

SUSTAINABLE SCHOOLS NETWORK JOURNAL

Craig Reucassel
Holley Somerville Knott
Garrett Swearingen

Trinity Bay State High School
St Patrick's College Townsville
Ergon Energy Network & Energex
Cairns Regional Council
City of Townsville
Glowing Green Australia
Solar Schools
Kids Teaching Kids
Australian Association for Environmental Education (QLD Branch Inc.)



Sustainable
SCHOOLS NETWORK
reimagining education

SUSTAINABLE SCHOOLS NETWORK JOURNAL

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JOYFUL DISCLAIMER

The SSN Journal is designed and created to share stories of how schools, teachers, organisations, students and parents educate for sustainability. This is not a 'how to' guide rather a collection of case studies aimed at inspiring action and inviting you to learn from others. Some people featured are just getting started, whilst others have been at this for a long time. We share these different perspectives to demonstrate the importance of the lived experience and the value of every point in the journey.

We invite your questions and contributions. Email us at info@ssn.org.au to share your story or to ask Dr. Ali a question.

SSN SCHOOL MEMBERSHIP AVAILABLE

Email info@ssn.org.au for more information

We acknowledge the Traditional Owners of country throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respects to Indigenous Elders past, present and emerging.

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Photo courtesy of Chiranth Wodeyar, SSN

Introducing

CRAIG REUCASSEL

Writer - Host

ABC's War on Waste and The Chaser

Craig Reucassel is an Australian writer, comedian and radio personality known for hosting hit ABC TV shows such as The Chaser, War on Waste and most recently Fight for Planet A: The Climate Challenge.

Born in South Africa, Craig moved to Australia at a young age with his family. Living in NSW, he attended Bowral Public School and Bowral High School. A very active student, Reucassel engaged in extracurricular activities and student clubs. He later attended the University of Sydney, graduating with a Bachelor of Economics (Social Science) and a Bachelor of Laws.

"My university education helped me in a few ways. The most obvious is that I met all the friends who would go on to form The Chaser. I also spent a lot of time doing university newspapers, revues and engaging in other creative outlets which have helped me in the career I fell into accidentally. Despite not following the careers linked to my study (politics and law), I think they have still served me well in understanding how things work and have taught me how to research."





During a second season, the show explored the onshore processing of e-waste, the scale of food waste going to landfill and the impact of single-use plastic in the litter stream. But it was the show's youngest viewers who were involved more in various initiatives in school and at home with their parents.

For Craig, sustainability means, *"finding a way to live that doesn't leave the world in a worse position for the generation."* Working towards sustainability can be challenging in itself, trying to change our habits and lifestyles. *"You can make many personal changes, but at some level, you hit a wall where government and business need to help, and often don't,"* says Craig. For him, the motivation to keep going comes from, *"finding great solutions and then meeting people in the street who have taken them on in their own lives."*

Finding new ways to reduce waste can be easy, once people are engaged with doing it, sharing their ideas and knowledge. Although many forms of waste can be eliminated, one of the biggest concerns is with plastic. Small changes can help make sure we are using the right bins for our waste; however, it is crucial that manufacturing and packaging companies can make the changes needed to remove unnecessary packaging. More leadership is required at the national level to improve Australia's recycling system and make certain materials from landfill are being diverted, and the proper resources are being reused.

During his time in university, Craig and his colleagues created The Chaser, which started in 1999 as a satirical newspaper. Craig mentioned that a TV show wasn't the original plan; however, as interest grew, the team was offered to curate a TV show in 2001. From then, Craig and the team went on to star on hit TV shows like The Election Chaser, CNNNN, The Chaser Decides and The Chaser's War on Everything. He has also appeared in ABC's The Chaser's Media Circus, The Chaser's Election Desk and satirical consumer affairs The Checkout.

ABC TV show 'War on Waste' featured episodes focused on plastics, food waste and e-waste. The show aimed to investigate the role of food and retail industries and what consumers can do to reduce their footprint. Its success was evident, with 4.3 million viewers across its three episodes, tackling issues such as single-use plastic bags, the problem with disposable coffee cups, supermarket fruit and vegetable cosmetic standards and fast fashion. People were following the show's advice and sales of reusable coffee cups went up, worm farm suppliers found themselves struggling to keep up with demand, and the #BantheBag campaign helped spur supermarkets to get rid of single-use plastic bags.



Craig's newest project, 'Fight for Planet A' explores optimal ways to reduce our individual and collective carbon emissions. A three-part series, the show aims to empower and motivate Australians to take action on climate change. Reucassel has said that this series is not about climate change but about what science is telling us, what we can do to reduce our carbon footprint and what the government and business sector need to do to solve the problems we face.

He explains, *"Fight for Planet A touches on the issues with gas companies, electricity grids and government inaction but, the reason we wanted to focus a bit in the personal challenge because through research we realised there is a lot of misunderstanding around climate change and about the causes of it. It is essential to understand that, we not only need to make personal changes but, we also need action to stop our carbon emissions and the policies behind it, we need to challenge government's inaction."*

It has been thirty years since Australia signed the UN Framework Convention on Climate Change and taken on multiple commitment to reduce its emissions. However, since then, emissions have only increased. *"The hardest part is getting people to visualise emissions,"* says Craig, adding that, *"in Australia, change is up against far more vested interests – that's why we need a population that is knowledgeable and engaged."*

Fight for Planet A explores where our energy comes from, the health impacts of transport and travel emissions – which are the second major contributor to our total carbon emissions. The show takes a positive approach to reducing our carbon footprint and manages to find an effective way to communicate the complexity of climate change. It empowers viewers to take personal action by cutting down our emissions at home and in our communities. It is a reminder about our capacity to push change individually and politically to find a solution. *"We can all solve the problem of climate change. This is empowering. We can give people solutions rather than just bunker down waiting for more horror to hit us,"* says Reucassel.

Getting people to understand the complexity of carbon emissions, gaining an understanding of where the problem comes from and seeing where we contribute to it so we can be a part of the solution is key. *"One of the important things is for people to be in touch with their politicians in a polite manner, to be honest. We need the kind of lobbying coming from the community happening on all different levels, not just the extremists, but from all the spheres of the society. The population needs to be pushing for change,"* says Craig.

Craig is currently working on a documentary that looks at the effect of money, lobbying and policies. He is also releasing a book that is coming out in November this year. Make sure to watch Craig and find out more about Fight for Planet A [here](#).



Connecting Regional Queensland: Sustainable Schools Summit 2020 PROGRAM

EVENT OBJECTIVES

The Connecting Regional Queensland: Sustainable Schools Summit aims to #FightForPlanetA as well as:

- Showcase leading local schools including Reef Guardian Schools
- Empower youth leadership by implementing the Kids Teaching Kids model
- Deliver education for sustainability professional development for the whole school community
- Enable regional connectivity
- Raise awareness of the United Nations Sustainable Development Goals (SDGs), especially SDG 12, SDG 13, SDG 14, SDG 15, SDG 16 and SDG 17

SUSTAINABLE DEVELOPMENT GOALS



Connecting Regional Queensland: Sustainable Schools Summit **2020 PROGRAM** **19 OCTOBER 2020**

8:45 AM

ONLINE EVENT REGISTRATION

9:00 - 10:40 AM

KEYNOTE PLENARY

Featuring Craig Reucassel, Holley Somerville Knott,
Garrett Swearingen, Cairns and Townsville City
Mayors, Regional Department of Education Advisor,
Solar Schools and the Sustainable Schools Network

10:40 - 11:00 AM

BREAK

11:00 AM - 1:00 PM

BREAKOUT SESSIONS

1:00 - 1:45 PM

LUNCH BREAK

1:45 - 2:45 PM

SCHOOL SHOWCASE

Featuring Craig Reucassel

2:45 - 3:00 PM

CALL TO ACTION AND EVENT CLOSE

Featuring Holley Somerville Knott

Connecting Regional Queensland: Sustainable Schools Summit 2020 PROGRAM

Breakout Sessions

SCHOOL LEADERS/BUSINESS MANAGERS

11:00 AM - 1:00PM

Larissa Rose - Glowing Green Australia

Rob Breuer - Solar Schools



glowinggreen
ENVIRONMENT | RENEWABLE | SUSTAINABLE
ENVIRONMENTAL CONSULTANCY

TEACHERS

11:00 AM - 1:00PM

Rob Breuer - Solar Schools

Kylie Moses - Australian Association of Environmental
Education (National Executive Secretary)



Solar Schools
Inspiring minds for a sustainable future

PARENTS

11:00 AM - 1:00PM

Erin Merrin - Sustainable Schools Network
AP4CA



Australian Parents
for Climate Action



STUDENTS

11:00 - 11:40 AM

Belgian Gardens State School: Don't mess with the Reef



11:40 AM - 12:20 PM

Reef Guardians
Reef Guardians



A Great Barrier Reef Marine Park Authority Initiative

12:20 - 1:00 PM

Trinity Bay State High School: Learning through Failure

DR. ALI SAMMEL'S EFS MUSINGS

What does the term environment mean in relation to Education for Sustainability?



If you asked people what the term 'environment' meant, many would associate this word with nature. However, Education for Sustainability (EfS) shows us that this association is not necessarily correct. In EfS the word environment should not be solely associated with nature - indeed, it causes a lot of problems when it is....

Now, this is usually the point when people say....What? What do you mean the word environment doesn't imply nature? So let me explain...

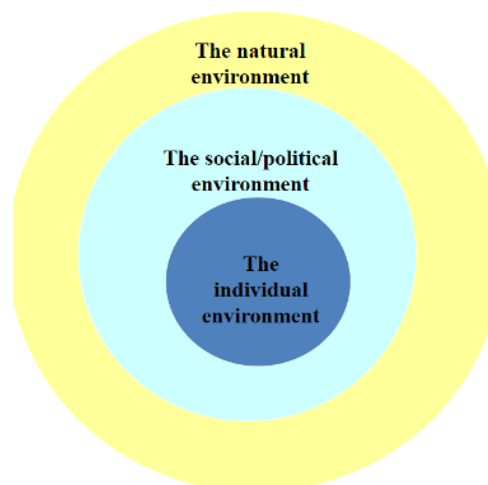
The word environment represents three aspects when it comes to EfS. The natural environment, the social/political environment and the individual environment. All three aspects need to be interconnected and explored if EfS is to bring about the changes needed to move towards ecological sustainability. To be specific:

- The natural environment implies the natural landscape. In Western traditions it collectively includes: plants, non-human animals, the landscape, and other features and products of the Earth.
- The social environment implies the socio-cultural, economic, political landscape. It includes the social setting in which people live; the cultures an individual was raised or educated in, the institutions, beliefs, assumption, philosophies, policies, economic agendas and political landscapes that influences this social landscape.
- The individual environment implies the thoughts, feelings, beliefs and assumptions of the individual that influences their understandings and actions.

Research over the last century has been increasingly drawn toward understanding how dimensions of human thoughts, health and actions are linked to and influence social and ecosystem health, and vice versa. New fields of research such as Evolutionary Biology, Social Economics, Evolutionary Psychology, and Environmentalism have been developed to explore the deep interconnections between these three 'environments' and how they both positively and negatively influence each other.

For example, let's say that within a certain community, the dominant social, political, and cultural perspectives, along with their beliefs and behaviours, promote and endorse agendas that we would label unsustainable, such as perpetual growth and increased economic gain. Those narratives would be viewed as socially acceptable, natural or normal within that community and be found in both formal and informal school curricular of that society. In this community, invisible understandings about the role of education may become about securing future economic wealth. Assumptions and methods of achieving economic wealth could directly perpetuate human exceptionalism and be linked to indifference, complicity, and lack of kindness or care for self, other humans, animals, plants, nature, or ecosystems. Individual students in that community would hear this underlying message repeated in their daily engagement with this culture. This would frame what they considered to be normal thoughts, beliefs and assumptions - which in turn influences personal agendas, goals and what they value. Therefore, how an individual is taught to see themselves and what they are encouraged to value or view as immaterial, such as the natural environment, is directly related to the values and norms of the communities they are exposed to.

To understand how we can change the way a society engages with the natural environment, we need to investigate how individuals have been taught by their society, to make sense of their world and themselves in that world. As teachers, it is essential we acknowledge and build places into our teaching and learning practice to investigate these three interrelated aspects of the environment in order to facilitate a deeper understanding of the complexities involved in moving towards an ecological sustainable future.



Introducing

HOLLEY SOMERVILLE KNOTT

Holley's life is inspired by her love for sustainability and the environment. After starting a charity The Stardust Foundation at eight years of age, she used to busk on the streets and donate funds raised to environmental organisations such as Rainforest Rescue, Seabird Rescue and Currumbin Wildlife Park. Later on, she began speaking about climate change and the importance of environmental consciousness while writing slam poetry.



The SSN last chatted with Holley in September 2019 when she was featured in the SSN Journal. During the past year, Holley has remained busy doing what she loves - growing her eco-business, finding new, exciting projects and supporting environmental causes and initiatives.

Travelling around Australia, singing and speaking at schools, festivals, conferences and events, Holley advocated for environmental causes and participated in protests and rallies from a young age. At the age of twelve, she became interested in sustainable business and founded her own company, [Tell Someone Who Cares](#) - a social enterprise, education hub and global community.

Now at sixteen, Holley uses her voice to raise awareness about the actions we need to take to protect the rainforests from palm oil destruction by making simple changes in our use of everyday products, like soap. The natural product range she's created contains Illipe nut butter as an alternative to palm oil. Holley is determined to disrupt old paradigms and sustainably do business.

So, what does sustainability mean to Holley? It means living, working, travelling, growing and existing in a way that fits within our planet's boundaries. It also means creating a much less wasteful, more carbon-neutral way of life that doesn't damage our ecosystems, where nature and people can coexist.

"Sustainability means something that can be sustained over time, and that's what we have to do if we want to fight climate change and protect our ecosystems, we have to create solutions that will be sustained over time. This means implementing innovative technologies and systems, changing the way we do things throughout every industry and every household, the way we do things as a society, our mindsets and shifting the way we think about sustainability. We need sustainability to be at the centre of the way we live in the future because that's the only way we can have a future on this planet."

For Holley, it is essential to understand that small changes and shifts can gradually transition into bigger ones. *"Looking at what we can do in our own lives is a good way to start. Like Anne Marie Bonneau – the Senior Editor and blogger behind the successful 'The Zero-Waste Chef' has said, 'we don't need a handful of people doing zero waste perfectly, we need millions of people doing it imperfectly.'"*

"If we were to speak to this on a macro level – and it would be impossible to talk about this without mentioning COVID-19 – our planet is finally getting a break, but this is temporary. In the past, when emissions have fallen sharply after recessions, for example, there's usually a rocketing rebound that wipes out any short-term progress that was achieved. This is an opportunity that offers the possibility of building a sustainable economy based upon long-lasting positive environmental change after lockdown is over. The most important thing in this difficult time is that we, as individuals understand that our actions have societal consequences. Now more than ever that has been made visible."

Holley's business has always been focused on allowing customers to create change with their purchases; she is interested in business as a source for good. She focuses on products that drive social impact and provide solutions to environmental issues. *"If people are going to buy shampoo, then they might as well buy ones that do some good in the world. I aim to do business in a way that fits within our planet's boundaries and creates positive change,"* says Holley.

One of her most recent projects is the launch of a range of shampoo bars. She will add five types with different ingredients, each aligned with a charity partner and supporting diverse projects. This way, by making a purchase, a percentage of the profits goes towards the charity of people's choice. *"I'm excited about the shampoo bars – they are a really innovative and environmentally sustainable product. There's three bottles worth of shampoo in just one bar, meaning they are way more cost-effective for people, they last much longer and in turn save 2-3 plastic bottles from going into landfill or the ocean. Regular shampoo can be made up of 80% water and conditioner can be up to 95%! But shampoo bars are the shampoo minus the water, compacted into a concentrated bar of ingredients, so by buying a bar, you save a lot of water. The bars contain amazing 100% natural real salon quality shampoo ingredients, so it's not just soap for your hair, they're made with functional botanicals that cleanse your hair like a regular shampoo would and they're all-natural, vegan, cruelty-free and palm oil-free. I'm hoping to launch that in the next few months."*

Holley's progress has not come easily, with a number of confronting issues to deal with, some of which are perennial. At a young age, she and her sister were diagnosed with autism and a range of other health issues. Adapting and making adjustments in their lives has been challenging. In the same way, starting a business as a teen was complicated, and it took some time to obtain funding and interest from investors. But that didn't stop her. Holley prepared herself and learned about business terminology and finances while staying in school, travelling and participating in multiple events. Attracting funding at a young age wasn't an easy task either, but this gave her access to different platforms and allowed her to find other opportunities, *"it also allowed me to share the message that age shouldn't be a barrier when it comes to achievement. I have found that in life it's not always about overcoming adversity, it can be about embracing it,"* she adds.

With the help of her family, other organisations and friends, Holley was able to find the support she needed to overcome the challenges she was facing. She learnt from her experiences and understood that a diagnosis isn't a barrier. *"As I got older, it took a while to accept my differences, the fact that my brain works differently to other people and sometimes I have different needs. But that is okay! Making an effort to learn more about autism and understand myself helped. Autism doesn't define me. It is a part of me, and it took some time to understand that,"* she says proudly. Numerous people have made a difference in her life; meeting Layne Beachley, for example, who helped Holley after she won a scholarship in Layne's 'Aim for the Stars' program. Equally, mentor Kylie Green is by Holley's side, supporting her through the challenges and celebrating the successes.

In the future, Holley would like to continue educating people through speaking by sharing her story and inspiring change. She believes in the significance of applying the United Nations SDG's into education for sustainability and understanding what she calls the 'ecosystem perspective' - *"Just how an ecosystem works, the SDGs are a network of goals that interact with each other and reinforce each other, and we need to reach every single one of them for them to work."* Holley would like to keep writing slam poetry and use that as a way of raising awareness and inspiring people. She aims to further her knowledge and increase her sustainability literacy, to share the best information and resources to students so they reflect and make the changes to reduce their carbon footprint.



Introducing

GARRETT SWEARINGEN

Garrett Swearingen, 20, lives in Cairns, Queensland. Driven by his faith and a sense of responsibility for the environment he is working to shift the discussion around climate change by building diverse community alliances. He began volunteering with environmental organisations after moving to Cairns in February 2019 and has been deeply involved in the Queensland environmental scene since then, most notably co-founding the Cairns Australian Youth Climate Coalition in June 2019.

Garrett has always had a deep appreciation for nature and a desire to protect the Earth. His fondest childhood memories mostly include day trips and camping with his family, or growing vegetables in his backyard.

As a school student Garrett struggled to channel his concern for the environment into action. Although he made sustainable choices in his own life, he knew that more was needed to address the many contemporary environmental issues we face. However, his friends either didn't share his concern or felt powerless to make change, creating a sense of loneliness and despair in his senior years of high school.

Having previously dismissed university he began to see the potential for university to help him achieve his conservation goals. He moved to Cairns to study Environmental Practice and to experience some of Australia's most pristine wilderness firsthand. Soon after arriving in Cairns he became involved in the Cairns environmental scene, helping organise a strike and leading a door knocking team in his suburb.



Following the election he realised, along with several other youth climate organisers, that there were no climate advocacy organisations specifically aimed at youth. Having witnessed first hand the difficulties faced by youth in advocacy groups dominated by adults they set out to create an empowering space for youth, and founded the Cairns Australian Youth Climate Coalition (AYCC).

Starting from humble beginnings of four volunteers in June 2019 the Cairns AYCC now has between 20 to 30 members and has become an integral part of the Cairns environmental scene. Garrett has helped organise a number of AYCC events during his time including a fundraiser concert featuring local artists, a youth Climate Leadership Bootcamp in March 2020 and the ongoing execution of the AYCC's Queensland election strategy.

The sustaining force behind his work is a belief that youth should have the power to shape their world and that they not feel the same sense of despair he did in his late teens; *"Although we can feel powerless alone, when we learn to speak and act together the results can be astounding,"* he says. An example of this principle in action has occurred in Cairns under his leadership of the AYCC's New Jobs Plan for Queensland election strategy. As a result of sustained pressure from a group of young Queenslanders in Cairns and beyond the QLD AYCC has been able to make renewables an election issue and secure commitments from both major parties to invest \$145 million in specialised Renewable Energy Zones. They have also secured a further \$500 million commitment for renewable energy investment from the ALP.

The most rewarding aspect of his work is seeing other young people taking steps along their advocacy journey, from being brand new volunteers to running events on their own. *"On the recent September 25 Day of Action to 'Fund our Future not Gas' I was in Townsville, watching photos come in from Cairns and just feeling so proud that they could run an absolutely amazing event with no input from me".*

Being an environmental advocate is not without challenges, with time-management and relational skills both being absolutely critical to the role. The ability to interact with and manage people well is something that Garrett, a self-described introvert, has been especially fruitful but which requires constant learning. As a full-time university student with a casual job in addition to his AYCC role, time management is also absolutely essential. However, Garrett says the toughest aspect of the role is, *"the emotional drain that can come with thinking about climate change all the time. There can be a real sense of dread that comes with it, but I think it's important to know that you're not alone in that, to find people you can be open with about your fears, and to make time in your life for self care".*

Now a paid staff member at the AYCC his long-term goal is to establish at least four self-sufficient North Queensland AYCC groups that can remain active without continuous staff intervention. He also hopes to continue his mission of constructing diverse community alliances incorporating youth, First Nations people, people of faith, unionists, tourism operators and others, all calling for Climate Justice.

"When I leave Cairns I don't want people to necessarily remember me, instead I want them to find a thriving network of community groups calling for climate justice, led by the young people whose future is most at risk," Garrett says.

Hear from Garrett during the Keynote of the Connecting Regional Queensland: Sustainable Schools Summit on 19 October 2020.



Connecting Regional Queensland: Sustainable Schools Summit 2020 PROGRAM

IMPORTANT INFORMATION

This event will be delivered online using Zoom. To ensure you have minimal technical hiccups please ensure you are registered to participate using the Humanitix registration link:

<https://events.humanitix.com/connecting-regional-queensland-sustainable-schools-summit>

Please ensure you have tested your camera and audio before the event. Also, when entering please ensure your microphone and camera are switched off. You will be able to use the chat function and hands up to ask questions and be invited to turn your camera and microphone on at different points in the event.

You are encouraged to have your class or sustainability committee participate as a group. However, when participating in different workshops it is recommended that you use different computers and rooms to ensure no negative audio feedback.

Please note: Only North or Far North Queensland schools are permitted to register. If you are from another region and would like to enquire about holding a Summit in your area please email info@ssn.org.au

Become a SSN Member School and join the community of schools connecting and educating for a sustainable future.

Please follow the SSN Facebook, Instagram, Twitter and LinkedIn pages for updates and become a subscriber of our YouTube channel to ensure your access post event video content.

The SSN will be recording and taking photographs at the event. Acceptance or purchase of a ticket means you agree to the use of these photographs and videos by the SSN for marketing and promotional purposes.

SUSTAINABLE ACTION TO DO NOW

The Sustainable Schools Network are registered with Ecosia to contribute to change for good. Delivering this event online provides an opportunity for us to take action whilst participating in the event. Use the link below to change your web browser to Ecosia. By doing so you will start helping Ecosia plant trees around the world. They have already planted over 60 million trees and you can help them do more.

<https://ecosia.co/ssn>

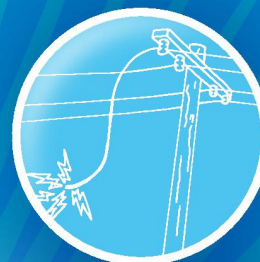
SAFETY HEROES

REMEMBER THESE TIPS AROUND ELECTRICITY AND BE A SAFETY HERO



ELECTRICITY HAS THE POWER TO JUMP

Always keep away from overhead powerlines.



BEWARE OF FALLEN POWERLINES

Stay safe and keep at least 10 metres away from fallen powerlines.



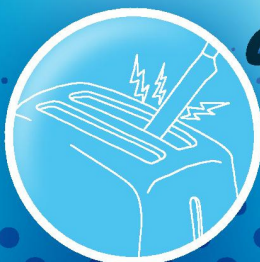
IF YOU SENSE DANGER, TELL AN ADULT

Know what to do and who to contact in an electrical emergency.



DON'T PLAY NEAR WIRES

Never play on electrical equipment or in trees near powerlines.



USE ELECTRICAL APPLIANCES SAFELY AND CORRECTLY

Never put metal objects in a toaster or powerpoint.



DON'T MIX WATER AND ELECTRICITY

Some super powers aren't meant to be mixed. Keep electrical appliances away from water.

To learn how your school can be part of our Safety Heroes program, visit:

ergon.com.au/safetyheroes
energex.com.au/safetyheroes



Part of Energy Queensland

Trinity Bay State High School's mission is to provide high quality teaching that ENGAGES students in active learning to become global citizens of the 21st century.



Trinity Bay State High School

With a vision is to ENGAGE and ENABLE students to achieve meaningful personal and future pathways, Trinity Bay State High School's values are Respect, Relationships, Responsibility, Pride in all we do and Learning.

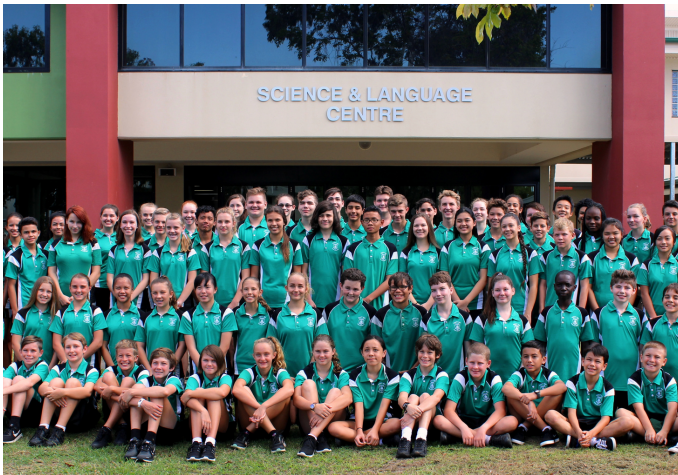
Established in 1960 and now educating over 1850 secondary students, Trinity Bay State High School has developed a tradition of excellence in teaching and learning. The school enjoys a positive reputation within the community of Cairns and provides an extensive curriculum for all students.

Trinity Bay State High Schools is an Independent Public School that boasts excellent student results, very high public confidence, a strong International Program and direct links to James Cook University (JCU) and Central Queensland University and links to the Commonwealth Scientific and Industrial Research Organisation (CSIRO).

The school science department is currently leading two major successful collaboration projects on Orpheus Island and in the Daintree Rainforest, that forges strong sustainability and environmental care education in these unique and magnificent natural environments.

Imagine being educated on the reef or in the rainforest or being part of the Young Indigenous Women's STEM Academy. All of this is possible at Trinity Bay State High School.

The Classroom on the Reef collaboration funded by Education Queensland and the Classroom in the Rainforest collaboration funded by Trade and Investment Queensland and Study Queensland have opened up the JCU research bases to students and shown the importance of STEM applications to environmental monitoring and care.



Trinity Bay State High School students will be presenting a Kids Teaching Kids workshop at the **Connecting Regional Queensland: Sustainable Schools Summit on 19 October 2020**.

The workshop is titled, '*Operating an Effective Recycling Program in a Large School*' and the Head of Science, Bill Liddle shares some key points about the session here.

Failure is an important part of individual living. From failure, we learn to grow stronger, determine our strengths and weaknesses and develop skills and character. Failure and managed risk taking needs encouragement and careful management for individuals to reach their full potential. Alternatively, failure can be demoralising and stigmatising. For large democratic and complex institutions, failure can cause serious harm and setbacks that are hard to overcome. A poorly executed change may result in a community unwillingness to accept further change or revisit a second attempt for what was and may still be a great and important idea.

By re-examining a failed recycling program at our school, we present the question why did it fail and can a Systems Leadership approach show students how that failure could have been avoided.

Furthermore, by applying a Systems Leadership approach, can a new recycling system be designed and successfully implemented? Skills such as designing a decision-making flow chart and applying 20 System Leadership questions will be taught in this workshop. Ideas from participants will be sought to allow this to be a successful reinvention of an important purpose in the school, namely a properly functioning school recycling system.

Students will learn from other students transferable skills in leadership in this workshop and learn skills to influence and properly roll out important change.

Bill Liddle is the Head of Science at Trinity Bay State High School. Bill started the school Science Academy program designed for gifted and passionate science students that has now over 150 students doing extra-curricula science to develop their talents. His current projects include leading the Classrooms on the Reef and in the Rainforest and their links to better science education and international schooling. His latest focus is his involvement in the CSIRO Young indigenous women's STEM academy with an aim to grow this program.





As a Mercy community, St Patrick's College Townsville strives to live out the values of compassion, respect, integrity, justice, hope and joy in all that they do.

St Patrick's College Townsville

St Patrick's College, Townsville, is an independent Catholic girls' secondary College established by the Sisters of Mercy on the values of their founder, Catherine McAuley. It has a strong reputation as the school of choice for young women of the North. Its expert teaching team, outstanding pastoral care system and innovative, inclusive and positive learning culture, designed especially for girls, encourages students to be creative, collaborative and reflective.

Ms Amber Hauff, College Principal, explains:

"As a Catholic school in the Mercy tradition, we remain committed to raising awareness about the need for greater care of our common home. As human beings, we are intimately interconnected to one another and with all the life systems of this planet, and we all have a responsibility to care for it. We encourage our students to use their gift of an education and their voice for the greater good. As young women of action, they work in teams through various platforms to raise awareness and make plans on how best to highlight and address local and global level issues of concern. They understand that if each person made a genuine effort towards real change, the results would be extraordinary."

Since the late 1800's, generations of extraordinary women as day students or boarders, have emerged from the College which overlooks the ocean and is set amongst lush tropical gardens. The College offers a wonderful mix of heritage and contemporary buildings that blend to create a seamless learning environment. This is felt by the students who learn in a unique setting.

"At St Patrick's College Townsville, the ocean is in our front yard. We see the sparkling blue water every day as we walk into school, go to class and eat our lunch. This proximity to the ocean provides a unique appreciation for the reef and preserving its beauty and inhabitants for generations to come. Many of our students are Aboriginal and Torres Strait Islander who come from all across Australia. Their impact on our school has created a community that respects the land on which we stand and sustains a connection to country. Our College also follows Pope Francis' Laudato Si, which teaches us to care for all of God's creations."

Year 11 student, Harper Weekers.

The College facilitates participation in outdoor experiences that exposes students to the natural world, whilst improving their well-being and that of their communities. Students are encouraged to think and act to support positive relationships with themselves, with dynamic, healthy communities and the sustainability of life.

Mr Chris Pacey, Head of Faculty – Science & Technology, has designed and implemented the College's Marine Science Program, which has achieved exceptional outcomes and forged valuable industry links. Mr Pacey understands that recognising the needs of now without compromising our ability to meet the needs of tomorrow is required for a sustainable world. *"Sustainability means looking at how we can better live within our environment. This is to ensure both prosperity and growth for people but with a greater focus on how this reduces our impact on the environment."* He adds, *"there has been a shift at a local level from treating the environment as part of the economy to treating the economy as part of the environment. This has allowed sustainability to be a starting point for projects, not an afterthought."*

A range of projects are underway - reducing waste and increasing recycling; nude food Fridays; educational aquaponics display; Clean Up Australia Day; and Reef Restoration workshops. Field trips to local reefs enable students to take action and increase their awareness of factors affecting inshore reefs.

"We understand that our behaviour has an impact on our environment, leading us to become a sustainability-driven school. The College has several clubs that work to raise awareness about environmental risks and promote sustainability. The Student Representative Council is working to further educate students on recycling and implement more clearly labelled recycling bins across our campus. Our 'Mercy Girls In Action' club has led initiatives to reduce fast fashion, such as holding a very successful clothing sale from students' old items to promote sustainable shopping. Our Reef Guardians Clubs works on several projects each year, a highlight being their involvement in the annual Clean Up Australia Day across the Strand. As a College, we gather each year for our Mercy Day, where we engage in social justice and sustainability activities. These projects have given every student insight into their environmental impact, and how they can become sustainable citizens who care for our Earth," explains Harper Weekers.

One of the challenges faced by the College on their sustainability journey, is that the vast number of opportunities and initiatives on offer can be overwhelming. Problems sometimes arise in settling on the right initiative that galvanises people. Maintaining student and staff energy to implement the initiatives can also be hard. These challenges have been overcome by motivating the College community in chosen areas which they are passionate about, and selecting interest groups accordingly.

St Patrick's College Townsville has future plans to educate about sustainability. In 2020, the whole College has reflected on their community impact on the environment and will work towards devising a Sustainability Action Plan in 2021. They understand everyone plays a critical role in helping to create a sustainable world for future generations.

"Incorporating youth voices in this process allows for their passion and their perspective to be heard and valued, helping to shape the future they are hoping for," says the College's Principal, Ms Hauff.

Despite its fast-growing student population, the College is seeking to reduce its environmental and carbon footprint on a continual basis. The College hopes to maintain focus on local issues such as plastic waste and recycling, whilst examining global issues like climate change and taking action through solar and energy-saving initiatives.

Thank you St Patrick's College Townsville for being a Summit Host and Presenter.



Hear from the students that participated in the Cairns Youth Climate Summit
as part of the Connecting Regional QLD: Sustainable Schools Summit

#FIGHTFORPLANETA

In late 2019, the Cairns Youth Climate Summit was held by Council to give an opportunity for high school aged students to help shape climate actions in the region until 2030. The Summit involved:

- An online survey of students in high schools across the Cairns region, completed by 227 students.
- A full day Planning Workshop on the 18th of October 2019, with 35 Student Delegates nominated from local high schools.
- A Leaders Panel Event at the Cairns Performing Arts Centre on the 13 November 2019, with presentations delivered to a panel of industry leaders.

Students received specialised education from Council, university and industry experts in science, planning, policy, economic development, energy management and community engagement.

They developed a collective aspirational statement and presented their top ideas for key action areas: Powering our future, Nature-based solutions, You and your community, Reef and rainforest resilience, Infrastructure, cities and transport and Industry transitions.



Students developed 400 action ideas. Focus areas aligned with the 2019 United Nations Climate Summit. Ideas with the highest votes are presented here

More information can be found at www.cairns.qld.gov.au/community-environment/sustainability/youth-climate-summit
Enquiries: sustainability@cairns.qld.gov.au



Connections for Resilience

A Cairns Educators Professional Development Event

October 13th
Online 3:30pm - 6:00pm

Register:

www.connectionsresilience.eventbrite.com.au
A Cairns Regional Council Teacher's Link Event



EVENTS CALENDAR

october

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5: World Teacher Day
14: World Environmental
Education Day
17-23: Book Week
19: Summit North + Far
North QLD
21-27: Enviroweek
24: Seaside Scavenge GC

november

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

5: Outdoor Classrooms
Day
9: National Recycling
Week
26: SSN Member School
Meeting

Ergon Energy Network and Energex



Around one in three houses in Queensland now have a solar energy system – the highest penetration of rooftop solar energy systems on detached residential premises of any state in Australia according to data from Australian PV Institute. This trend is expected to continue with Ergon Energy Network and Energex's Queensland Household Energy Survey showing that one in five households without solar intend to invest in solar soon.

The energy industry is undergoing rapid technological change. To respond they are transforming their networks into an intelligent state-wide grid with a focus on ensuring that their customers can benefit from the growing take-up of alternative energy solutions and other emerging technologies.

In Cairns, Ergon Energy Network and Energex's Innovation Lab and other purpose-built facilities enable development, simulations and real-time testing of renewable technologies to improve product functionality with their network often in collaboration with suppliers.

Ergon Energy Network and Energex see their role as energising their communities, empowering their customers and their choices around electricity usage and supporting the advancement in energy storage, electric vehicle and other smart technologies that will transition Queensland to a low carbon future.



Part of Energy Queensland



environmental education programs



Cairns Regional Council is pleased to support environmental education in our region. Information on some of our programs provided is shown below.



NATURE BASED LEARNING GRANTS

Schools can apply for up to \$2,000 for school excursions that connect children with nature in a way that results in a greater awareness and appreciation of sustainable living and the natural world. Grant rounds open between 1st June and 31st July annually.

Enquiries: sustainability@cairns.qld.gov.au



SCIENCE AND SUSTAINABILITY ENRICHMENT PROGRAM

The Holloways Beach Environmental Education Centre program partners talented Year 5 science students with industry mentors to develop environmental and sustainability projects in their schools and community. Council has proudly funded the program since 2014 and provides expertise to assist students with their projects.

www.hollowaysbeacheec.qld.edu.au



NATURAL HAZARDS EDUCATION

Council has created a suite of education resources focused on the natural hazards that can impact the Cairns region. The materials include classroom activities, experiments, background information and lesson plans aligned to the Australian Curriculum. Council's Disaster Management Unit can visit your school to discuss natural disasters in the classroom or schools can visit the Disaster Coordination Centre.

Enquiries: disaster@cairns.qld.gov.au



WATER EDUCATION PROGRAM

Council offers a free-of-charge, engaging and interactive water education program to all schools throughout the Cairns region. Directly linked to the Australian Curriculum, the 'Smarter with our Water' education program is designed and delivered by qualified educators to encourage a greater appreciation for Cairns water plus a deeper understanding as to why our water is too precious to waste.

Enquiries: wated@cairns.qld.gov.au



WASTE EDUCATION TOURS AND PRESENTATIONS

Council offers schools guided tours of its waste facilities and provides interactive, engaging presentations on the journey of waste in Cairns, free of charge.

Waste Education Presentations

Unable to visit our facilities? Council's Waste Education Officer can also visit your School, Early Learning Centre or community group event to present an age/year level appropriate presentation covering what happens to waste in the region. These interactive, engaging presentations cover the Cairns 'Waste Story', how we can all reduce, reuse and recycle better, and provides answers to those 'difficult to answer' waste and recycling questions.

Enquiries: wasteservices@cairns.qld.gov.au

LEARN MORE:

Learn more about Council's education programs by visiting www.cairns.qld.gov.au/region/teachers

For more information
on Cairns Regional Council's Sustainability initiatives and programs please visit www.cairns.qld.gov.au/sustainability or email sustainability@cairns.qld.gov.au



Experience our vision of sustainability coming to life through our Sustainability Centre and school tours...

A learnscape to Sustainability and Resilience education



✓ Advanced ecotourism certified school, community and business tours - view sustainable living in action around the Rows Bay Sustainability Centre, garden and boardwalk.

✓ Participate in Townsville Sustainable City tours.

✓ Sustainable energy, water and nature school presentations.

✓ **Have you ever thought how a tree or building feels?**

Learn how our city feels by building and using your own low-cost sensors.



City of Townsville

Townsville City Council's Environmental Services protects Townsville's natural environments and spearheads Council's sustainability initiatives. The Council has become a leader in sustainable industries promoting overall sustainability in the City and reports on existing historical sustainability initiatives while assisting in ecological sustainability development capabilities.

Townsville City Council (TCC) understands sustainability as: *"The daily actions we all take and how we consider our environmental impact and bring these ideas into action in our organisation. Though sustainability can start with a vision – it is the collective and collaborative way we operate,"* says Greg Bruce, Environmental Services.

The sustainability journey of TCC started with building environmental protection and wetlands /waterways protection and it evolved to catchment management and retrofitting stormwater systems and waterways. They began to include ecotourism and worked with City water utility engineers on wastewater ecological solutions. The development of the Creek to Coral - capacity building as an infrastructure based and community involvement program was also linked to catchment education and ecotourism to develop Eco-catchment and Electricity Tours (achieving Advanced Ecotourism Certification for past 14 years).

TCC achieved and maintained Reef Guardian Council status, evolved to Townsville Solar Cities and supporting Council program (Citysolar) in collaboration with Ergon Energy and collaborated with Ergon to deliver a city-wide Network (energy) Demand Management Pilot. Further developed integrated sustainability systems frameworks, including staffing, resourcing and structure; Energy and Resource Management Framework (ERMF), enterprise-wide Energy/Environmental Management System (EEMS), sustainable Energy and Smart Infrastructure (SISE) framework – which feed our water, energy and smart technology projects into CityDeal – Townsville.

Nowadays, the Council has two large solar farms (c. 125 to 148 MW) and 139 MW residential and commercial installed and are currently investigating hydrogen and battery.

A famous energy engineer from ergon Energy (Bob Harvey) once said, *"I don't need anyone to bring more technology, we have enough ... what we need is to learn to work together to bring what we know into practice"*. Acknowledging this challenge TCC have created a "System Design for Change Approach". This method applies systems-based approaches to thinking and action, finding the feedback loops which reinforce and amplify our efforts and uses thematic or persuasive communications; collective social learning workshops and collaborations. TCC also apply smart technology approaches to sensor up, gather data on actual performance, develop analytics and IoT (Internet of Things)/machine learning approaches to uncover otherwise hidden patterns of energy, water and maintenance in buildings and facilities.

In the future, there are a number of initiatives TCC is undertaking. Rows Bay Sustainability Centre has a smart retrofit house using Breezblock, white roof, solar, LED lights, smart air conditioning systems, battery storage and electric vehicle charging along with a water efficient garden and adjacent nature walks for schools and students to learn in. Also, the house has a food garden for demonstrating possible options for homes and families to grow their own food, use less pesticides and herbicides and build homes such as insect Airbnb for predator bees and insects as natural insect control. As well as demonstrating and using probiotics – like yoghurt for gardens to drive construction of soils and manufacture of water molecules, built from humisoul.

Introducing Glowing Green Australia



“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” – Margaret Mead

Larissa Rose is an energetic and resilient professional with a comprehensive knowledge of renewable fuels, environmental management, and sustainability. Tertiary qualified, Larissa has obtained extensive experience and background in environmental studies, carbon, waste and project management, and business development.

Larissa has spent ample time advocating and engaging government, regional and rural communities, lecturing at universities and teaching at schools on the economic, social, health and environmental benefits of renewable fuels. She has led environmental education programs in Queensland schools, devised sustainability plans and environmental auditing for schools and companies nationally.

Larissa is a World Bioenergy Association board member, a lecturer at Bond University and the Director of an environmental consultancy company, Glowing Green Australia (GGA) which she started eleven years ago. With a passion for the environment, she is committed to educating the next generation of ‘environmental’ leaders.

GGA is an environmental consultancy, specialising in environmental report writing, auditing, environmental education and facilitation business that provides outstanding learning, engagement, teaching and renewable energy advisory services. Larissa explains, *“like many people in consulting, the scope of my business varies significantly. I’ve been fortunate to undertake a breadth of work ranging from local grassroots engagement to advising the Government on high-level policy matters, which has been all about ‘educating for sustainability’ but despite this, some of my most important work to date is educating young people about environmental management.”*

Larissa believes the youth of today are the opinion leaders and decision-makers of the future and so the future health of the planet rests with them. Therefore, it is so important to raise interest in environmental issues early on in their lives. *“We all have a role to play in respecting and caring for our environment, not just preserving what we have today, but sustaining it for succeeding generations. To me, the shift to sustainability presents a real opportunity. It evokes innovative thinking and inspires people to come up with new, creative circular solutions to once old linear problems,”* says Larissa.

Together, with the Sustainable Schools Network, GGA devised Project 2020, a cutting-edge waste management and education program for four to twelve-year-old students, to be implemented in schools across the Gold Coast.

Project 2020 aims to promote, educate and assist Gold Coast primary school students in learning about environmental science. With assistance, students will undertake ecological assessments through a range of online resources and then apply this knowledge in the field and conduct their own environmental and waste assessments. *“We have just announced a community partnership with Palm Beach Surf Life Saving Club, to produce the ‘Palmy Crusaders’ initiative, which is an environmentally friendly, 100 per cent recyclable, education and activity leaflet for kids.”*

This project was intentionally about reducing the amount of single-use plastic, crayons and waste from the original kid’s activity packs and cultivating an alternative that educates kids on the lives of marine animals, recycling and discovering the importance of protecting our reefs and oceans.

In the future, Larissa and Glowing Green are expanding the Glowing Green Crusaders Program. This initiative aims to highlight, encourage and support youth engagement in waste management and conservation at a localised level. Glowing Green Crusaders endeavours to capture the imaginations of young Australians and bring environmental protection to life through the power of storytelling.

Through social media, GGA has showcased active youth in communities, who are making a real difference and they will be collaborating with a university soon to integrate, expand and support youth input into this growing platform.

<http://glowinggreen.com.au/>

Introducing

Solar Schools


Solar Schools
 Inspiring minds for a sustainable future


The demand for energy is increasing exponentially with technology being the driving force. With an increased use of energy comes an increased waste of energy, and that's where energy education is key.

Solar Schools interactive educational program is making an impact on energy waste and in turn helping reduce CO2 emissions throughout Australia, New Zealand and the world!

Solar Schools mission is to empower future leaders to become environmental change agents. By educating the next generations on energy, energy efficiency and its environmental impact, we aim to effect lasting behavioural change that will safeguard the sustainability of our planet and make a difference to our energy future.

When we hear of waste, we usually think of rubbish going to landfill – what about energy/electricity waste? There is a substantial amount of natural resources required to deliver energy to our homes, schools, and businesses, and they have a huge impact on the environment. When we waste energy, we are wasting our natural resources.

Rob Breuer and Mark Stenhouse founded the Solar Schools energy education program after listening to an episode of Dr Karl Kruszelnicki (the scientist) on the radio. A young girl phoned in and asked Dr Karl what would happen to the planet if we don't change our behaviours. Dr Karl responded with 'there have been five mass extinctions on the planet, and we are living into the sixth'. Rob wondered how this girl felt after the call so, he and Mark embarked on a mission to educate young people on the impact their behaviours have on the planet, and the Solar Schools

energy education program was the perfect fit.

New metering technology now gives schools the opportunity to track how they use energy from the grid, as well as from the sun. With data as the foundation, the program is cross curricula with Australian curriculum- aligned activities designed to cover science, technology, engineering, arts and mathematics learning areas (STEAM). Solar Schools education helps make it easy to bring energy to life in the classroom, providing the tools and resources teachers need to turn invisible concepts – like energy and energy efficiency – into real, actionable insights for students.



Solar Schools have saved CO₂
 equivalent to growing
275,125,383 trees for 10 years

Introducing

Kids Teaching Kids



The Kids Teaching Kids Program promotes positive wellbeing and helps build resilience in young people. It raises awareness and drives action on local and global environmental issues, bringing communities together to solve common challenges and support the next generation of leaders who will take collective responsibility for our future.

The end of a very challenging year is approaching. For many communities, businesses and organisations, it has been a roller coaster ride with the world facing a pandemic, an economic downturn, heart-rending social injustices and the devastating effects of climate change.

Nevertheless, there are many ways to implement positive action, and looking at the work of groups such as Victorian-based organisation Kids Teaching Kids (KTK) is an excellent way to start. Their programs allow students to connect and challenge them with real-world issues, and leave them with an enquiring mind. By enabling students to present a workshop to others during KTK Week or at one of the Kids Conferences, students see that they can have a positive impact in the world, starting in their communities. They are given tools to manage their own learning and become confident, caring and informed citizens ready to take on new challenges.

The year 2020 has been extremely tough for KTK, as the programs heavily rely on working in schools and organising events. As an organisation, they have remained committed to providing schools with the opportunity to continue their involvement in the program.

Attending the Melbourne Kids Teaching Kids Conference is often a highlight for many of the schools participating, and something students have come to anticipate, which is why they have pivoted the conference to an on-line platform. KTK has understood how difficult it has been emotionally and socially for some students who have learnt from home

most of the year. They have sought to bridge that social gap by providing virtual platforms for students to connect with their peers from other schools. This provides a sense of purpose through using creativity and passion to design virtual workshops, and ultimately drive environmental change. KTK has always promoted resilience in young people, and this is particularly evident this year.

Aaron Wood AM, Founder of KTK, explains: “We are a turning point for our natural environment. Nature’s ability to provide us with clean air, water and food are at breaking point. Education for sustainability excites me because, through understanding and informed action, a sustainable future is possible. We know what the solutions are. The best thing is - what is good for the environment is good for people and the economy. Clean energy doesn’t just reduce emissions; it creates jobs, leads to cleaner air and can be a huge export industry for Australia. I want our kids to be at the forefront of the global change that is happening all around us.”

KTK is excited about getting back to working in schools and in-person events, hopefully in 2021. This year has also seen a transition for KTK, as they have now merged with Earthwatch Australia. Through this partnership, the aim is to integrate more citizen science and field-based learning opportunities for KTK schools. Luckily, even in this current economic climate, funding has been secured for the organisation to work extensively in regional Victoria over the next year.

KTK’s current goal is to secure national or state level sponsorships to support Kids Teaching Kids events outside of Victoria. [Find out more information about KTK.](#)

Introducing Australian Association for Environmental Education (Queensland Chapter)



In these times of climate crisis, young people world-wide in 2019 showed their concern about their future by their mass attendance at rallies and actions. Our politicians told them to go back to school. What these national leaders missed was that our young people do not feel that school is offering them the relevant skills and knowledge they need to face the uncertain future that lies before them. Now with the isolation brought by COVID 19, many are experiencing even more anxiety and stress.

The Australian Association for Environmental Education (AAEE) aims to help remedy this situation. AAEE is an organization open to any interested person, whether a teacher, administrator, a natural resource sector worker a volunteer with a conservation group, or any person keen to advocate for environmental education. The National Council of AAEE consists of highly skilled educators with many years of experience in delivering environmental education in a variety of settings. They have been working hard to develop useful resources for educators to draw on. On the website <http://www.aaee.org.au/> you can find a range of resources tailored to the Australian Curriculum, in three age ranges, from foundation to secondary. Each state has its own AAEE chapter to deal with matters closer to home.

Educators know that Environmental Sustainability is one of three cross-curriculum priorities in ACARA's National Curriculum, but in practice, environmental education has been consistently de-prioritised in Queensland state schools over the last eight years. The cross-curriculum priority system leaves it to secondary teachers to incorporate environmental sustainability into their own subject areas, while primary teachers are often left grasping at incursions

and one-off visits from waste educators from local councils to tick this box. Increasing workload makes it difficult to embed sustainability in a meaningful and authentic way. At a round table held in the Sunshine Coast during 2019, staff from groups such as Coast Care, Landcare and natural resource management groups reported that requests from schools far exceed their capacity to provide them, as they have no funding for this. Turtle and koala rescue groups operated by volunteers also reported demand was far beyond their ability to supply. Some waste management education is provided through local councils, but again both amount and quality vary according to the resources and priorities of Regional Councils. AAEE has been very active in 2020 in partnership with the Sustainable Schools Network (SSN) in demanding the Queensland Education Department for more resources and emphasis for environmental Education in Queensland State schools.

By joining AAEE you can help make a difference! You can find fellow educators so that feelings of isolation are decreased. You can share your own inventive solutions to the challenges of embedding sustainability in your own practice as well as share those that others have developed.

Connecting Regional Queensland: Sustainable Schools Summit 2020 PROGRAM

SUSTAINABLE DEVELOPMENT GOALS

SCHOOL SHOWCASE

Thank you to these amazing schools for sharing their sustainability story at the Summit. These five-minute stories will be made available on the SSN Youtube channel before the end of 2020.

Malanda State School



Ryan Catholic College



Burdekin Catholic High School



Cairns Climate Summit Youth Showcase



Smithfield State High School



St Patricks College Townsville



AN EDUCATION DESIGNED FOR GIRLS

North Keppel Environmental Education Centre



The Sustainable Schools Network
aim to educate and connect
school communities to imagine
a sustainable future.



Sustainable
SCHOOLS NETWORK
reimagining education

