is in use 	<ul style="list-style-type: none"> All students and staff to attend Wipe Out Waste Program term 1 2012 to provide support with audit of water. GCCC to facilitate audit in term 1 2012 to implement new waste management system for 2012.

Green Waste management	
Action	What was achieved?
<ul style="list-style-type: none"> Benowa will be working closely with the Friends of the Botanical gardens to plant endemic plants that work symbiotically with fruit trees to reduce pests and disease 	

School Community Participation

- Goals: At Benowa school we are verty staff and students aware of community partnerships available to support teaching and learning opportunities that promote sustainability such as:
- GCCC Wipe out waste program.
 - Numinbah Valley Energy Trailer.
 - Numinbah Valley EEC (Lynn Churchill) staff education and awareness, SEMP information.
 - GCCC Water wise program.
 - Eco Marines program
 - Friends of the Botanical Gardens
 - engage with the global ECO Brick community

Integration of sustainability into current curriculum	
Action	What was achieved?
<ul style="list-style-type: none"> • Whole staff meeting with focus on goals for Sustainability and integration into curriculum. 	<ul style="list-style-type: none"> • Whole School Staff meeting held to inform school of goals and importance of SEMP. Frequent updates when needed of ES practices. Whole School participation in Wipe Out Waste 2012. Establishment of Go Green team through student leadership program 2012.

Audit of energy use to inform goal setting for 2012	
Action	What was achieved?
<ul style="list-style-type: none"> • Eco Marines program where a group of students will be selected to partake in a program where they work with the SEAWORLD CORP to become ambassadors for marine animals and wild life. The program looks at ways we can reduce pollution in the ocean and waterways. 	
<ul style="list-style-type: none"> • A whole school assembly will be held to discuss how we will showcase our past success for a more cleaner, greener school. It is anticipated that a night will be held so that we can showcase with the parents and citizens of our school community, our environmental journey to date and discuss where we plan to go from here. 	

What to do with all this soft plastic?	
Action	What was achieved?
<ul style="list-style-type: none"> • Eco Brick is an organisation that will come to our school to help educate staff and students about eco bricking and what can be made from them. 	