



Catholic
Earthcare
AUSTRALIA

SECONDARY SCHOOL

ENVIRONMENTAL REVIEW

Student Names, Year and Class:

Date:





**Catholic
Earthcare**
AUSTRALIA

Version 1.0

Catholic Earthcare Australia
28-32 O’Riordan Street
Alexandria, NSW 2015

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How to use this audit tool

This Environmental Review is designed to raise awareness of the issues you face at school to be more caring of our common home.

This student led survey will enable you to more easily identify a theme to focus on for the year. Alternatively, students may wish to design their own environmental review tool for use.

Instructions for Students

This auditing process can be carried out without teacher guidance. We suggest a multiple-year, student-led approach with limited teacher support. The questions in this tool may require some research, critical thinking and analysis, and the building of good communication with senior school staff.

Each box works on a numerical value. At the end of each section, simply tally the total numerical amount from these boxes, and enter them into the *Audit Summary Page* on Page 24.

The Audit Summary Page will help you identify where your schools is performing well, where it needs improvements and what still needs to be identified.

The 'gaps' that you identify can help shape the direction, purpose and goals of the student-driven environmental com-

You'll find helpful check boxes and embedded website links to find out more information and help you complete the audit.

In order to become an Earthcare School, you'll need evidence of this completed process.

Instructions for Educators

This auditing process has been designed by teachers and environmental professionals to be completed by students.

You don't need to pay anyone to complete this audit.

If you need support, contact Catholic Earthcare would be happy to assist.

Please Note that you can use the document on your device with a PDF viewer software.

1. Waste management

1.1. Which of these activities does your school participate in to reduce waste?

- | | | |
|---|---|---|
| ① Separation of food waste into compost bins | ① Hand dryers or cloth towels in bathroom instead of paper towels | ① Participate in Clean Up Australia Day activities |
| ① Recycling bins in each classroom | ① Anti-litter messages at school assemblies and posters | ① Everyone understands the 'circular economy' and importance of refuse, reduce, reuse, repair and recycle |
| ① Teachers using both sides for photocopying. | ① A student-led litter campaign | |

Total number of items above: _____

1.2. Describe how full your bins are in your school?

- ① 80-100% ② 60-80% ③ 40-60% ④ 20-40% ⑤ 0-20% ⑥ None

1.3. Which photo best represents the amount of litter at your school?



①



②



③

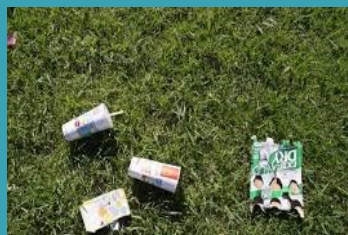


⑤

1.4. Which photo best represents the amount of litter outside of your school?



①



②



③



⑤

1.5. How much of your school equipment and disposable items does it recycle such as toner and ink cartridges, clean paper, cardboard, refundable glass, aluminium or PET bottles, steel /timber from furniture and organic matter such as food compost, and garden and grass clippings ?

⑤ 80-100%

④ 60-80%

③ 40-60%

② 20-40%

① 0-20%

① None

1.6. How well known is your schools anti-litter policy?

① Not at all

③ Reasonably

⑤ Very Well

Comment



Total score



2. Transport

2.1. What proportion of students travel to school by car?

- ☐ 0 80-100% ☐ 1 60-80% ☐ 2 40-60% ☐ 3 20-40% ☐ 4 10-20% ☒ 5 0-10%

2.2. Does your school...

- | | | |
|---|----------------------------|--|
| Have a safe and secure area to store bicycles and scooters? | <input type="radio"/> 0 No | <input checked="" type="radio"/> 5 Yes |
| Offer training on how to use and/or maintain bicycles and scooters safely? | <input type="radio"/> 0 No | <input checked="" type="radio"/> 5 Yes |
| Encourage sustainable travel (public transport, cycling, walking)? | <input type="radio"/> 0 No | <input checked="" type="radio"/> 5 Yes |
| Have safe roads outside of the school grounds (zebra crossing, lollipop people, traffic lights) | <input type="radio"/> 0 No | <input checked="" type="radio"/> 5 Yes |
| Have an Active Travel School Program, and are students, staff and teachers aware of it? | <input type="radio"/> 0 No | <input checked="" type="radio"/> 5 Yes |
| Are students aware of the global impact of air pollution and our transport choices? | <input type="radio"/> 0 No | <input checked="" type="radio"/> 5 Yes |

Total number of items above: _____

2.3. Does your school participate in any of the following travel campaigns?

- | | |
|---|---|
| <input checked="" type="radio"/> 1 Bicycle Train to School | <input checked="" type="radio"/> 1 Park and stride |
| <input checked="" type="radio"/> 1 Walk to school Wednesday | <input checked="" type="radio"/> 1 National Walk/Ride To School Day |

Total number of items above: _____

Comments



Total score



3. Water

3.1. Are water meters easily visible, and are students involved in taking water meter readings?

① No

③ Water meters are visible

⑤ Students take and display water meter readings

3.2. Does your school...

Use self-stopping taps, and have no leaking pipes or taps

① No

⑤ Yes

Use rain water tanks for flushing toilets and/or watering plants?

① No

⑤ Yes

Plant native or arid plantings to reduce irrigation needs

① No

⑤ Yes

Ensure students use a reusable water bottle?

① No

⑤ Yes

Learn about clean water and drought in other countries?

① No

⑤ Yes

Total number of items above: _____

3.3.. What proportion of toilets are dual flush or reduced capacity?

① None

③ Less than 50% of toilets

⑤ More than 50% of toilets

Comments



Total score



4. Biodiversity

4.1. Do classes go outside the school grounds to explore different habitats i.e. forests, beaches, grasslands?

① No

③ Some classes each year

⑤ All classes each year

4.2. Has your school participated in local, state or national observation or citizen science projects? E.g. Backyard Bird Count

① No

③ One

⑤ More than one

4.3. Does your school have areas of plantings for trees and shrubs in garden beds, pots and in the yard?

① No

③ Generally

⑤ Significantly

4.4. Are the plants native or exotic?



① No



③ Yes, but less than 50% native



⑤ Yes, more than 50% native

4.5. Have any areas of the school ground eroded from water runoff or unplanted gardens?

① No

③ Some erosion

⑤ Lots of erosion

4.6 Does your school have any of the following?

① Bird baths _____	① Long grass/native shrubs _____	① Native flowering plants _____
① Remnant bushland _____	① Wildlife cameras _____	① Pond or wetland _____
① Native animal ID sheets _____	① Newly-planted trees _____	① A species record _____
① Wildlife feeders e.g. bird feeder _____	① Log piles for invertebrates _____	① Bird, bat or mammal nest boxes _____

Total number of items above: _____

4.7 Does your school have any endangered fauna or flora in or near the school precinct

① No

③ One of the above

⑤ More than one of the above

Comments



Total score

5. Caring for Country

5.1. Have you learnt about how Indigenous Australians cared for country?

① No

③ Some classes each year

⑤ All classes each year

5.2. Has your school undertaken native tree planting to provide shade a native corridor habit or for beautification

① No

③ Some

⑤ Quite a lot

5.3. Does your school have an Indigenous food garden ?

① No

③ Yes, only a few plants

⑤ Yes, many plants and/or informative signage

5.4. Does your school have selective plantings for small birds habits ?

① No

③ Yes

⑤ Yes, and actively engaged with social justice programs that support Indigenous Australians

5.4. Has the school adopted a local creek or waterway or made conscious efforts to connect student littering and maintenance of school grounds to the care of local waterways.

① No

③ Mentioned with small actions

⑤ Yes with a number mitigation programs o

Total number of items above: _____

5.5. How does your school celebrate NAIDOC Week each year.

① Not at all

③ One event

⑤ A week of acknowledgement and events.

5.6. Has the school eliminated all toxic chemicals from its building and grounds maintenance such as Round Up

① No

⑤ Yes

Comments



Total score

6. Energy

6.1. Is the schools energy information available to you?

- ☐ 0 No ☐ 3 Yes, when requested ☐ 5 Yes, energy meters easily visible or accessible on-line

6.2. Are you involved in taking energy readings for the school?

- ☐ 0 No ☐ 5 Yes

6.3. Is there someone at school responsible for monitoring energy consumption?

- ☐ 0 No ☐ 3 Yes, staff member ☐ 5 Yes, students

6.4. Does your school use green energy?

- ☐ 0 No ☐ 5 Yes

6.5. Does your school use on-site renewable energy sources, i.e. solar panels?

- ☐ 0 No ☐ 3 Yes, one source ☐ 5 Yes, several sources

6.6. Has your school taken any of the follow steps to reduce energy usage?

- | | | |
|--|--|---|
| <input type="checkbox"/> 1 Switching off lights when not in use | <input type="checkbox"/> 1 Reduced thermal loading on walls facing the sun through plantings or shading | <input type="checkbox"/> 1 Insulated water pipes |
| <input type="checkbox"/> 1 Windows closed when using heating or air-conditioning | <input type="checkbox"/> 1 Energy-efficient light bulbs | <input type="checkbox"/> 1 Energy-efficient student smart devices |
| <input type="checkbox"/> 1 Low-energy appliances | <input type="checkbox"/> 1 Motion sensor light switches | <input type="checkbox"/> 1 Participation in Earth Day Events |
| <input type="checkbox"/> 1 Full energy efficiency audit of the whole school | <input type="checkbox"/> 1 School policy of switching air-conditioning on and off and temperature control. | |

Total number of items above: _____

Comments



Total score



7. Healthy living

7.1. Does your school...

- | | | |
|--|--|--|
| <input type="checkbox"/> Offer vegetarian and vegan food | <input type="checkbox"/> Daily fruit | <input type="checkbox"/> Daily exercise |
| <input type="checkbox"/> Encourage Meat-free Monday or similar | <input type="checkbox"/> Drink only water policy | <input type="checkbox"/> Facilitate prayer and reflection activities |

Total number of items above: _____

7.2. Does your school have water fountains and bottle refill stations?

- ☐ No ☐ Yes, but only one type ☐ Yes, both types

7.3. Does your school encourage healthy eating during break?

- ☐ No ☐ Yes, told to bring healthy food ☐ Yes, school provides healthy food

7.4. Does your school teach you skills in preparing and cooking healthy food?

- ☐ No ☐ Yes, taught the benefits of a healthy diet ☐ Yes, taught the benefits of a healthy diet and how to prepare food

7.5 Do you have opportunities for mindfulness, growth and relaxation?

- ☐ No ☐ Yes

7.6 Does the school connect students to understanding the privilege of their lives and the struggle of poor communities around the world?

- ☐ No ☐ Yes

Comments



Total score



8. Ocean stewardship

8.1. Are seafood and fish products used at school sustainably caught?

① No

③ Yes, not FSC certified

⑤ Yes, FSC certified

8.2. Does your school organise field trips to local beaches, waterways

① No

①
One class has been

③ More than one class has
been

⑤ Yes, school provides
healthy food

8.3. Are single use plastics such as straws, coffee cups, plastic bags or plastic available?

① No

⑤ Yes

8.4. Do you learn about marine conservation in school?

① No

③ Yes, some classes are educated about
marine conservation

⑤ Yes, all classes are educated about
marine conservation

8.5. Does your school use environmentally-friendly cleaning products?

① No

③ Yes, whenever possible

⑤ Yes, all other cleaning products
banned

8.6. Has your school ever taken part in a beach, river or wetland clean-up?

① No

③ Once

⑤ Regularly



Comments



Total score

Tally and Final Results

Section	Mark Achieved	Total possible mark
Section 1. Waste management		
1.1		8
1.2		5
1.3		5
1.4		5
1.5		5
1.6		5
Total achieved		
Grade achieved (circle)	A (21-32) B (11-20) C (0-10)	
Section 2. Transport		
2.1		5
2.2		30
2.3		4
Total achieved		39
Grade achieved (circle)	A (27-39) B (14-26) C (0-13)	
Section 3. Water		
3.1		5
3.2		25
3.3		5
Total achieved		35
Grade achieved (circle)	A (24-35) B (13-23) C (0-12)	
Section 4. Biodiversity		
4.1		5
4.2		5
4.3		5
4.4		5
4.5		5
4.6		12
4.7		5
Total achieved		42
Grade achieved	A (28-42) B (15-28) C (0-14)	

Tally and Final Results

Section	Mark Achieved	Total possible mark
Section 5. Caring for country		
5.1		5
5.2		5
5.3		5
5.4		5
5.5		5
5.6		5
Total achieved		30
Grade achieved (circle)	A (21-30) B (11-20) C (0-10)	
Section 6. Energy		
6.1		5
6.2		5
6.3		5
6.4		5
6.5		5
6.6		11
Total achieved		36
Grade achieved (circle)	A (22-36) B (12-22) C (0-11)	
Section 7. Healthy living		
7.1		6
7.2		5
7.3		5
7.4		5
7.5		5
7.6		5
Total achieved		31
Grade achieved (circle)	A (22-31) B (11-21) C (0-10)	
Section 8. Ocean stewardship		
8.1		5
8.2		5
8.3		5
8.4		5
8.5		5
Total achieved		25
Grade achieved	A (16-25) B (9-15) C (0-8)	

We did well in...

We should improve on...

Priority actions: the three topics we will work on in the next 12 months.

1.

2.

3.