

## Eco-Schools Case Study

<b>Name of the School:</b>	<b>Bullsbrook College</b>		
<b>City/ State/ Territory</b>	<b>Bullsbrook/ WA</b>	<b>Project Title:</b>	<b>Litter Legends</b>
<b>Eco-Coordinator's name:</b>	<b>Caroline Alder</b>	<b>Project Completion Date:</b>	<b>On-going</b>
<b>Age group of participating students</b>	<b>Year 4 and Year 5 students</b>	<b>Current Award Level:</b>	

**Eco-Schools Theme: Please tick relevant boxes**

<input type="checkbox"/> Biodiversity	<input checked="" type="checkbox"/> Litter & Waste
<input type="checkbox"/> Energy & Climate	<input type="checkbox"/> Waste & Waterways
<input type="checkbox"/> Fair Go	<input type="checkbox"/> Water
<input type="checkbox"/> Healthy lifestyles	

### Guidance Notes:

- Please type in the boxes below. The boxes will expand automatically with the text when entered.
- You are more than welcome to separate your projects out into different case studies or cover a variety of projects within the one template.

### PROJECT BACKGROUND

- **Why did you decide to undertake this project?** (I.e. was it a particular issue in school or part of a larger campaign)
- **What aims did you have starting out?**

Litter across our school had become an issue, despite adequate amount of bins. Students didn't understand the impacts of littering on our school and wider environment.

The aim was to educate students about being mindful of their actions regarding waste and litter and to reduce the amount of litter and waste in the school.

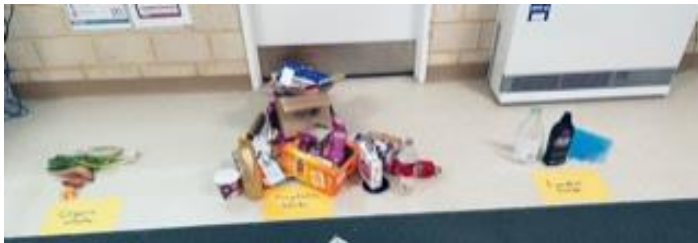
## ACTION

- How was the project delivered?
- Was the project topic integrated into the curriculum? If so, please describe how.

The project was delivered by putting out an expression of interest to students from Year 4 and Year 5 to become 'Litter Legends'. They had to state WHY it was important to them to clean up our school environment and present any ideas they may have. Once 20 students were selected, they met in the school boardroom and were taught how to run a committee. A chairperson and deputy, minute taker and time keeper were selected and students were put into 'litter teams'.

The program was integrated into the Science curriculum. Year 1 to 6 students (550) over three weeks were explicitly taught: What is litter and its impact. Categorising litter (landfill, organic and recyclable). Participating into a litter sort.

The teaching will extend to Science week in Week 5 when students will be using organic waste to rebuild worm farms for our school veggie garden







## STUDENT LEADERSHIP

- How did you get the students involved? How did they have ownership?

The committee is student led with roles assigned to them. Students are collecting and sorting litter and recording this. Students present ideas in the board meetings (twice per team). Year 6 students will be showing other year groups how to set up the worm farms.



## FUNDING

- Did you receive funding for the project?

Not as yet.

## PROJECT SUPPORT

- **Did you receive any support from parents, staff or outside agencies in regard to the project?**

A number of staff and a parent member are involved and on the committee. As part of Science week parents will be invited to a waste free picnic and this will kick start 'Waste free Wednesdays' working with parents to provide lunches in a waste free manner.



## CHALLENGES

- **Did you have to overcome any challenges to make the project succeed?**

In terms of the waste we produce as a school, encouraging staff to reduce the amount of printing (a new system using our photocopier has helped with this).

## RESULTS

- **How have the students benefitted from the project?** (e.g., knowledge gained, skills learnt, an improvement in behaviour, attainment, or attendance?)
- **Have there been any other benefits for the school as a result of the project?** (e.g., reduced costs, cleaner school, etc). **Please include any figures and analysis if appropriate**

Students are benefitting from the explicit lessons as it is making them think twice about dropping litter; the emotive videos on the impact of litter on animals has prompted lots of discussion from the students. They now have a clear understanding of the impact of dropping litter and of the cost of cleaning up.

One impact has been the collection of organic waste to assist with composting and the worm farms to create healthy soils and feed for our two veggie gardens and orchard – these are products we sell back to staff and the community.

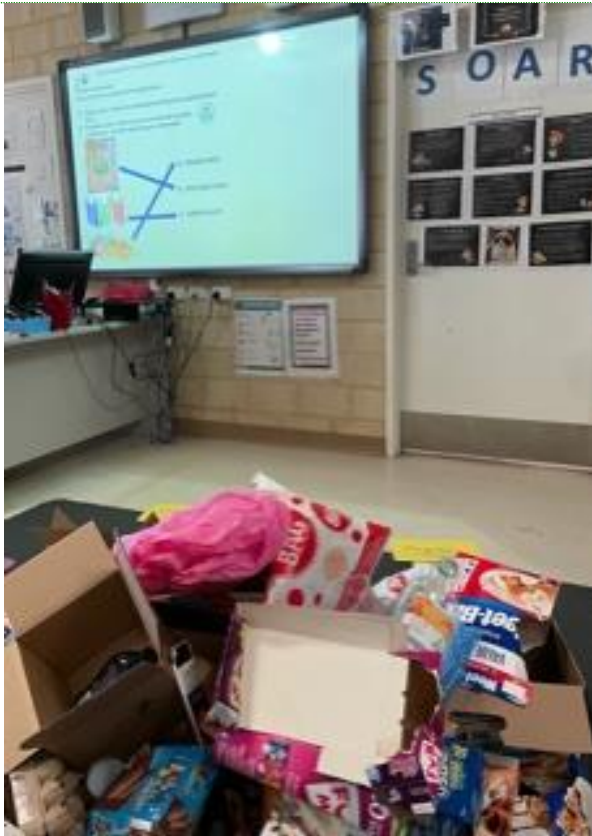
## IMPACT

- How did you measure and monitor the impact of the project?



Litter collected was weighed and recorded (displayed, and successes mentioned in assemblies).





## EDUCATIONAL RESOURCES

- **Have you used any Eco-Schools educational resources? (If yes, indicate which ones)**

Yes, we used the lessons on litter and waste as a guide to re-write our own version to fit each Year group. These were written as explicit lessons as we are an EDI school (Explicit Direct Instruction) and embed engaging child friendly video clips with questions.

We also taught our Year 4 students how to recycle paper and make new paper as part of their reduce, reuse, recycle learning

## LESSONS LEARNED

- **What advice would you give to schools that want to follow in your footsteps?**

Be student led

Make sure you actually explicitly teach the impact of what you are doing school-wide.

Shout about it; school Facebook, Connect, newsletter, newspapers.

Be very vocal about its achievements.

## NEXT STEPS

- **Has this project inspired or driven other Eco-Schools ideas? What is the school working on next?**

Our focus is Waste and Litter for this year, however after completing the social impact review, we are keen to extend our 'habitats and homes' with regard to biodiversity.

## EXTERNAL SUPPORT

- **Has your school received any local council support with regards to the Eco-Schools Program?**

No

Please return your completed case study and attach 1-2 photos to [marina@kab.org.au](mailto:marina@kab.org.au)

We will publish it on the Eco-Schools website and newsletter, as well as showcasing your school on our social media channels!

[www.eco-schools.org.au](http://www.eco-schools.org.au)

Thank you!