

Eco-Schools Case Study

Name of the School:	Oxley Park Public School		
City/ State/ Territory	NSW	Project Title:	Litter Legends
Eco-Coordinator's name:	Jayne Alba	Project Completion Date:	November 2021
Age group of participating students	Preschool – Year 6 (whole school recycling). Stage 2 students responsible for collection	Current Award Level:	Green Flag
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?**

We have been involved in Litter Legends for three years 2019, 2020 and 2021. We began collecting plastic waste in 2017. In 2018 staff were driving to different locations all over Sydney to use Return and Earn collection stations. In 2019 we obtained a Grant from Eco Schools Australia to participate in the 'Litter Legends' program.

In 2017, we started becoming conscious about our paper consumption and so enabled a professional company to collect our paper waste to recycle responsibly. This led to an interest in recycling plastic waste and as a whole school community and we began looking into a range of possibilities and options to help guide this sustainable practice.

Our aim in the beginning was to cut down on the amount of rubbish and litter at school, which led to learning about how to responsibly recycle the litter. Each classroom has a tub for recycling paper and one for recycling plastic waste (return and earn).

ACTION

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

Each year our Environment Team come together to follow the Eco School's environmental review, and prepare an Action Plan for a range of sustainable projects the whole school community is involved in. As an Environment Team we come together twice a term to delegate projects between the school to ensure a wide range of students gain experience in sustainable practices. We include the NSW curriculum in our Action Plan:

NSW Department of Education's Learning Journal for students on "waste and materials"

<https://sites.google.com/education.nsw.gov.au/waste-and-materials-sap/home>

Australian Curriculum on Sustainability - <https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability/>

And include the United Nations Sustainability Goals in our Action Plan

<https://sdgs.un.org/goals>

Currently Stage 2 have integrated the recycling "litter legends" program into their Science, Geography and Mathematics curriculum. In addition, we follow the United Nations Sustainability Goals in all our sustainable projects and the

https://sites.google.com/education.nsw.gov.au/waste-and-materials-sap/home/nsw-syllabus-links#h.p_jAg0ySNKU1P3

Stage 2 – Science:

questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations ST2-1WS-S

selects and uses materials, tools and equipment to develop solutions for a need or opportunity ST2-2DP-T

investigates the suitability of natural and processed materials for a range of purposes ST2-7MW-T

Stage 2 – Geography

acquires and communicates geographical information using geographical tools for inquiry GE2-4

describes the ways people, places and environments interact GE2-2

examines differing perceptions about the management of places and environments GE2-3

Stage 2 – Mathematics

uses appropriate terminology to describe, and symbols to represent, mathematical ideas MA2-1WM

selects and uses appropriate mental or written strategies, or technology, to solve problems MA2-2WM

checks the accuracy of a statement and explains the reasoning used MA2-3WM

selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs MA2-18SP

STUDENT LEADERSHIP

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

The school has been involved in recycling since 2017 so the students are competent and confident in recycling in the upper primary classes. Students in kindergarten to year two require modelled and guided instructions about recycling for them to be involved and engaged. Teachers have been providing modelled and guided lessons on recycling and use a variety of platforms to engage students such as using The Eco School's lessons and also links from the ABC Behind The News links from the Department of Education's links on "Waste and Materials".

- **NOTE ALL STUDENTS IN THE PHOTOs BELOW HAVE PERMISSION TO BE PUBLISHED (Jayne Alba 1.8.21)**

Litter Legends 2021



FUNDING

- **Did you receive funding for the project?**

Yes, this is our third year to apply for an Eco School's Litter Legends Grant of \$500.00.

PROJECT SUPPORT

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

We have support from 20 staff who are involved in our Environment Team and some parents from our P & C community assist us. We also have partnered with Red Frogs Recycling company who collect our plastic waste and a separate company who collects our paper recycling each fortnight.

Since 2017, we have been involved in multiple projects and partner with a wide range of outside agencies such as: Penrith City Council, Kreative Koala, Oz Harvest FEAST, Red Frogs Recycling, Eco Schools Australia, Keep Australia Beautiful, Woolworth, Landcare, Sustainable Schools Australia, PHEEN – Facebook group, Centre of Excellence in Agricultural Education - Richmond Agricultural College, Penrith Lakes environmental Education Centre, Western Sydney University, National Parks and Wildlife Services, Bunnings Warehouse Minchinbury, Catherine Junior School – United Kingdom,

CHALLENGES

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

No we have not had any challenges to make this project successful.

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**

The students have gained valuable knowledge on the importance of recycling and have taken this new skill into their own homes. Parents often comment that the students are now very responsible at home and some even have the same collection bins as we have at school. Being a part of the Environment Team provides students with an outlet to improve their social and emotional literacy and become part of a collective, whole school approach, working towards a shared belief, and understanding and goals in sustainability. The students who have gone onto high school this year were involved in some environment projects in 2017, 18, 19, and 20 and have now gone on to become global responsible citizens of the future in sustainable practices. We currently have recycled over 100kgs of plastic waste in the last 3 years.

IMPACT

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

The students help collect, measure, and monitor the waste each month. They help to weight the waste and record it into an audit sheet and send to Eco Schools Australia each month. Each year we share with our school community the results. In 2019 we held an Environment Assembly, however, due to COVID-19 in 2020 we prepared a PowerPoint presentation and a video which was uploaded to our school's Facebook account, Twitter and You Tube account and also promoted in our school's Newsletter and Schoolbag app. Here is a link to our You Tube account of a video the students made in 2020.

<https://www.youtube.com/watch?v=1ognabaJahY&t=53s>

EDUCATIONAL RESOURCES

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

- Teacher resources – a variety of lessons and templates in the classroom.
- Environmental and Social Review
- Action Plan

-Baseline Survey

- Litter and Waste Audit

LESSONS LEARNED

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

Join Eco Schools who can provide a wide range of ideas to get you started. This includes lesson ideas and ideas on a variety of sustainable practices. Then, reach out to your local council who can also provide lots of guidance and advice. Also, join community partners either through newsletters, Facebook groups, etc to share knowledge and work collegially together on projects.

NEXT STEPS

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

We have been a member of Eco Schools Australia since the beginning of 2018, and have been involved in the Twinning Schools project, and partner with a school in the United Kingdom. In 2021 our sustainable projects include "Bee Wise" a collaboration with Woolworths and Landcare to install two native beehives. We also have partnered with OZ Harvest FEAST to undertake a cooking, kitchen garden program for the third year in a row in our Outdoor Café/Classroom. Two teachers are involved in a Sustainable Schools Grant and we are completing a sensory garden in one of our playgrounds. We have an active garden club that is open everyday of the week and has over 65 vegetable garden beds, worm farms and composting projects. Also, we have a school farm with 3 ducks and 7 chickens, and we have a rabbit who is used as a therapy pet for students. Our school is involved in a wide range of healthy lifestyle and mental health awareness campaigns that the Environment Team promote throughout the year to improve on student's individual outcomes. Where to next: - We are currently collecting plastic lids from bottles to undertake a whole school artwork project possibly in Term 4, 2021 or Term 1, 2022 (due to COVID-19).

EXTERNAL SUPPORT

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

Yes, we reached out to Penrith Council, Andrew Hewson, Sustainability Education Officer who has been involved in our school's sustainability practices since 2018. He supplied support, information, and advice when we set up the school farm in 2018. Andrew has also been on incursions to advised students on sustainability practices in water ways project that was linked to our Kreative Koala Project with Picture You in Agriculture in 2019. He has also helped with our various recycling projects with advice on best practices. Andrew is also a member of PHEEN (Penrith Hawkesbury Environmental Education Network), a Facebook group who meet once a term to share knowledge, tips and advice between local schools and community leaders in sustainability in the Penrith Hawkesbury district.

Please return your completed case study and attach 1-2 photos to 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

Thank you!