



## Indicators for a Sustainable School

Indicators for a sustainable school have been developed by the Sustainable Schools Initiative Working Group of the National Environmental Education Network, comprised of representatives from Australian, State and Territory Government education and environment agencies. The indicators are intended as a practical means of measuring certain aspects of change through the Sustainable Schools Initiative and not as a comprehensive evaluation tool.

The following table has been developed from those indicators published in the Appendix (pages 29 and 30) of "Educating for a Sustainable Future - A National Environmental Education Statement for Australian Schools": Australian Government, 2005.

Indicators for a Sustainable School				
Educational				
	Exemplary	Accomplished	Developing	Beginning
• The extent to which the school staff has participated in professional development in environmental education and sustainability.	Whole school staff including admin and non-teaching staff have participated in PD in environmental education for sustainability.	The majority of teachers and school administrators have undertaken PD in environmental education for sustainability.	Some teachers have undertaken PD relating to environmental education for sustainability.	No involvement in PD in environmental education for sustainability.
• Whether the school curriculum supports the principles of environmental education for sustainability.	Whole school curriculum is underpinned by principles of environmental education for sustainability.	A whole school curriculum plan containing sustainability themes for all years has been developed and is being implemented.	Individual teachers include units relating to sustainability themes within their curriculum planning.	School curriculum has no formal curriculum links to principles of environmental education for sustainability.
• The extent to which the school community (eg students, administrative, teachers, grounds and canteen staff) has been educated to actively participate in the sustainable management of the school.	Whole school community is skilled and actively involved in the management of sustainability through all aspects of the school.	A representative group drawn from students, teachers and administration, are responsible for managing sustainability issues within the school.	Administrative staff manages all aspects relating to school sustainability.	There is no direct management of sustainability issues within the school.

Environmental				
	Exemplary	Accomplished	Developing	Beginning
• Whether the objectives of the school's overarching management plans and/or policies explicitly mention Sustainability and Sustainable practices.	All school policies, planning, curriculum and reporting documents contain specific reference to the sustainability vision and practices of the school.	Most school policy, planning and curriculum documents include aspects relating to sustainability.	Sustainability issues are included in school documents only as mandated by Education Queensland.	Current school policies and planning documents do not include any reference to sustainability or sustainable practices.
• Whether the school has a School Environmental Management Plan (SEMP) which is being implemented and reviewed.	A SEMP containing Principals statement, information about the school and local environment, management goals (in 5 areas), and celebrating progress has been developed which is reviewed and updated on a regular basis.	A SEMP containing Principals statement, information about the school and local environment, school management, goals (in 5 areas), and celebrating progress is being developed.	The school has commenced developing a SEMP with draft statements in most sections.	The school has not commenced developing a SEMP.
• The extent to which the SEMP incorporates a long-term vision for the school in its move towards sustainability.	The school has a documented long-term vision as being a sustainable school and is constantly reviewing progress towards that goal.	The school has planning (long and short term) for individual sustainability projects, but does not have an overarching long term vision in terms of sustainability.	School planning in relation to sustainability is limited to the time frames and requirements expected by Education Queensland.	The school has no long term vision for sustainability or sustainable practices within the school.
• The extent to which the school considers the environmental consequences of its actions (eg when purchasing products, during construction/demolition).	All school decisions, including all actions relating to school grounds and buildings are based on a process which includes an environmental impact assessment.	Some school decisions are based on a consideration of the environmental consequences of the action.	Teachers and students are encouraged to consider environmental consequences of actions at a classroom level. (eg. reusing paper, turning of lights during lunch)	The school does not consider environmental impacts of any decisions or actions taken.

• Whether an <b>environmental audit</b> has been completed to collect baseline data.	The school regularly conducts resource and environmental audits and always records data relating to resource usage into the specified data collection tools.	The school has undertaken some environmental audits and collects base data. Data is recorded using on-line collection tools.	The school has collected some baseline data. Data is recorded using on-line collection tools.	The school has not conducted any environmental audits or collected any base data relating to sustainability issues.
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Social				
	Exemplary	Accomplished	Developing	Beginning
• The extent to which <b>partnerships</b> have been established between the school and the local community (eg environmental experts, local businesses, government and non-government organizations).	The school has established numerous partnerships with local government and non-government agencies.	The school has established some partnerships with local government and non-government agencies.	The school has established few partnerships with local government and non-government agencies.	There have been no partnerships established between the school and the local community in relation to sustainability.
• The extent to which the <b>school community is actively involved</b> in the development and implementation of the SEMP.	All sectors of the school community are actively involved in the development and implementation of the SEMP.	Most sectors of the school community are involved in the development and implementation of the SEMP.	The development and implementation of the SEMP has been undertaken with some consultation with the school community.	The development and implementation of the SEMP has been undertaken with minimal consultation with the school community.
• The extent to which the <b>local community</b> (eg environmental experts, state government agencies, local government, businesses and industry) is actively participating in the development and implementation of the SEMP.	A number of community groups and government and non-government agencies are actively involved in the development and implementation of the SEMP.	Some community groups and government and non-government agencies are involved in the development and implementation of the SEMP.	The school has involved limited external assistance with the development and implementation of the SEMP.	The school has involved no external assistance with the development and implementation of the SEMP.
• The extent to which the school community has shifted towards more <b>sustainable practices and processes</b> .	The school has shifted towards more sustainable practices in all aspects of school operation.	The school has shifted towards more sustainable practices in most aspects of school operation.	The school is beginning to move towards more sustainable practices.	The school has not yet moved towards more sustainable practices.
• The extent to which the school has encouraged the <b>broader community to shift towards more sustainable practices and processes</b> .	The school is a lighthouse exemplar within the local community and has a broad influence on sustainable practices within the community	The school is beginning to influence the broader community to shift towards more sustainable practices and processes.	The school is seen to be encouraging sustainable practices but has had no real impact on community practices and processes	The school has not yet encouraged the broader community to move towards more sustainable practices.

Economic				
	Exemplary	Accomplished	Developing	Beginning
• <b>Extent of savings</b> from a baseline or previous year of reduction of <b>waste</b> to landfill.	The school is making savings in waste removal costs by annually reducing the quantity of waste to landfill and generating income through the sale of recyclable materials.	The school is making financial savings by reducing waste to landfill.	The school has not yet made financial savings by reducing waste to landfill.	The school is not monitoring the financial impact of changes in quantity of waste to landfill.
			OR Changes in quantity of waste to landfill cannot be measured in financial terms.	
• <b>Extent of savings</b> from a baseline or previous year of reduction of <b>energy</b> use.	The school is making savings by reducing energy use (from grid) and is reinvesting those savings in green energy or energy efficiency projects.	The school is making financial savings by reducing energy use.	The school has not yet made financial savings by reducing energy consumption.	The school is not monitoring the financial impact of changes in energy usage.
• <b>Extent of savings</b> from a baseline or previous year of reduction of <b>water</b> consumption.	The school is making savings through a reduction in water consumption and is (or has) reinvesting those savings in additional water conservation projects.	The school is making financial savings by reducing water consumption.	The school has not yet made financial savings by reducing water consumption.	The school is not monitoring the financial impact of changes in water consumption.
			OR Changes in water consumption cannot be measured in financial terms.	
• Whether the school has attracted <b>additional funds from sponsorships, grants</b> and other sources.	The school regularly receives financial and material support from community and government grants and from community initiated contributions.	The school has applied for and received government and community grants to support the implementation of their sustainability plan.	The school has received financial or material support through the general government grants provided to all schools.	The school has gained no financial support for sustainability projects.
• Extent to which <b>commercial enterprises</b> in the school (eg the canteen) support the SEMP.	All supporting groups / commercial enterprises and other campus users follow the decision making processes of the school SEMP and report to the SEMP management team on their actions.	All supporting groups / commercial enterprises and other campus users are aware of, and are guided in their decision making processes by the school SEMP.	Only specific groups / enterprises have been instructed to follow practices which are consistent with the SEMP.	The SEMP does not impact on any commercial enterprises in the school.

Water				
	Exemplary	Accomplished	Developing	Beginning
• Extent to which <b>water consumption has been reduced</b> in KL per annum from baseline date and since implementing water conservation initiatives.	The school has exceeded the targets set for water conservation	The school has met the targets set for water conservation.	The school has not yet reached targets set for water conservation.	The school is not yet undertaking water conservation initiatives.
• Extent to which the staff and students have adopted <b>water conservation practices</b> within the school.	The whole school community is informed about water conservation practices and implements them consistently.	The school community is informed* about the set procedures for water conservation (*eg. signs, posters, newsletter articles, announcements).	The school has established set procedures for water conservation.	There are no accepted practices for water conservation in the school.
• Extent to which the school has been able to carry out a <b>water conservation refit</b> to school facilities.	The school has implemented all possible options for water conservation.	The school has developed a comprehensive plan for water conservation and is successfully implementing that plan.	The school has begun to implement individual, small scale projects designed to conserve water.	No water conservation works have been undertaken at the school.
Electricity				
• Extent to which <b>electricity consumption has been reduced</b> in kilowatt hours per annum from baseline date and since implementing energy efficiency initiatives	The school has exceeded the targets set for energy efficiency.	The school has met the targets set for energy efficiency.	The school has not yet reached targets set for energy efficiency.	The school is not yet undertaking energy efficiency initiatives.
• Extent to which the staff and students have adopted <b>energy efficiency practices</b> within the school.	The whole school community is informed about energy efficiency practices and implements them consistently.	The school community is informed* about the set procedures for energy efficiency (*eg. signs, posters, newsletter articles, announcements).	The school has established set procedures for energy efficiency.	There are no accepted practices for energy efficiency in the school.
• Extent to which the school has been able to carry out an <b>energy efficiency and renewable energy refit</b> to school facilities.	The school has implemented all energy efficiency enhancement projects as planned (eg: expansion of PV capacity, lighting retrofit of school).	The school has developed a comprehensive plan for energy efficiency (beyond EQ expectations) and is successfully implementing that plan.	Energy efficiency projects funded by EQ or other government sector/s have been completed.	No energy efficiency retrofit, or installation of a renewable energy system has been carried out at the school.
Waste				
• Extent to which <b>waste to landfill has been reduced</b> from baseline date and since implementing waste management initiatives.	The school has exceeded the targets set for waste management.	The school has met the targets set for waste management.	The school has not yet reached targets set for waste management.	The school is not yet undertaking waste management initiatives.
• Extent to which the staff and students have adopted <b>waste management practices</b> within the school.	The whole school community is informed about waste management practices and implements them consistently.	The school community is informed* about the set procedures for the management of waste (*eg. signs, posters, newsletter articles, announcements).	The school has established set procedures for the management of waste.	There are no accepted practices for the management of waste in the school.
• Extent to which the school has been able to <b>develop facilities</b> to assist in waste management.	The school has developed all of the facilities planned to manage all aspects of waste.	The school has developed a comprehensive plan for waste management infrastructure and is implementing that plan.	The school has begun to develop some facilities for waste management	The school has not developed any facilities for waste management.
School Grounds				
• The extent to which the school has <b>increased the variety of habitats</b> in the school ground.	The school has developed all possible areas as sustainable habits to increase biodiversity.	A landscaping plan increasing the variety of natural habitats has been developed and is being implemented.	There have been only limited activities to increase natural habitats within the school grounds.	No work has been carried out to increase habitats within the school ground.
• The extent to which the <b>area of local native vegetation and local native habitat</b> has increased since participating in the initiative.	There has been a major increase in local native vegetation / habitat area.	There has been some increase in local native vegetation / habitat area.	There has been limited increase in local native vegetation / habitat area.	There has been no increase in local native vegetation.
• Extent to which <b>landscape design</b> has <b>reduced the consumption of resources</b> (eg shade trees planted near buildings, mulch added, or drip irrigation installed).	The school has completed all landscaping projects as planned, resulting in a saving in resource consumption.	A landscaping plan with elements to decrease resource consumption has been developed and is being implemented.	Isolated landscaping projects resulting in a reduction in resource consumption have been carried out.	No landscaping has been carried out within the school grounds.
• Extent to which <b>food gardens and their programs have been established</b> and utilized to engage school community and students in tangible environmentally sustainable learning linked to water, waste, energy, soil & plant health (including the role of beneficial insects)	Productive food gardens/programs supplying food to members of the school community and strong student learning outcomes associated with the gardens via links with the curriculum	Productive food gardens/programs present in school grounds with active involvement of many members of the school community	At least one food garden/program has been established in the school grounds	No food gardens/programs have been established in the school grounds