

Talara Primary College



Environmental Management Plan

From: Jul 2011

To: Jul 2014

Last Modified: 18/11/2011

Written by:

Sandra Chaplin, Andrew Philp, Allan Cross, Sylvia Hodgkinson, Stephen Adams, Pete Hennassy.

Talara Primary College

Address: Talara Street, Currimundi, QLD 4551

Phone: (07) 5438 3777, Fax: (07) 5438 3700

Queensland Sustainable Schools

<http://www.sustainableschools.qld.edu.au>

About Talara Primary College

Principal's statement

Talara Primary College affords all of our students a hand-crafted curriculum which engages, enables and empowers students as information architects who can think, create, investigate, communicate, participate, reflect and understand within the globalised society of the 21 Century. Environmental education is a key part of this vision and challenges our perception of teaching, that we might be alert to and create opportunities through integrating curriculum, resource management, grounds management, whole school planning. We are committed to empower our students and our school community to inspire active, participatory and life long environmental citizenship through environmental sustainability in everyday practices to reduce their ecological footprint. Sustainability is defined as 'meeting the needs of the present without compromising the ability of future generations to meet their own needs', or simply as 'enough for all forever'.

Vision/mission statement

Talara Primary College affords all of our students a hand-crafted curriculum which engages, enables and empowers students as information architects who can think, create, investigate, communicate, participate, reflect and understand within the globalised society of the 21 Century.

Management and planning priorities

Identify improvements to reduce general waste
Reduce the schools energy consumption and adopt reductions strategies across the school
Increase current levels of Biodiversity within our schools grounds
Incorporate aspects of environmentalism into the curriculum at all year levels
Encourage links with outside organisations and groups to assist the school in reaching sustainability goals.
Report annually through the schools annual plan.
Increase awareness of the schools environmental objectives amongst staff, students and wider community.

School profile and background

Talara Primary College, situated in Currimundi on the Sunshine Coast, is a P-7 Education Queensland State Primary School which was opened in 1998 with 300 Students enrolled. From an Education Queensland perspective, Talara was built to provide a primary educational facility west of the Nicklin Way and north of Caloundra Road to service the rapidly developing high density housing area being developed at that time.

During initial construction of the school a number of concerned staff and community members sought approval to retain a patch of remnant Wallum habitat which was considered Endangered south of Noosa at that stage. With assistance from Caloundra City Council the Wallum was retained. In conjunction with this Talara's Environmentally Aware Kids (T.E.A.K) group was formed.

Today Talara Primary College caters for over 1 000 students and the Wallum, now known as The Living Classroom, forms the basis of the schools environmental education actions. The Schools T.E.A.K. group has also developed over this time and now plays a crucial role in the design, implementation and maintenance of the Talara's environmental initiatives.

About the local environment and community

Talara Primary College is located in the suburb of Currimundi on the Sunshine Coast. Situated approximately 1km off the Nicklin Way the school is bound on the North and South sides by residential houses and our boundary to the West is shared with Currimundi Gardens Retirement Village. To our East, just across from the schools main entrance, is Tumbledown Park which offers a skate park, childrens play equipment as well as ample room for community gatherings. Originally the school grounds were swamp land with a wet season water course flowing through where the oval is currently located. This water course has been moved and changed as the oval was raised approximately 1 meter to ensure its use during mild rain events.

Talara Primary College enjoys the support of a number of local business and community groups. We employ an open and positive approach to parent volunteers which ensures our parent community feel welcomed to participate in their child's learning experiences. Open afternoons and culmination sessions further enhance the positive relationships we as a school have built with our parent body.

Environmental education achievements

Prior to commencement of Talara's Sustainable Environmental Management Plan a number of positive environmental success have been achieved. These include:

- Retaining the remnant Wallum during initial school construction
- Installation of rain water tanks to supply toilets
- Installation of solar panels
- Reducing the amount of erosion through or water way
- Involvement in tree planting days
- Paper recycling
- Low energy fluorescent light tubes installed
- Implementation in 2011 of Travel Smart program
- Use of Micro fibre clothes for cleaning throughout entire school
- Aluminium can collection and resale to support T.E.A.K. projects
- Electronic newsletter supported by community
- Water flow control on taps
- Cisterns replaced with controlled flushing mechanisms
- Green waste mulched and used on site
- Energy efficiency considered during
- Irrigation monitoring and reduction

This plan fits into whole school planning through the following:

- Integrated with curriculum programs
- Consultation with Student Representative body
- Consultation with Parents and Citizens or Friends organisations
- Links to extra-curricular activities for students

Environment team

Name:	TEAK - Talara's Environmentally Aware Kids team.
Number of people:	The TEAK team consists of 4 staff members and a number of students from grades 4 to 7.
The team includes:	<ul style="list-style-type: none">• Teachers• Administration and support staff• Grounds staff• School Principal• Students

The TEAK team aims at being action orientated and goal driven in its approach to delivering key environmental outcomes for our school and wider community.

The TEAK team meets as a student/ staff group each Thursday to work on, discuss, negotiate and set directions for, environmental project within in our school. The initial team involved in the construction of the SEMP plan meets once a month and aim to continuously consults and share with the wider school staff community through staff meetings and education Queenslnad's One Portal.

Photo gallery

Our school



Our principal



Our local area



Our school environment team



Our school achievement



About this plan

Environmental vision

Our vision at Talara Primary College is to assist students in their journey as life long learners to understand the issues and complexities associated with sustainable living in the 21st century. Our environmental programs aim at engaging, empowering and enabling students to investigate, create and communicate ideas for the future to ensure they participate in a society which reflects and understands the principles of meeting the needs of the present without compromising the ability of future generations to meet their needs (1983 Brundtland Commission).

Focus area goals

Across the focus areas the goals of this plan are:

Curriculum, Teaching and Learning

To embed issues of sustainability across all P-7 curriculum units before 2014.

To ensure that units revolving around issues of sustainability provide a deep understanding of the concepts, reflect current information and data as well as provide hands on experience while allowing children to grow their existing understanding of sustainable practices.

To design units that promotes positive attitudes and values towards the environment and sustainable practices.

Management of Resources Energy, Waste and Water

Reduce the usage of electricity by 15% based on 2011 usage.

Reduce the amount of recyclable waste that ends up in the general waste by using a council combing service.

Management of School Grounds including Biodiversity

To design, construct and maintain a native bush tucker garden in order to facilitate future hands on lessons around sustainability.

To increase the schools overall level of biodiversity without compromising existing levels of native flora.

Integrated Whole School Planning

To ensure that over the life of this SEMP a conscientious approach to including the visions and goals contain within this document are embedded in yearly reports, quadrennial school reviews and forms part of the annual school reports.

School and Community Partnerships

Investigate a range of community partnerships that can be used to increase the existing knowledge of staff, students and the wider community in regards to sustainable practices. Seek assistance to help gain resources to increase current level of biodiversity within the school grounds.

Invite members of the Indigenous community to assist with learning objects associated with the bush tucker garden.

Celebrating progress

Our school will celebrate progress by:

- Stories for local media: newspapers, television or radio
- Promoted at school assemblies
- Relevant displays and events at school
- Regular updates in the school newsletter
- Reported in the school annual report

Actions

Issue:	Curriculum needs to reflect issues of Sustainability and Environmentalism
Outcome:	All Year levels undertake units of work which have a focus on sustainability
Indicators:	Energy savings, rubbish/general waste reuction, students can discuss with confidence the issues surrounding sustainability
Overall timeframe:	During implementation of the National Curriculum 2012

Action	Project management
Share and develop a range of simple environmental activities that teachers can do to experience success and build their confidence.	
Timeframe	mid 2012
Resources	Staff meeting and Teaching time
Responsibility	TEAK Staff leadership team
Monitoring procedure	Sandra Chaplin, Allan Cross, Sylvia Hodgkinson
Implement the National Science Curriculum with focus on the Sustainability perspectives across all year levels.	
Timeframe	During 2012
Resources	National Curriculum and Planning time
Responsibility	All year levels
Monitoring procedure	Sandra Chaplin
Participate in Green Lane Diary activities online via Webiste	
Timeframe	Term 3 2011
Resources	Website, time to discuss with staff and students and enrol class prior to cut off
Responsibility	Class 5B
Monitoring procedure	Allan Cross
Conduct a review of current policies within the school and identify how they could match up with learning opportunities offered to students.	
Timeframe	2012
Resources	Current policies
Responsibility	
Monitoring procedure	

Actions

Issue:	Investigate schools baseline data. In order to find a true starting point that can be shared with all stakeholders an energy, rubbish and water audit will need to be conducted.
Outcome:	To discover the schools current level of use of basic services.
Indicators:	All stakeholders can discuss baseline data and reductions are evident through bills
Overall timeframe:	Terms 3 and 4 2011

Action	Project management
Intergrate energy saving practices into lessons for upper school including graphing of usage, discussions on energy savings and collecting and investigating data found during the audit.	
Timeframe	2014
Resources	Energy Audit, Electricity bills
Responsibility	
Monitoring procedure	
Conduct an Audit of electrical appliances and lights left on during break times	
Timeframe	July 2011
Resources	Energy usage template TEAK meeting time.
Responsibility	TEAK student members
Monitoring procedure	Sylvia Hodkinson, Allan Coss

Actions

Issue:	Only paper is being recycled at present at a cost to the school. Paper recycling has taken place at Talara for approx. 10 years, however, no other forms of recycling takes place. Current recycling costs to be collected.
Outcome:	Reduce cost to school and have a greater level of recycling occurring.
Indicators:	Less general waste, greater understanding of recyclable material amongst school community. Reduction of non-recyclable lunch wrappers and litter.
Overall timeframe:	mid 2011 til 2014

Action	Project management
Year 5 in particular 5B will audit the waste generated during lunch time and for the year 5 classes.	
Timeframe	July 2011
Resources	PD for students and teachers prior to audit. Equipment and recording tools supplied by STARS council unit.
Responsibility	Year 5
Monitoring procedure	Allan Cross
To replace the VISY paper only recycling bin with a council general combining service.	
Timeframe	By the end of 2011
Resources	Council STARS program, General PD
Responsibility	TEAK Team, Bussiness Service Manager
Monitoring procedure	Bussines Services Manager, TEAK Team

Actions

Issue:	Too much electricity is being wasted. Design and implement ways of reducing the schools power consumption.
Outcome:	Reduce the usage by the school by 15% min.
Indicators:	Electricity bill reduction in consumption. Minimize the usage of personal equipment i.e. fridges in the school.
Overall timeframe:	2014

Action	Project management
Minimize the use of personal electrical equipment such as freezers, kettles and microwaves. and encourage staff to use staff room facilities.	
Timeframe	July 2014
Resources	Energy Audit, EQ policy on electrical safety
Responsibility	Work Place Health and safety team, Bussiness services manager TEAK team
Monitoring procedure	TEAK team.
To implement a whole school education program that promotes the switching off of all appliances that are not required.	
Timeframe	December 2011
Resources	Energex website. Parade sharing
Responsibility	TEAK team
Monitoring procedure	Sandra Chaplin, Allan Cross, Sylvia Hodkison
Incorporate further Energy Efficiency purchasing requirements into purchasing policy	
Timeframe	2012
Resources	Purchasing Policy, SEMP, Energy Star and government rating systems
Responsibility	
Monitoring procedure	

Actions

Issue:	Large volume of Traffic dropping off and picking students up from school. Travel Smart to school program.
Outcome:	Decrease in traffic and more students selecting environmentally friendly ways of commuting to and from school.
Indicators:	Travel Smart audit results
Overall timeframe:	Mid 2011 to 2014

Action	Project management
Survey students and parents in regards to the way they travel to and from school as well as identify any barriers to walking or riding to school.	
Timeframe	2011
Resources	Travelsmart survey, online parent survey
Responsibility	
Monitoring procedure	
Consult students(parents) as to mode of travel to school and barriers to walking/riding to school and intergate findings in annual report.	
Timeframe	2011
Resources	Travel smart documents and resources.
Responsibility	
Monitoring procedure	
Whole school engagement in the Travel smart program and promote specific days	
Timeframe	2011-2014
Resources	Travel smart policy, Dep main roads
Responsibility	
Monitoring procedure	

Actions

Issue:	Improving Recognition of environmental achievements. To help promote awareness and reward those students who have taken an active role in promoting sustainability at the school or community level.
Outcome:	That those students who are actively striving to address issues of sustainability are recognised for their efforts as much as those in other clubs such as arts and sports.
Indicators:	Environmental representatives on student council, newsletter and media items highlighting students achievements
Overall timeframe:	2014

Action	Project management
Class to appoint an environmental monitor for class who is responsible for turning off lights and monitoring recycling as well as promoting aspects of sustainability.	
Timeframe	2012
Resources	Existing recycling monitors
Responsibility	
Monitoring procedure	
To actively seek to gain recognition of schools environmental achievements through various forms of media including article in newsletter each fortnight.	
Timeframe	2012
Resources	Newsletter, TEAK student team
Responsibility	
Monitoring procedure	
TEAK team report on a monthly basis during parade as to the accomplishments throughout the school.	
Timeframe	mid 2011
Resources	School Parade, Teak time to prepare
Responsibility	
Monitoring procedure	

Actions

Issue:	Establishing a Native Bush Tucker garden Establishing a Native Bush Tucker garden to promote hands on learning and add extra hands on learning to the existing living classroom.
Outcome:	Students respect the native bush tucker garden and participate in lessons within it.
Indicators:	Bush tucker garden construction. All stakeholders taking an interest in maintaining and using garden. Students can speak with confidence on issues of biodiversity in regards to food supply and traditional foods.
Overall timeframe:	mid 2011 till mid 2012

Action	Project management
To involve students in a range of hands on learning activities in regards to bush tucker and growing their own food	
Timeframe	mid 2011
Resources	Native plants from Barung landcare
Responsibility	
Monitoring procedure	
Construct a range of lessons and learning experiences that revolve around the Living Classroom and bush tucker garden	
Timeframe	2012
Resources	Bush Tucker garden, web information Wallum plant folder and signs.
Responsibility	
Monitoring procedure	
To design, create and maintain a native bush tucker garden on the northern end of the Living Classroom.	
Timeframe	Mid 2011 to mid 2012
Resources	Donation of plants from Barung Landcare, Mulch from school grounds, cardboard from tuckshop.
Responsibility	Allan Cross and TEAK team
Monitoring procedure	Allan Cross and Year 5 class
To encourage links between the school and Indigenous community in order to utilize knowledge and share successes.	
Timeframe	Mid 2011 til 2014
Resources	Indigenous liason officer, Indigenous students and parent groups, bush tucker garden
Responsibility	
Monitoring procedure	

Actions

Issue:	Reduction of litter in gardens and drains. To reduce the amount of general litter around the grounds that end up in gardens or drains.
Outcome:	To have a general reduction in waste in gardens and drains by 10% based on Clean up Australia day levels.
Indicators:	Compare with Clean up Australia Day of previous years
Overall timeframe:	2013

Action	Project management
Adopt a garden project. Classes adopt a garden, clear of rubbish and maintain.	
Timeframe	mid 2011
Resources	Existing gardens. Grounds staff, mulch
Responsibility	
Monitoring procedure	
Promote litter free lunches / nude food days	
Timeframe	2012
Resources	Student council
Responsibility	
Monitoring procedure	
Promote through parades about the need to use bins and not taking food onto the oval.	
Timeframe	mid 2011
Resources	Parade, TEAK, School policy
Responsibility	
Monitoring procedure	
Borrow the stencil "dump no waste Flows to Ocean" for stenciling drains within and around school.	
Timeframe	2012
Resources	Stencil from Maroochy Water wise
Responsibility	
Monitoring procedure	

Actions

Issue:	Reduce erosion of the dry creek on the Western and Northern side of the oval. The Creek surrounding the oval empties into a stormwater drain on the Northern end of the oval. At present student activity and rain are affecting banks causing compaction and erosion.
Outcome:	Stabilise banks and reduce silt run off into stormwater drain.
Indicators:	Banks will show greater signs of stability, less erosion.
Overall timeframe:	2011

Action	Project management
Develop a program that teaches about catchment areas in relation to the school	
Timeframe	2013
Resources	Catchment care groups, Marochoy Waterwise,
Responsibility	
Monitoring procedure	
Plant grass plants to stabilise creek banks for tree planting day	
Timeframe	July 2011 - 2014
Resources	Grass plants donated by council, mulch, students
Responsibility	
Monitoring procedure	
Use native grasses not currently found on school grounds to increase the number and variety of species present at Talara	
Timeframe	mid 2011- 2014
Resources	Council links, tree planting days, Currimund catchment care contacts
Responsibility	
Monitoring procedure	
To rejuvenate compacted soils and stabilise creek banks by planting native grasses.	
Timeframe	mid 2011 - 2014
Resources	Council links, mulch, groundstaff
Responsibility	
Monitoring procedure	
Borrow the stencil "dump no waste Flows to Ocean" for stenciling drains within and around school.	
Timeframe	2012
Resources	Stencil from Marochoy Waterwatch
Responsibility	
Monitoring procedure	

Community and environment network

These organisations will join in our environmental meetings and activities:

Organisation	Type of assistance
Sunshine Coast QESSI c/ Hub Maroochy WaterWatch Inc. Contact details: Clare Cox 5476 4777 clare@maroochycatchmentcentre.org.au http://www.maroochycatchmentcentre.org.au/	Facilitates Sustainable School development, Ed QLD's Earth Smart Science Program Borrowing equipment, Provides Ecology Workshops, assisting in professional development in Educating for Sustainability
Barung Landcare Group Contact details: Dawn Worthington Assistant Nursery Manager nursery@barunglandcare.org.au	Plant advice, donations, support, educational links through Landcare groups.
Bunnings Caloundra Contact details: Howard	Donations, sustainability ideas
Currimundi Catchment Care Contact details: TBC	Information and support regarding creek and lake nearby school
Battery World Brendon Melling Contact details: 0438102103	Battery recycling

Evaluation

The evaluation outlines the schools achievements in each focus area.

Curriculum

- Goals:
- To embed issues of sustainability across all P-7 curriculum units before 2014.
 - To ensure that units revolving around issues of sustainability provide a deep understanding of the concepts, reflect current information and data as well as provide hands on experience while allowing children to grow their existing understanding of sustainable practices.
 - To design units that promotes positive attitudes and values towards the environment and sustainable practices.

Curriculum needs to reflect issues of Sustainability and Environmentalism	
Action	What was achieved?
<ul style="list-style-type: none"> Share and develop a range of simple environmental activities that teachers can do to experience success and build their confidence. 	<ul style="list-style-type: none"> Units of study in Lower and middle school based around waste management/recycling in Lower school and erosion in Middle school. Investigation and discussion of sustainability links in science during unit planning sessions.
<ul style="list-style-type: none"> Implement the National Science Curriculum with focus on the Sustainability perspectives across all year levels. 	<ul style="list-style-type: none"> Units of study on erosion and rubbish management/recycling in lower and middle school.
<ul style="list-style-type: none"> Participate in Green Lane Diary activities online via Website 	

Investigate schools baseline data.	
Action	What was achieved?
<ul style="list-style-type: none"> • Intergrate energy saving practices into lessons for upper school including graphing of usage, discussions on energy savings and collecting and investigating data found during the audit. 	
Large volume of Traffic dropping off and picking students up from school.	
Action	What was achieved?
<ul style="list-style-type: none"> • Survey students and parents in regards to the way they travel to and from school as well as indentify any barriers to walking or riding to school. 	<ul style="list-style-type: none"> • All classes engaged in Travel Smart data collection for future reflection and managment.
Establishing a Native Bush Tucker garden	
Action	What was achieved?
<ul style="list-style-type: none"> • To envolve students in a range of hands on learning activities in regrds to bush tucker and growing their own food 	
<ul style="list-style-type: none"> • Construct a range of lessons and learning experiences that revolve around the Living Classroom and bush tucker garden 	<ul style="list-style-type: none"> • Stage 1 of the bush tucker garden established with the removal of weeds and waste. A path has been added, the area has been mulched and native varieties have been planted.
Reduction of litter in gardens and drains.	
Action	What was achieved?
<ul style="list-style-type: none"> • Adopt a garden project. Classes adopt a garden, clear of rubbish and maintain. 	
Reduce erosion of the dry creek on the Western and Northern side of the oval.	
Action	What was achieved?
<ul style="list-style-type: none"> • Develop a program that teaches about catchment areas in relation to the school 	<ul style="list-style-type: none"> • More than 100 native grass tube stock planted on Eastern side of Creek during national tree planting day 2011 by students. In term 4 students in grade 4 have participated in a science unit investigating errosion around the school and have link up with Currimundi catchment Care Group.

Resource Management

Goals: Reduce the usage of electricity by 15% based on 2011 usage.
Reduce the amount of recyclable waste that ends up in the general waste by using a council combing service.

Investigate schools baseline data.	
Action	What was achieved?
<ul style="list-style-type: none"> Conduct an Audit of electrical appliances and lights left on during break times 	

Too much electricity is being wasted.	
Action	What was achieved?
<ul style="list-style-type: none"> To implement a whole school education program that promotes the switching off of all appliances that are not required. 	
<ul style="list-style-type: none"> Minimize the use of personal electrical equipment such as freezers, kettles and microwaves. and encourage staff to use staff room facilities. 	

Only paper is being recycled at present at a cost to the school.	
Action	What was achieved?
<ul style="list-style-type: none"> Year 5 in particular 5B will audit the waste generated during lunch time and for the year 5 classes. 	
<ul style="list-style-type: none"> To replace the VISY paper only recycling bin with a council general combing service. 	<ul style="list-style-type: none"> Discussion held with staff regarding transition to full combing service. School participated in National recycling week 2011.

Reduction of litter in gardens and drains.	
Action	What was achieved?
<ul style="list-style-type: none"> Promote litter free lunches / nude food days 	

Grounds Management

Goals: To design, construct and maintain a native bush tucker garden in order to facilitate future hands on lessons around sustainability.
To increase the schools overall level of biodiversity without compromising existing levels of native flora.

Establishing a Native Bush Tucker garden	
Action	What was achieved?
<ul style="list-style-type: none"> To design, create and maintain a native bush tucker garden on the northern end of the Living Classroom. 	<ul style="list-style-type: none"> Stage 1 bushtucker garden: mulching, path link and trial planting complete.

Reduction of litter in gardens and drains.	
Action	What was achieved?
<ul style="list-style-type: none"> Promote through parades about the need to use bins and not taking food onto the oval. 	

Reduce erosion of the dry creek on the Western and Northern side of the oval.	
Action	What was achieved?
<ul style="list-style-type: none"> Plant grass plants to stabilise creek banks for tree planting day 	<ul style="list-style-type: none"> Native and non native plants planted along eastern side of dry creek.
<ul style="list-style-type: none"> Use native grasses not currently found on school grounds to increase the number and variety of species present at Talara 	<ul style="list-style-type: none"> Planting of over 100 native grass plants using approx 4 local species
<ul style="list-style-type: none"> To rejuvenate compacted soils and stabilise creek banks by planting native grasses. 	<ul style="list-style-type: none"> Stage 1 complete: the planting of native grass species to change pattern of use in area.

Whole School Planning

Goals: To ensure that over the life of this SEMP a conscientious approach to including the visions and goals contain within this document are embedded in yearly reports, quadrennial school reviews and forms part of the annual school reports.

Curriculum needs to reflect issues of Sustainability and Environmentalism	
Action	What was achieved?
<ul style="list-style-type: none">• Conduct a review of current policies within the school and identify how they could match up with learning opportunities offered to students.	

Too much electricity is being wasted.	
Action	What was achieved?
<ul style="list-style-type: none">• Incorporate further Energy Efficiency purchasing requirements into purchasing policy	

Large volume of Traffic dropping off and picking students up from school.	
Action	What was achieved?
<ul style="list-style-type: none">• Consult students(parents) as to mode of travel to school and barriers to walking/riding to school and intergate findings in annual report.	<ul style="list-style-type: none">• Whole school survey as to ways children travel to school and why they travel using that method.

School Community Participation

Goals: Investigate a range of community partnerships that can be used to increase the existing knowledge of staff, students and the wider community in regards to sustainable practices.
Seek assistance to help gain resources to increase current level of biodiversity within the school grounds.
Invite members of the Indigenous community to assist with learning objects associated with the bush tucker garden.

Establishing a Native Bush Tucker garden	
Action	What was achieved?
<ul style="list-style-type: none"> • To encourage links between the school and Indigenous community in order to utilize knowledge and share successes. 	

Large volume of Traffic dropping off and picking students up from school.	
Action	What was achieved?
<ul style="list-style-type: none"> • Whole school engagement in the Travel smart program and promote specific days 	

Improving Recognition of environmental achievements.	
Action	What was achieved?
<ul style="list-style-type: none"> • Class to appoint an environmental monitor for class who is responsible for turning off lights and monitoring recycling as well as promoting aspects of sustainability. 	
<ul style="list-style-type: none"> • To actively seek to gain recognition of schools environmental achievements through various forms of media including article in newsletter each fortnight. 	
<ul style="list-style-type: none"> • TEAK team report on a monthly basis during parade as to the accomplishments throughout the school. 	

Reduce erosion of the dry creek on the Western and Northern side of the oval.	
Action	What was achieved?
<ul style="list-style-type: none"> • Borrow the stencil "dump no waste Flows to Ocean" for stenciling drains within and around school. 	

Reduction of litter in gardens and drains.	
Action	What was achieved?
<ul style="list-style-type: none"> • Borrow the stencil "dump no waste Flows to Ocean" for stenciling drains within and around school. 	