

ResourceSmart Certification Tool

Biodiversity

School: _____

Date: _____ Verifying Facilitator: _____

Aspirational Habitat Improvement Target:

50% from baseline year
or
Increase habitat quality score to >75 within the schoolground* or in an area close to the school
(see 'Biodiversity Up Close' audit tool at www.landlearn.net.au)

and/or

Aspirational Environmental Weeds Reduction Target:

60% from baseline year

How to use this Certification Tool

Use this Certification Tool for **Biodiversity** to check your school's progress in this resource module.

1) When you have fulfilled the required number of "practices present" contact the Victorian Association for Environmental Education at vaae@vaae.vic.edu.au or 03 9349 1806 for a ResourceSmart AuSSI Vic facilitator to verify your achievements.

2) When verified, apply for a **Certificate of Achievement in Biodiversity** or for **ResourceSmart 5Star Sustainability Certification** contact Sustainability Victoria at schools@sustainability.vic.gov.au or 03 8626 8700.

ResourceSmart 5Star Sustainability Certification is a five star process. See the ResourceSmart website for details - resourcesmart.vic.gov.au.

A: Workplace/ Daily Operations

A1 Systems Design & Management All practices present

Towards best practice activities	Examples/Comments
Biodiversity (school ground) assessments undertaken, including identification and recording, using accepted media/data collection methods (e.g. LandLearn's Audit Tool "Biodiversity up Close")* of: <ul style="list-style-type: none"> ▪ indigenous/native plants and animals ▪ habitat quality (trees, understorey, ground cover weeds and soil management) ▪ linkages of school vegetation and habitats with surrounding areas 	
Baseline data completed and on School Environment Tracking System (SETS)	
Use of DEECD's advice to principals to help support targets (Administrative Guidelines) or similar systemic initiatives for Catholic & Independent Schools	

A2 Development and Planning At least two practices present

Towards best practice activities	Examples/Comments
Whole school biodiversity improvement development plan in place covering any or all of: <ul style="list-style-type: none"> ▪ planting schedules ▪ protection of mature and local species ▪ weed and pest control and arbor management 	List

Professional development for staff on biodiversity and associated themes	
The school has applied for biodiversity related grants and/or entered environmental awards and competitions (e.g. ResourceSmart Schools Awards)	

A3 Biodiversity – Management, Maintenance & Monitoring All practices present

Towards best practice activities	Examples/Comments
Mulching and weed control and litter management regularly undertaken in school grounds and gardens	
Garden waste composted or mulched/chipped	
Environmentally sensitive soil management processes and stormwater management for school grounds in place	
All flora and fauna are regularly inspected to monitor for health and subsequent actions determined to promote biodiversity	
Biodiversity monitoring systems in place and baseline data (index) updated annually on SETS	

A4 Biodiversity - Enhancement & Protection At least six practices present

Towards best practice activities	Examples/Comments
School ground or bushland area biodiversity index/rating increasing following regular auditing (where feasible)	List
Conservation area and remnant vegetation maintained and protected (where applicable)	
Habitat development areas established or underway along with aesthetic works to enhance the school yard (e.g. frog bog, sensory gardens, wildlife corridors, wildscapes, nest boxes, butterfly gardens)	List
Planting regimes in line with school plan and local considerations (local provenance planting, drought tolerance)	List
Development of raingarden	
Appropriate fencing and guarding (especially sensitive areas)	
Nature trails and interpretive signage evident	
Vegetable and/or food gardens and/or animal husbandry activities established	

A5 Biodiversity – Litter All practices present

Towards best practice activities	Examples/Comments
Yards and other areas are litter free and have signed rubbish bins with/out lids (as appropriate) or no bins	
Meals eaten in designated eating areas or classrooms or process to minimise litter in yard (e.g. no wrapped food outside)	
System in place to collect litter in yard (not used as a punishment activity)	

B: Learning and Teaching

B1 Landcare, Habitat, Ecology and Sustainable Land Management At least seven practices present

Towards best practice activities	Examples/Comments
There is an action plan which clearly targets classroom activities across the school to address school sustainability in biodiversity and/or local land care and/or natural resource management, habitat and ecology issues in policy/curriculum (see LandLearn (DPI))	
Clearly targeted classroom activities in biodiversity and/or land management issues and/or sustainable food production that match the students' stages of learning and personal development	
Classroom activities in biodiversity and/or land management issues and/or sustainable food production are clearly linked to outcomes in the Victorian Essential Learning Standards	

<p>Learning and teaching in the classroom are linked to practical, 'hands-on' activities that encourage:</p> <ul style="list-style-type: none"> • use of the school grounds as an authentic learning space for nature-based, informal, outdoor learning about biodiversity and land management (e.g. vegetable and food gardens, husbandry activities) • improvement in biodiversity within the school grounds and/or local areas • excursions to provide students with first hand experience of land management, coast management (or environmental management), conservation sites and/or earth education centres, botanical gardens, conservation, wildlife and community education centres, zoos and endangered species • links to home-based projects and behaviour change in biodiversity, Landcare, habitat, ecology and/or sustainable land management 	
School curriculum provides students with the opportunity to take responsibility for classroom activities and programs in land management, land care, animal and habitat care issues and school ground planning.	
Interactive ICT resources used by students to gain information on and increase understanding of biodiversity, biodiversity and/or Landcare issues and/or sustainable farming	
School engages indigenous learning perspectives in curriculum development and relates this to biodiversity	
Incursion to provide students and teachers with knowledge and motivation around biodiversity	
Guest speakers as part of in-school education programs on biodiversity, Landcare and/or sustainable land management	
Using SETS as a curriculum activity to monitor progress in biodiversity in the school grounds and/or local areas	

C: Whole School Community Engagement

C1 Policy and Reporting All practices present

Towards best practice activities	Examples/Comments
Biodiversity policies, targets and action plan approved by School Council/planning committee	
Regular communication of biodiversity, Landcare, habitat, ecology and sustainable land management activities and programs provided to the whole school (e.g. reports at school assemblies, annual school reports, newsletters, displays and end of year assemblies, parent teacher night presentations, School Council reports)	
Regular feedback on the biodiversity, Landcare, habitat, ecology and sustainable land management activities and programs sought from the whole school (students, staff, parents, School Council/committee and school support personnel)	
At least one case study of school success completed and uploaded onto school/departmental/sustainability website	
Sustainability education in biodiversity included as a priority or focus area or emphasis in the school goals (in School Plan, Policy, Administration and/or Curriculum Charts)	
School events incorporate support/maintenance of biodiversity	

C2 Student and Parent Leadership At least two practices present

Towards best practice activities	Examples/Comments
Students involved in planning and managing the biodiversity and school grounds program (e.g. Student Action Teams)	
School environment leadership through students instituted in the school	
School Environment Club active	
Parents and other members of the school community assist in the planning and management of the biodiversity module	
Parents and other members of the school community assist in implementing actions of the biodiversity module	

C3 Community and Communications Links At least four practices present

Towards best practice activities	Examples/Comments
School liaises and/or works with local government or regional authorities and groups to develop school-based and joint projects	
Staff and/or students attend local environmental network meetings	
Staff and/or students participate in local biodiversity and/or conservation project/activity to support and maintain local landcare, habitat, ecology and sustainable land management activities and programs (e.g. Landcare Australia, Keep Australia Beautiful, Coast Action, Coastcare, LandLearn, local Catchment Management Authority programs, Clean-Up Australia Day, Weedbusters)	
School community and groups of students support wildlife protection and conservation projects by raising funds – e.g. sponsoring an endangered animal, contributing to the World Wildlife Fund (WWF), propagating and/or donating trees to property owners	
Questions about the attitudes and changes in home biodiversity behaviour included in annual parent surveys and wider school community surveys	
Ideas and activities for being more biodiversity aware and active at home included in school newsletters to families	
Staff and/or students mentor other schools	
Students and staff open dialogue about biodiversity related issues with other schools across the nation and globe	
Staff and/or students give presentations on their school biodiversity and landcare, habitat, ecology and sustainable land management activities and programs to other schools	
School liaises with political representatives from local, state and federal governments and local business and local 'friends of' groups for support for projects	

**End of Certification Tool
Biodiversity**

This school has completed the required tasks for certification in the ResourceSmart AuSSI Vic Biodiversity Module.

School's Name: _____

Principal's Name: _____

Signature: _____

Date: _____

Facilitator's Name: _____

Signature: _____

Date: _____

Sustainability Victoria wishes to acknowledge CERES  for the development of this resource.

