



Sustainability Action Plan

2018 - 2020



Our Sustainability Action Goal

To develop systems, processes and actions that provide for the ongoing ability of the school to visibly and actively adopt, promote and pursue sustainability as a frame of mind within our community.

Background

Bold Park Community School was founded on the vision that the school would be a place that forges student connection to the world around them; rather than be a place that isolates them from it. As such our educators seek out connections and learning that crosses boundaries. Boundaries of subject areas; of emotion and cognition; of indoors and outdoors; of learning in the classroom and learning out in the community. This could be described as an ecological view of learning, where we recognise the complex and dynamic webs and systems of life, knowledge and understanding. Such a systemic way of thinking is also integral to the concept of sustainability. As such, the ethos and pedagogy of the school is ideal for expanding the concept of sustainability beyond that of concern only for the environment. It actually allows, and indeed encourages, us to consider the concept of sustainability more broadly. This broader concept of sustainability encompasses our human relationships with concern for developing positive relationships, equanimity and social justice (Kelly, 2016).

Embedded Principles and Practices that Support Sustainability as a “frame of mind”

Relationships: Mutual Respect

The pedagogical approach of the school is designed to explicitly develop the interpersonal skills and qualities of our students. This includes developing behaviours such as empathy, collaboration, responsibility and creative problem solving. Mutual respect is at the heart of this culture and this also shapes the approach we take to behaviour guidance that may be required during times of conflict. With an emphasis on restorative justice and a problem solving approach to conflict, students are empowered to find solutions to problems and recognise their social responsibilities and interdependence. These types of skills are essential to democratic citizenship and along with creative problem solving and co-operation can be applied to the resolution of complex concepts such as sustainability (Kelly, 2016).

Connecting to Nature



All our students have time for direct experience in natural environments both on and off the school campus. We use real world and natural environments, such as our Wildspaces, Galup (Lake Monger), Nookburra (Herdsman Lake) as well contexts beyond our local community, as our classrooms. In connecting our students' curriculum learning to the world around them we can engage their 'head, heart and hands'. Central to these experiences is fostering wonder and curiosity for the world: the 'heart'. The school has also developed two key staff positions: the kitchen garden specialist and the outdoor learning specialist, who work alongside classroom teachers to expand learning through nature. By integrating curriculum subject area knowledge and hands on activities we can engage the 'head and hands' in learning. Our Year 10 students are able to continue with this learning through to a Certificate II in Permaculture.

Incorporating Indigenous Ways of Knowing

Connecting our students to the language, culture and ways of knowing of our local indigenous people is also a part of our learning programs. Our students are able to experience this first hand with lessons from our school Elder, Neville Collard and other local cultural experience providers. Through our Reconciliation Action Plan we intend to continue to develop this connection to the heritage of the land and increase the visibility of Aboriginal languages, culture and knowledge. As such this Sustainability Action Plan and our Reconciliation Action Plan are intertwined and complimentary.



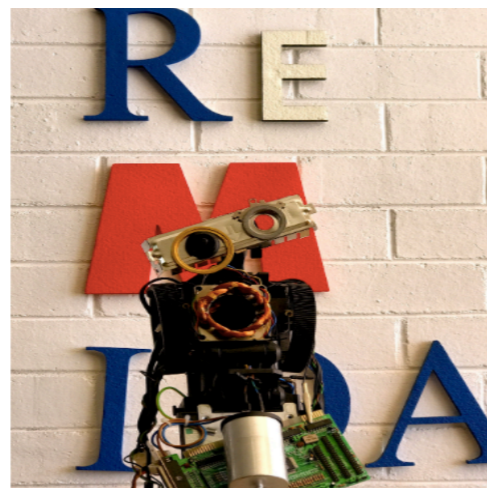
International Mud Day

In 2009, the school established Mud Day (<https://www.boldpark.com/outreach/international-mud-day/>). This initiative was initially conceived by the children of a Year 1 class in support of children in an orphanage in Nepal. The students raised funds for spare clothing so that the children in Nepal could have the opportunity to play in mud. The school has continued this annual celebration and connection with Panchakal Orphanage, Nepal. This has now become an international event that connects children and people across the world. Central to the celebration of Mud Day is the idea of connecting humanity through the earth and play.



Pro-active Engagement

Bold Park Community School has a history of pro-actively engaging with the community in the space of sustainability. In 2006 Bold Park was the instigator of the REmida project in Perth (<http://www.remidawa.com>). REmida, now an independent organisation, collects clean waste from local manufacturers for re-use in educational and creative projects. The school itself has a bank of re-purposed materials as resources for learning in the classroom environments. The use of these significantly reduces the purchasing and consumption of commercial learning resources, applying the sustainability principle of reducing waste by valuing and re-purposing it.



Other Current Initiatives and Practices:

Table 1 (below) details the other initiatives and practices that the school currently has in place to bring sustainable living into a reality on a daily basis.

Table 1 - Current Practices and initiatives (2018)

<ul style="list-style-type: none">• Waterwise Accredited• Wastewise Accredited• Use of solar power• Rainwater collecting tanks• Kitchen Garden program• Worm farms• Clean up events (Galup; Mettams Pool)	<ul style="list-style-type: none">• Paper collected for recycling• Batteries collected for recycling• Roots & Shoots program• Reconciliation Action Plan• Native plantings• Innovative reuse of infrastructure such as the College Boatshed• Permaculture Certificate II
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Targeted and Specific Action Plan

The targeted and specific actions designed to build on the embedded principles and practices are detailed below. Through these actions our intention is to continue to develop and refine the systems, processes and practices that lead to sustainability, in line with our stated goal:

To develop systems, processes and actions that provide for the ongoing ability of the school to visibly and actively adopt, promote and pursue sustainability as a frame of mind within our community.

The action plan is structured around the two elements of *Footprint* and *Handprint*.



Handprint: To actively engage together as a community and join with other organisations to promote a sustainability frame of mind.

Footprint: Actively taking steps to reduce our ecological footprint by mindfully managing the amount of resources we consume and the waste we produce.





The action plan includes links to:



- BPCS Strategic Plan 2017 - 2020
- BPCS Reconciliation Action Plan 2018 – 2020
- Town of Cambridge Sustainability Strategy 2018 -2023




The actions have been prioritised according to:

Target A: Reasonably simple, can be actioned immediately
Target B: More complex but achievable short term goal
Target C: More complex, a longer term goal

Table 2 – Handprint Sustainability Action Plan As At Jul_2019

 Handprint						
What do we want to achieve?	Link to Strat. Plan & UN Dev Goals	What specific strategies are we going to use?	What is our time line?	Who is responsible?	Comments on progress	Target
H1: Create Sustainability Group	<p>BPCS Strategic Plan Priority 3: Flourishing Community</p>	<ul style="list-style-type: none"> Create a committee to initiate the Sustainability Action Plan and promote this across the school Meet to discuss and map out initiatives and actions focussed on sustainable practices. Create a Sustainability Action Plan or SAP (this document) to sustain relevant practices/ develop new initiatives / promote these Develop an accompanying Plan-on-a-Page summarising the key points of the SAP for broader distribution 	Completed	<p>Nicole H</p> <p>ALL</p> <p>ALL</p>	<p>Invitation in Q1,2018 Newsflashes for parent involvement. Group formed : Paul Whitehead (PW), Nicole Hunter (NH); Leslie Ray (LR); Ursula Prause (UP); Trent Betts (TB); Kavi Gunesakar (KG); Ashleigh Pargin (AP); Priscilla Hubbard (PH); Sally Madden (SM); Rocile Uculmana (RU); Chris Shaw (CS)</p> <p>First Meeting held 11/04/18 Vanessa Dow (VD) & Elle Jenkins (EJ) joined group 29 May 18</p> <p>NH & PH first draft for comment 29/5/18, Second Draft 12/06/1, final draft 30/11/18</p> <p>20th March 2019 Launched at Community Breakfast</p>	A
H2: Increase visibility of our current sustainable practices and understand where we can improve	<p>BPCS Strategic Plan</p> <ul style="list-style-type: none"> Priority 2: Leading Practices and Philosophy <p>UN Sustainable Development Goal:</p> 	<ul style="list-style-type: none"> Include a statement on school website in relation to sustainability. Document initiatives on website; social media & EDUCA Develop a register of current procedures and practices that are derived from the principles of sustainability. 	Ongoing	<p>NH / PW</p> <p>Teaching Staff / Marketing</p> <p>PW/ PH/ NH/</p>	<p>Harvest from 'background' of SAP</p> <p>Educa post's: re: Sustainable Shared Transport Initiative April 2019</p>	A
H3: Develop community clarity of the Mutual Respect Policy and how this underpins our Behaviour Management practices.	<p>BPCS Strategic Plan</p> <ul style="list-style-type: none"> Priority 1: Child at the Centre Priority 2: Leading Practices and Philosophy Priority 3: Flourishing Community <p>UN Sustainable Development Goal:</p>	<p>An overhaul and re-write of our parent handbook including clearer information on:</p> <ul style="list-style-type: none"> How we assess and monitor individual progress How behaviour is managed at BPCS Processes and structures in place to support diverse learners <p>Parent nights include explicit content on behaviour management and mutual</p>	<p>Dec 2018</p> <p>Nov 18</p>	<p>NH</p> <p>Team Leaders & class teachers</p>	<p>In draft Oct 2018.</p> <p>New information included in Parent Handbook for 2019</p> <p>K,PP & Year 1 /2 Transition Nights covered mutual respect / behaviour managements</p> <p>85% or more respondents on 2019 parent survey question respond agree or strongly agree to : The Mutual Respect Policy is clearly understood</p>	A

		respect in context of relevant age group.			There is a high standard of student behaviour at BP	
H4: Actively engage students by developing student led initiatives and leadership opportunities	<p>BPCS Strategic Plan:</p> <ul style="list-style-type: none"> Priority 3: Flourishing Community 	<p>Provocation to staff at End of Year for project planning in 2019 (and subsequent years)</p> <ul style="list-style-type: none"> Selling worm juice Monitoring lost property Plant care group Worm farm carers sustainability related work experience placements Community residential heat map to raise awareness of BPCS community hubs away from school 	December 2018, 2019, 2020	NH	<p>Certificate II Permaculture in place for year 9 & 10's UN Sustainable Development Program Year 9 & 10's</p> <p>Permaculture students are developing a recycling centre Yr 10's are doing work experience at City Farm</p> <p>March 2019: Promo : Remida with "Jellyfish Plastic" at Community Breakfast March 2019 Year 3_4's visiting City Farm for sustainability project : regenerating biodiversity of Wildspace in conjunction with Noongar Elder Mr Neville Collard. March 2019 Neville brought in native seeds for germination June 2019 3_4's went to Zanthorea Nursery to purchase plants June/ July 2019 : Permaculture students built protective barrier and planted natives in Wildspace July 2019: Received plastic recycling bins from Greenbatch</p> <p>September 2020 : Year 1_2 A : Organised a Galup cleanup last week of Term 3</p> <p>October 2020: Obtained a Scheme ID for Containers for Change C10292253 October 2020: Year 1_2 A Organised a Beach Cleanup</p>	A
H5: Engage our community as co-learners / co contributors to sustainable principles and practices	<p>BPCS Strategic Plan:</p> <ul style="list-style-type: none"> Priority 3: Flourishing Community <p>UN Sustainable Development Goal:</p> 	<ul style="list-style-type: none"> Provide workshop / learning opportunities for our families that support connection to nature Possibilities such as: Leslie Ray: Fire lighting Family Camp – Point Peron/ Lake Leschenaultia/ BPCS?, Fathering Project Parent experts provide class and community talks Use of external expertise Walks in Bold Park Walk to School Day Include information on sustainability related events in Newsflash 	Ongoing	NH	<p>14th June 2019: Ride to School occurred</p>	A

<p>H6: Actively engage staff in professional development associated with sustainability</p>	<p>BPCS Strategic Plan:</p> <ul style="list-style-type: none"> Priority 2: Leading Practices and Philosophy 	<ul style="list-style-type: none"> Relevant professional development Join relevant environmental groups 	<p>Ongoing</p>	<p>NH</p>	<p>7/05/18 School Membership with "Little Green Steps" No: 1091405 29 Jan 19 : Whole school staff breakfast held at Perth City Farm, including tour of facility. 5 Jun 2019 : Johanna Riddell presented workshop for BP staff "putting nature back into nature play" 3 Jul 2019: Leslie Ray presented workshop on "Fire" for BPCS staff</p>	
<p>H7: Develop links with our local council – Cambridge to support and promote sustainable initiatives</p>	<p>BPCS Strategic Plan:</p> <ul style="list-style-type: none"> Priority 3: Flourishing Community <p> ToC Sustainability Strategy <i>Strategic Community Plan</i> <i>Strategy 8.1: Encourage the community to self-manage minimising energy consumption, water use and waste</i> <i>Strategy 9.2: Consult with the community using techniques that engage more widely to inform and be informed on local matters of priority</i></p> <p>UN Sustainable Development Goal:</p> <p></p>	<ul style="list-style-type: none"> Attend and contribute to the Town of Cambridge "Sustainability Strategy" workshop Review our sustainability plan against final ToC sustainability strategy Review and adopt relevant actions from proposed ToC management plans (i.e. Water Management Plan to monitor Galup water quality). Refer Table 8 of ToC Sustainability Strategy. 	<p>As per ToC document availability</p>	<p>PH / NH</p>	<p>PH attended meeting 12 /04/2018</p> <p>Middle School and Yr 5/6 students participated in ToC's sustainability strategy: with Janine Roets: 14 & 15 /06/2018</p> <p>JR has established a joint project with Town of Cambridge to 'rewild' areas outside the school with native species of plants and in the longer term with the ToC boundaries. With the school providing and planting the native species and the ToC provides the ongoing care and maintenance.</p> <p>October 2020: Year 1_2 A : native plant regeneration project connected with ToC to plant 100 natives at Galup</p>	<p>A</p>
<p>H8: Actively care for our local environment / Connection to place – Galup and Bold Park (Floreat) & Maylands</p>	<p> ToC Sustainability Strategy <i>Strategic Community Plan</i> <i>Strategy 7.1: Manage our bushland areas and reserves to enhance and protect conservation values and protect our native animals and plant species</i></p>	<ul style="list-style-type: none"> Family clean up days? Biodiversity expert walks Bold Park Classroom projects Where relevant, support ToC Management Plans for Galup 	<p>Ongoing</p>	<p>NH</p>	<p>NH has contacted Friends of Bold Park to discuss synergies and areas we might engage with them. 5/06/18 Spoke with Steve Easton re Bold Park and guided tours 21/09/18 PP2 class organised "keep Australia Beautiful" clean up at Galup : other PS classes attended ; this will become a regular event at the end of Semester 1 & 2 each year. 16/10/18 Yr1 /2'A visited Bold Park collected photos of plant species 6/11/18: NH applied for Woolworths Landcare \$1000 grant 7/11/2018 Meeting with groundstaff JR, NH UP, & LR regarding overall planting plan for school site NH to generate list of species appropriate to this area</p>	<p>A</p>

















					5/12/18 : Year 2/ 3 class made bees wax wrappers for sale at Christmas party Permaculture : quails arrived	
H9: Promote sustainable practices within the community	<p>BPCS Strategic Plan:</p> <ul style="list-style-type: none"> Priority 3: Flourishing Community 	<ul style="list-style-type: none"> ? Family clean up days? Biodiversity expert walks in Bold Park Classroom projects Where relevant support of ToC Management plans for Galup Increase Biodiversity in our school : promote "Botanical Literacy" 			<p>NH has contacted Friends of Bold Park to discuss synergies and areas we might engage with them 5/6/18</p> <p>Spoke to Steve Easton re Bold Park guided tours for families 22/09/18: PP2 organised a "Keep Australia Beautiful" clean up around Galup; other PS classes helped out, this could be a regular <i>end of Semester event.</i></p> <p>16/10/18 : Yr 1_2 A's visited Bold Park and took photos of plant species</p> <p>6/11/18 NH applied for Woolworths Landcare grant</p> <p>7/11/18 Meeting with JR, NH, UP & LR with groundstaff regarding overall planting plan for school site : native regeneration; Generate list of plants appropriate to school site</p> <p>5/12/18 Year 2/3 's made bees wax wrappers for sale at Christmas party.</p> <p>July 2019 : :Greenbatch bin</p>	B
H10: Awareness of global sustainability issues	<p>BPCS Strategic Plan:</p> <ul style="list-style-type: none"> Priority 2: Leading Practices and Philosophy <p>UN Sustainable Development Goal:</p> 	XXX	Ongoing	Educators	<p>1/8/2018 - MS and College met with Rees Bartlett who is the School Programs Coordinator for the United Nations Association of Australia WA Division in relation to the Global Citizenship and Sustainability Program. This program to become part of MS program for 2019 and ongoing</p> <p>Discuss PH proposal for community mapping with Tim Vidler / Liz Marazato re future project for MS or college??</p>	B

Table 2 –BPCS Sustainability Action Plan 2018 - 2020

 FOOTPRINT						
What do we want to achieve?	Link to Strat. Plan & UN Dev Goals	What specific actions are we going to use?	What is our time line?	Who is responsible?	Comments on progress	Target
F1: Identify metrics that will be used to track progress of minimising our footprint / implementing our SAP	UN Sustainable Development Goal: 	<ul style="list-style-type: none"> Research quantitative or qualitative means to 'bench mark' the impact of our current initiatives. Investigate 'metrics' that could be used to report on sustainable practices for AGM and set yearly targets for improvement. 	Annually, June.	PW UP/JR	PH has 'Lag / Lead' suggestions. NH to meet with Sue Wyatt, Business Manager & PW to discuss viability. Recommend only relevant / easy to collect metrics. Waste Audit completed 25 th June 2018.	A
F2: Minimise chemical usage throughout the school	BPCS Strategic Plan <ul style="list-style-type: none"> Priority 2: Leading Practices and Philosophy UN Sustainable Development Goal: 	<ul style="list-style-type: none"> Chemical audit on our use of cleaning products; gardening products; classroom products and avoid use of chemicals that impact environment Replace with eco-friendly options 	2019	SM NH	SM has made recommendations for swapping out certain products eg detergents etc for eco-friendly versions <ul style="list-style-type: none"> NH to meet with Admin re ordering of stand-alone products eg detergent Detergent is 'phosphate free' Investigate commercial cleaner options Meet with groundsman and gardner regarding products in use on gardens and lawns : weeds are pulled by hand	A
F3: Minimise water consumption	BPCS Strategic Plan: <ul style="list-style-type: none"> Priority 2: Leading Practices and Philosophy  ToC Sustainability Strategy Strategic Community Plan Strategy 8.1: Encourage the community to self-manage minimising energy consumption, water use and waste UN Sustainable Development Goal: 	<ul style="list-style-type: none"> Continue to meet water wise accreditation requirements Evaluate procuring a mulcher to minimise water evaporation / green waste to landfill 	Annually?? When??	UP	NH to gather detail from UP	B

<p>F4: Promote biodiversity on school campus's</p>	<p>BPCS Strategic Plan:</p> <ul style="list-style-type: none"> Priority 3: Flourishing Community <p>UN Sustainable Development Goal:</p> 	<p>Increase native plantings on the school grounds</p> <ul style="list-style-type: none"> Primary Wildspace undergrowth EC playground redevelopment Front of school Liaise with playground development group re plantings <p>Liaise with Friends of Bold Park to engage with their initiatives such as a community focused event at Bold Park</p>	<p>Ongoing</p>	<p>TB NH</p>	<p>NH to liaise with playground reno group & garden maintenance re future plantings</p> <p>Simone Marsh to list endemic species Year 1 / 2 students are researching plant species found in Bold Park Botanic Garden</p> <p>NH has contacted FoBP to see if we can assist them in projects of care and restoration of Bold Park 5/6/18</p> <p>Contact made with Steve Easton: Manager Biodiversity: KP & BP 0409 88 98 51 Will assist in developing a program for guided visits to BP Not presently willing to engage with us as a 'partner' but happy to assist in 'one off's eg guided walks etc</p> <p>NH to applied for Woolworths / landcare grant for \$1000 14/2/19 Received notification of success in grant March 2019 Year 3_4's visiting City Farm for sustainability project : regenerating biodiversity of Wildspace in conjunction with Noongar Elder Mr Neville Collard. March 2019 Neville brought in native seeds for germination June 2019 3_4's went to Zanthorea Nursery to purchase plants June/ July 2019 : Permaculture students built protective barrier and planted natives in Wildspace October 2020 : Year 1_2 replanting natives in BPCS EC garden bed and an allocated area at Lake Monger _Galup.</p>	<p>B</p>
<p>F5: Reduce our waste</p>	<p>BPCS Strategic Plan:</p> <ul style="list-style-type: none"> Priority 2: Leading Practices and Philosophy  <p>ToC Sustainability Strategy <i>Strategic Community Plan</i> <i>Strategy 7.4: Minimise waste to landfill and increase recycling</i> <i>Strategy 8.1: Encourage the community to self-manage minimising energy consumption, water use and waste</i></p> <p>UN Sustainable Development Goal:</p> 	<ul style="list-style-type: none"> Develop an "Event Guideline" that has recommendations for aim for 'zero waste' at BPCS events Extend food scrap worm farms throughout the school Paper recycling project: recycling paper to create firebricks Promote waste free lunches Reduce the amount of the lost property by developing student sense of responsibility for personal items Highlight the waste issue with families use Newsflash tips and notices to educate 	<p>March 2019</p>	<p>TB LR/ UP KG/ AP</p>	<p>Community Breakfast to be our first 'waste free" event</p> <p>These ideas in F8 and F9 will be presented to teachers in Dec 2018 as provocations for planning and class projects for 2019</p> <p>Refer ToC Sustainability Strategy Action 2.4 as ToC developing Event Management Guidelines targeting waste minimization at ToC events. Potential for synergies.</p> <p>14/02/19 Year 1&2' initiate Waste Free Wednesday for Wildspace</p> <p>Middle School developing brick making prototype</p> <p>July 2019: Received plastic recycling bins from Greenbatch</p> <p>February 2020: Purchased mulcher for garden waste</p> <p>September 2020: Composting system up and running</p> <p>KG/AP developing a protocol for lost property - Promotion of labeling clothing & belongings</p>	

<p>F6: Re-use our waste</p>	<p>BPCS Strategic Plan:</p> <ul style="list-style-type: none"> Priority 3: Flourishing Community <p>UN Sustainable Development Goal:</p> 	<ul style="list-style-type: none"> Clothing collection facility for end of term donation of clothing to Salvo's; or link in with ToC biannual clothing charity drop off Encourage the use of REmida materials in classrooms Up-cycling tips / ideas on Newsflash 	<p>When?</p>	<p>??</p>		<p>C</p>
<p>F7: Recycle our waste</p>	<p>BPCS Strategic Plan:</p> <ul style="list-style-type: none"> Priority 2: Leading Practices and Philosophy <p> ToC Sustainability Strategy Strategic Community Plan Strategy 7.4: Minimise waste to landfill and increase recycling Strategy 8.1: Encourage the community to self-manage minimising energy consumption, water use and waste</p> <p>UN Sustainable Development Goal:</p> 	<p>Investigate our waste disposal methods for an alternative that includes the recycling of glass, metals and plastics</p>	<p>When?</p>	<p>NH JR</p>	<p>Preprimary have a project underway looking at rubbish. NH to liaise with them on this. Sept 2018 PP's initiated "Clean up Aust" up of Galup; Mobile Phone muster Initiate "Clean Up Aust" as twice yearly calendar event (End of Semester) NH to Liase with Brooke Healy on details. NH Applied for Greenbatch plastic recycling bins Greenbatch bins have arrived July 2019 October 2020: Received Container Deposit Scheme ID</p>	<p>B</p>
<p>F8: Future building expansion considers sustainable design principles</p>	<p>BPCS Strategic Plan:</p> <ul style="list-style-type: none"> Priority 4: Accelerating Growth and Sustainability <p>UN Sustainable Development Goal:</p>  	<ul style="list-style-type: none"> Building materials should aim to be constructed of reusable / recyclable materials for when infrastructure eventually decommissioned Application of relevant sustainability building codes 	<p>When?</p>	<p>??</p>	<p>PW and Sue Wyatt to discuss with architect MB if LILS loan approved</p>	<p>C</p>
<p>F9: Minimise our energy consumption / carbon footprint</p>	<p>BPCS Strategic Plan:</p> <ul style="list-style-type: none"> Priority 4: Sustainable Growth 	<ul style="list-style-type: none"> Undertake an energy efficiency audit? 	<p>Ongoing</p>		<p>Investigate Solar Battery storage options for power</p>	<p>C</p>

	<ul style="list-style-type: none"> Priority 3: Flourishing Community <p> ToC Sustainability Strategy Strategic Community Plan Strategy 8.1: Encourage the community to self-manage minimising energy consumption, water use and waste</p> <p>UN Sustainable Development Goal:</p> 	<ul style="list-style-type: none"> Undertake an energy review to evaluate if current solar panels sufficiently meet BPCS demand Minimise vehicle emissions / promote healthy lifestyle / relieve pressure on our car parks Evaluate green transport options available for students who undertake long commutes to school possibilities. May include: <ul style="list-style-type: none"> Car pooling Public Transport buddy system Promotion of bike riding / walking 			<p>NH to investigate solar power battery storage : and possible grants available to schools.</p> <p>PH and Lucy Brown drafted a proposal for PW / NH for community based commute sharing. May be eligible for <u>ToC Sustainability Grant</u></p> <p>March 2019 Initiated "Heat Map" at Community Breakfast to gather data on 'spread of our community : great engagement by community & interest in connecting</p> <p>April 2019 Initiated 'Post Code Rumble" to connect families living in similar postcodes. Unknown how successful this was</p> <p>March 2020 Re initiated 'ride share' for 2020, but interrupted due to COVID 19</p> <p>Develop a culture with existing MS / C students for use of public transport to get to Maylands campus. In future many students from mid yr 11 could have their driver's licence therefore developing a pro public transport culture will be beneficial.</p> <p>Ride to school day 30 Oct 2018 </p> <p>Oct: Investigate Solar Battery storage options for power NH to investigate solar power battery storage : and possible grants available to schools.</p>	
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Implementation and monitoring of this Plan

The Group will periodically track the implementation of this plan via quarterly meetings to be held in the third week of each term. Following these meetings the Pedagogista will report on progress to the Board through contribution to the Principal's Board Report. Updates will be made from time to time to the community via the Newsflash with a summary of progress and the Action Plan included in the Pedagogista's report at the Annual General Meeting.

Directory		
Type	Description	Contact
Memberships		
Little Green Steps	Educational organisation: has workshops, sustainability tips etc.. for EC	Little Green Steps Member no: 1091405 Password:
Friends of Bold Park	Volunteer group caring for Bold Park; offer guided walks	friendsbp@bgpa.wa.gov.au Stephanie Clegg: stephaclegg@hotmail.com
REmida	Re-use centre: Educators can collect resources for re use in the classroom	http://www.remidawa.com 1 Prospect Place WEST PERTH WA 6003 Membership: Bold Park CS : No 1.
Government		
Town of Cambridge		Sustainability Team 08 9347 6000 sustainability@cambridge.wa.gov.au
Botanic Gardens Authority		https://www.bgpa.wa.gov.au/about-us/conservation/wa-botanic-garden
Education		
Dept. Biodiversity, Conservation & Attractions	Steve Easton: Manager Biodiversity Kings Park & Bold Park. Can organise guided walks of Bold Park	0409 88 98 51
Scitech		
Educated by Nature	Offering incursions and educator professional development in nature based education	Daniel Burton, Trudi Bennett (previous BPCS staff) http://educatedbynature.com
Wild Movement	Nature 'parkour' movement; classes and workshops for children & families	http://www.wildmovement.com.au
Indigenous		
Refer to BPCS RAP		

References :

Ontong, K., & Le Grange, L. (2014). The role of place-based education in developing sustainability as a frame of mind. *Southern African Journal of Environmental Education*, 30, 27 -38.

Gruenewald, D (2003). Foundations of place: A multidisciplinary framework for place-conscious education. *American Educational Research Journal*, 40, 619-654.

Kelly, R. (2016). Chapter 12, Nurturing social and ecological relationships, in *Education in Times of Crises*, ed. K Winograd; pp 131-142.

United Nations Sustainable Development Goals : <http://www.un.org/en/development/desa/population/theme/sdg/index.shtml>

Town of Cambridge Sustainability Plan: