

# ResourceSmart Certification Tool

## Waste

School: \_\_\_\_\_

Date: \_\_\_\_\_ Verifying Facilitator: \_\_\_\_\_

<p><b>Per Student Benchmark:</b>  <b>Primary: 0.3m<sup>3</sup>/ yr</b>  <b>Secondary: 0.3m<sup>3</sup>/ yr</b></p> <p style="text-align: center;">Aim to keep waste to landfill to below this level/ reduce further</p>	and/or	<p style="text-align: center;"><b>Aspirational Waste to Landfill Reduction Target:</b></p> <p style="text-align: center;"><b>70% per student</b></p> <p style="text-align: center;">from baseline year</p>
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### How to use this Certification Tool

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

- 1) When you have fulfilled the required number of “practices present” contact CERES at [rssaussi@ceres.org.au](mailto:rssaussi@ceres.org.au) or phone 03 9380 1556 for a ResourceSmart AuSSI Vic facilitator to verify your achievements or contact Sustainability Victoria at [schools@sustainability.vic.gov.au](mailto:schools@sustainability.vic.gov.au) or phone 03 8626 8700.
- 2) When verified, apply for a **Certificate of Achievement in Waste** or for **ResourceSmart 5Star Sustainability Certification** contact Sustainability Victoria at [schools@sustainability.vic.gov.au](mailto: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](http://resourcesmart.vic.gov.au).

## A: Workplace/Daily Operations

**A1 Systems Design and Management** At least three practices present

Towards best practice activities	Examples/Comments
Waste assessments undertaken	
Litter assessments undertaken	
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 three practices present

Towards best practice activities	Examples/Comments
Whole school waste and litter development plan in place	
Professional development for staff on waste, litter and associated themes	
The school has applied for waste reduction related grants and/or entered environmental awards and competitions (e.g. Rubbish Free Lunch Awards, /ResourceSmart Schools Awards)	List
Green Purchasing Policy in place	

**A3 Waste Reduction- Management, Maintenance and Monitoring** At least five practices present

Towards best practice activities	Examples/Comments
Interpretive signage provided (e.g. re what to place in bins, two sided printing reminders, paper reuse reminders)	
Maintenance regimes implemented (e.g. for emptying compost buckets/	

bins, turning compost)	
Waste monitoring systems in place and waste data on Schools Environment Tracking System (SETS)	List
Green purchasing is taking place regularly	
Progress made replacing paper copies with digital (e.g. newsletters, files, assignments)	
School events target zero waste	

**A4 Recycling-General** All practices present

Towards best practice activities	Examples/Comments
Paper recycling containers (e.g. printing) in place in classrooms, staffroom and administration areas	
Cardboard and newspaper recycling containers in place in staffroom, canteen and administration areas	
Recycling containers in place in canteen (subject to OH&S and if school has a canteen)	
Recyclable materials (e.g. bottles, cans, codes 1 – 7 plastic containers) commingled/recycling containers in place in school yards, staffroom, canteen and administration areas	

**A5 Recycling-Other Materials** At least two practices present

Towards best practice activities	Examples/Comments
Materials (e.g. corks, milk bottle tops, clothing) collected for social support, reuse, charity, donated goods programs or fundraising	
Ink and toner cartridges (for refilling and/or recycling) and mobile phones, computers and peripherals (for recycling or donation) collected	
Used furniture collected for resale or recycling	
Bikes, toys and other goods collected for reassignment (e.g. local charity)	List
Waste electronic and electrical products (WEEP) recycling/disposal process in place	List

**A6 Reuse** All practices present

Towards best practice activities	Examples/Comments
Paper reuse containers in place in classrooms, staffroom and administration areas	
Other products (e.g. plastic containers, photocopy paper, newspapers, shopping bags, boxes) collected for reuse	
Reuse of single sided sheets in all printers	
Furniture, decorations and other materials reused in school or community	
Bins/lockers regularly cleaned out, contents sorted for reuse/recycling	

**A7 Reduction** At least five practices present

Towards best practice activities	Examples/Comments
School uses green purchasing to reduce materials entering the school (e.g. unrecycled photocopy paper, bleached toilet paper, non-recyclable cups)	
Students actively encouraged to use reusable drink bottles and lunch boxes (e.g. divided lunchboxes on school equipment list)	
Paper reduction plan in place (e.g. double-sided photocopying, class sets of worksheets, family newsletters emailed)	
School organises their own rubbish free lunch days/nude food at least once a term	
Minimisation practices in place for classrooms (e.g. reduction in photocopying handouts, regular photocopy free days)	
Reduction of newspapers, promotional materials, cardboard etc. entering school	
School has carry in/carry out process for packaging waste	

**A8 Organic Waste Management** At least five practices present

Towards best practice activities	Examples/Comments
Food scraps collected in classrooms, staffrooms, yards and canteen and incorporated in composting area /worm farm	
Zero target for food scraps going to landfill	
Garden waste composted/mulched	
Large objects of garden waste chipped on or off site and used as mulch on school gardens	
On-site or off-site well managed compost bins or heaps, worm farms and/or other animal fertilizer production	
Composted material used in soil building (e.g. 'vegie' garden)	

Effective micro organisms (e.g. Bokashi) used on organic waste	
Plantings favour low leaf loss, low water use, native and indigenous plants to reduce leaf fall	

**A9 Litter** *All* practices present

Towards best practice activities	Examples/Comments
Yards and other areas are mostly litter free and have signed rubbish bins with/out lids (as appropriate) or no bins	
Student monitoring/auditing of yard litter	
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)	
Student reward system in place for litter management	
Canteen area has litter reduction systems in place	
Use of appropriate signs for bin lids and other waste management areas	

## B: Learning and Teaching

**B1 Waste and Litter** At least six 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 waste policy/curriculum (see <i>Learning to be Waste Wise</i> and/or ResourceSmart Schools teaching guide <i>How to Reduce, Reuse and Recycle Waste in Schools</i> )	
Clearly targeted classroom activities in waste and litter issues that match the students' stages of learning and personal development	
Classroom activities in waste and litter issues are clearly linked to outcomes in the Victorian Essential Learning Standards	
Learning and teaching in the classroom are linked to practical, 'hands-on' activities that encourage: <ul style="list-style-type: none"> <li>• use of the school grounds as an authentic learning space for nature-based, informal, outdoor learning about waste</li> <li>• reduction in waste and litter</li> <li>• excursions to provide students with first hand experience of landfills and/or local waterways/natural areas and/or to waste education centres</li> <li>• links to home-based projects and behaviour change in waste and litter</li> </ul>	
School program provides students with the opportunity to take responsibility for classroom activities and programs in waste issues	
Interactive ICT resources used by students to gain information on and increase understanding of waste and litter	
School engages indigenous learning perspectives in curriculum development on environment and relates this to waste	
Incursion to provide students and teachers with knowledge and motivation around waste and litter	
Guest speakers as part of in-school education programs on waste and litter	
Using SETS (Schools Environment Tracking System) as a curriculum activity to monitor progress in waste reduction in the school	

## C: Whole School Engagement

(Note: Implementing ResourceSmart AuSSI Vic – Waste program provides a whole school planning approach)

**C1 Policy and Reporting** *All* practices present

Towards best practice activities	Examples/Comments
Waste policies, targets and action plan approved by School Council/planning committee	
Regular communication of waste and litter 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 waste and litter activities and programs sought from the whole school (students, staff, parents, school council/committee and community support personnel)	
At least one case study of school success in waste issues completed and uploaded onto school/departamental/sustainability website	
Sustainability education in waste included as a priority or focus area or	

emphasis in the school goals (in School Plan, Policy, Administration and/or Curriculum Charts)	
School events target being ResourceSmart or zero waste	

**C2 Student and Parent Leadership** At least two practices present

Towards best practice activities	Examples/Comments
Students involved in planning and managing the waste and litter 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 waste module	
Parents and other members of the school community assist in implementing actions of the waste module	

**C3 Community and Communication Links** At least four practices present

Towards best practice activities	Examples/Comments
School liaises and/or works with local or regional waste or litter groups (e.g. regional/council education officer, litter task force, NGOs) to develop school-based and joint projects	
Staff and/or students have attended local environmental network meetings	
Staff and students participated in local waste and litter activities (e.g. Clean-Up Australia Day)	
Questions about the attitudes and changes in home ResourceSmart behaviour included in annual parent surveys and wider school community surveys	
Ideas and activities for being more ResourceSmart at home included in school newsletters to families	
Staff and/or students mentor other schools	
Students and staff open dialogue about waste related issues with other schools across the nation and globe	
Staff and/or students give presentations on their school waste and litter 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 of projects	

**End of Certification Tool  
Waste**

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