

## Case Study

<b>Name of School:</b>	<b>Elizabeth Macarthur High School</b>		
<b>School Post Code:</b>	<b>2567</b>	<b>Project Completion Date:</b>	<b>December 2014</b>
<b>Eco-Coordinator:</b>	<b>Nicolet Westerhof</b>	<b>Current Award Level:</b>	<b>Bronze</b>
<b>Project Title:</b>	<b>Eco Schools Pilot – Salt Bush Solution</b>		

Eco-Schools Topic: Please enter "X" in relevant boxes			
<b>Water:</b>	<input checked="" type="checkbox"/>	<b>Healthy Living:</b>	<input checked="" type="checkbox"/>
<b>Waste:</b>	<input type="checkbox"/>	<b>School Grounds:</b>	<input checked="" type="checkbox"/>
<b>Litter:</b>	<input type="checkbox"/>	<b>Biodiversity:</b>	<input checked="" type="checkbox"/>
<b>Energy:</b>	<input type="checkbox"/>	<b>Global Perspective:</b>	<input type="checkbox"/>
<b>Transport:</b>	<input type="checkbox"/>	<b>General:</b>	<input checked="" type="checkbox"/>

## 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?**

The students selected to develop an area in the school farm which was having water logging issues and causing problems with the neighbours.

Aims: to drop the water table in this area, identify salinity issues and then using various trees to assist in dropping the water table.

## ACTION

**How was the project delivered? In year 1 Agriculture 2013. Now year 11 Agriculture 2014.**

**Was the project topic integrated into the curriculum? If so, please describe how.**

Yes. Developing various work related skills in year 10 Agri-Food unit.

Year 11: working in the various outcomes, such as:

P1.1 describes the complex, dynamic and interactive nature of agricultural production systems

P1.2 describes the factors that influence agricultural systems

P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems

P 4.1 applies the principles and procedures of experimental design and agricultural research

## PUPIL LEADERSHIP

### **How did you get the pupils involved? How did they have ownership?**

The students in the class were all allocated a section in the eco schools plan and they were then required to investigate the various area and identify issues. As a whole class they then developed an action plan identifying the key areas that need to be dealt with.

One group, then develop a project that encompassed and identified problem with water and biodiversity. They then managed to work in healthy eating concepts and improving the school grounds (School farm)

## FUNDING

### **Did you have to source funding for the project? The students applied for an environmental grant and were successful, being awarded \$2500**

## PROJECT SUPPORT

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

Brian Trench and his team.

## CHALLENGES

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

At this stage we have not started the physical component of the project. Just developed the action plan.

The main challenge is time and staff who don't value environmental concerns.

## RESULT

**How have the pupils 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.**

Teamwork and developing communication skills. Enthusiasm for caring for the environment. Practical skills will be developed as they work through to completion.

## IMPACT

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

Student engagement and involvement.

## EDUCATIONAL RESOURCES

**Have you used any educational resources or participated in any local or national campaigns or events?** (If yes, indicate which activities you have taken part in)

The website recommend by Brian to sue the guide to identify areas. The template for the action plan.

## LESSONS LEARNED

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

Use the resources supplied by Brian, work with other schools, teachers who have and are involved in the program. Ensure students take ownership and develop their ideas.

## NEXT STEPS

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

To work through the action plan. Take small steps.

## EXTERNAL SUPPORT

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

Via the Camden Park environmental Education Centre. Support with resources.

Please return your completed case study and  
any relevant photographs to [info@eco-schools.org.au](mailto:info@eco-schools.org.au)

We will endeavour to publish it on the Eco-Schools website as soon as possible.

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