

Proforma 1

Schools for Innovation and Excellence Phase 3 Cluster

Cluster Details

Cluster Name: INNER CITY

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Cluster Schools: BRUNSWICK SOUTH PS
CARLTON NORTH PS
CLIFTON HILL PS
FITZROY HS
FITZROY NORTH PS
MERRI CREEK PS
PRINCES HILL PS
PRINCES HILL SC
SPENSLEY STREET PS

Name of successful cluster initiative: SUSTAINABLE SCHOOLS PROGRAM		Action research: No		
Year 2005	Focus of Cluster Initiative Improve student engagement and participation			
What we did Work towards completing the Core Module of the <i>Sustainable Schools Victoria</i> framework and one or more of the four Waste, Water, Energy and Biodiversity Modules; establish <i>Sustainable Schools</i> Professional Learning Teams in each school; explore a range of pedagogical tools and practices to enhance the teaching and learning opportunities and outcomes for each student; utilize key elements of the <i>Sustainable Schools Victoria</i> framework to implement localized sustainability projects. Why we did it: To ensure student understanding and empowerment relating to environmental matters; to enhance student skills in literacy and numeracy; to realize the opportunity for a significant and comprehensive innovation related to sustainability at a cluster community level. How it related to our Detailed Proposal: “Sustainability education and student empowerment” is the Inner City Cluster’s innovative reform.		Measures of success Each school in the Inner City Cluster is an accredited <i>Sustainable School</i> .	Baseline data (2005) At the beginning of the 2005 school year 1 of 9 schools was in the final stage of preparation for 5-star <i>Sustainable Schools</i> accreditation; 8 of 9 schools were commencing the <i>Sustainable Schools</i> Program.	Target End of 2007 school year.
Findings/ Evidence of success: Year 1 ➤ SIE Professional Learning Teams established at each school early in Term 1, 2 – 4 staff at each school, 28 teachers across the Cluster (increased to 29 by end of 2005) ➤ Core Modules completed across the Cluster schools; Waste Module completed by several schools – others ready for accreditation during Semester One 2006 ➤ Middle Years Professional Development & Sustainable Schools Program Training Days held each term with mostly fully team attendance: Term 1 25 February and repeat on 11 March – <i>Sustainable Schools</i> Program Training, SIE Briefing; Term 2 23 May – <i>Sustainable Schools</i> Program Training, On-line Resources (UNESCO), Africa Link, Free Trade Presentation; Term 3 10 August – Guest Spots (City of Yarra, City West Water), Sources of Funding & Grants, Cluster on the Web, workshops including Waste Wise Schools Training, Basic & Advanced Waterwatch Training, Web Quests, Unpacking VELs & Sustainability Education; Term 4 17 November - Inner City SIE Cluster On Tour: Ecolinc, Bacchus Marsh & FM Recycling, Thomastown ➤ Awards and Grants obtained, including: 1 @ Northern Region Waste Wise School Award; 3 @ \$2,000 Melbourne Water Young Watercare Grants; 6 @ \$500 Junior Landcare Grants; 1 @ \$3,300 Moreland Sustainable Environment Grant; 1 @ \$50,000 VSII Sustainability Victoria Grant; 1 @ \$12,888 SEIEF Sustainability Victoria Grant; 2 @ ASISTM ➤ Projects/activities organized that address sustainability improvement focus areas of School Operations, Curriculum and Whole School Engagement (and Links to the Local Community) in each of the four <i>Sustainable Schools</i> Module areas and explore a range of pedagogical tools and practices, including the PoLT that are embedded in the <i>Sustainable Schools</i> framework: establishment of Junior Environment Teams / “Green Teams” / Environmental Action Groups; School Newsletters regularly featuring items regarding sustainability practices; Energy and/or Water Audits conducted and implementation of recommendations planned/commenced/completed; curriculum units/programs planned and implemented that address dimensions from domains across the three VELs strands and incorporate a range of learning strategies and assessment tools (shifting the emphasis to assessment “as”); waste management and minimisation systems implemented e.g. paper recycling, compost heaps, worm farms; theme activities conducted e.g. week-long “Harvest Festival”, Rubbish Free Lunch Days; “Wash Against Waste” activity at School Fete, run by parents and Green Team students; tree plantings, both on campus and in local area, including collaborative events between sectors and plantings in a “Butterfly Garden”; water collection and re-use; “Switch Off” events; Waterwatch activities				
Facilitating factors: Availability of CRT replacement days and funding for resources; professional development & <i>Sustainable Schools</i> training days; accessibility and support of Cluster Coordinator & <i>Sustainable Schools</i> facilitator and support staff at CERES; collaboration and relationship building between the Cluster schools with Professional Learning Teams meeting on a term basis (and further supported by Cluster VELs PD Workshops); student participation e.g. “Green Team”; whole school staff support and positive, enthusiastic attitude toward sustainability education initiatives and implementing the <i>Sustainable Schools Program</i> i.e. supportive school environment; strong leadership from Professional Learning Teams has provided the impetus for uptake of the program, including personal commitment and motivation of team members to sustainability practices & regular PLT meetings; visible Principal support; parent involvement e.g. Environment Committees; collaboration between sectors e.g. tree planting with secondary students mentoring junior primary students; developing partnerships and relationships with outside organisations e.g. Zoo, Merri Creek Management Committee – Waterwatch, Cities of Yarra and Moreland, FM Recycling, City West Water Inhibiting factors: Time deficiency.				

Overview category	Details			
Name of Activity	SUSTAINABLE SCHOOLS PROGRAM			
Focus area	Improve student engagement and participation			
Program Description	<ul style="list-style-type: none"> Schools will continue to work towards completing one or more of the four Waste, Water, Energy and Biodiversity Modules of the <i>Sustainable Schools Victoria</i> framework. <i>Sustainability</i> Professional Learning Teams will continue to operate in each school. Schools will continue to utilize key elements of the <i>Sustainable Schools Victoria</i> framework to implement localized sustainability projects. Schools will continue to explore a range of pedagogical tools and practices to enhance the teaching and learning opportunities and outcomes for each student. 			
Rationale	<ul style="list-style-type: none"> To ensure student understanding and empowerment relating to environmental matters. To enhance student skills in literacy and numeracy. To realize the opportunity for a significant and comprehensive innovation related to sustainability at a cluster community level. 			
Specific Initiatives	<p>Specific initiatives of Cluster schools will include projects/activities that address sustainability improvement focus areas of School Operations, Curriculum and Whole School Engagement (and Links to the Local Community) in each of the four <i>Sustainable Schools</i> Module areas and explore a range of pedagogical tools and practices, including a focus on the PoLT that are embedded in the <i>Sustainable Schools</i> framework:</p> <p>Examples from Cluster schools of authentic, “hands on”, experiential, school community and problem-based projects/activities include: “Walking School Bus” program, managed by parent volunteers; grants used to install new blubbers and taps that are easier to turn on/off, purchase Waterwatch kits, facilitate PD, fund biodiversity projects; composting bins introduced in every classroom; Waste Minimisation Policy presented to School Council for ratification; students assume responsibility for Worm Farm; oval replanted and indigenous grasses and plants planted; establishment of a “Stephanie Alexander” kitchen garden; research the installation of water collection off the Gymnasium; implementation of Biodiversity curriculum unit/program; implementation of Energy Audit and Water Audit recommendations e.g. de-lamping, installation of dual flush toilets; provision of refillable whiteboard markers to all teachers; expansion of “Green Teams”; presentation for Waste Wise accreditation; expansion of Professional Learning Team due to high level of staff interest; a Green Electrician to work with the school during Term 1 2006; Term 3 Artist-in-Residence will underpin the Sustainability Focus of the school – the whole school focus will be sustainability during Term 3; the only 2006 Curriculum Day will focus whole staff on whole school celebration of sustainability; sustainability embedded in the 2006 – 2008 Strategic Plan; continuation/expansion/further development of 2005 initiatives.</p>			
Measures of success				
<i>Blueprint for Government Schools Flagship Strategy 1: Student Learning</i>	Curriculum Planning Guidelines	Victorian Essential Learning Standards	Assessment and Reporting	Principles of Learning and Teaching
	There is a clear focus on what is to be learnt, how leaning will occur and how it will be assessed.	Curriculum units/programs planned and implemented address dimensions from domains across the three VELS strands and incorporate a range of pedagogical tools and practices.	Emphasis is on assessment “as” and a range of assessment tools is explored in relation to the <i>Sustainable Schools</i> framework.	Professional development activities consider the PoLT, which are embedded in the <i>Sustainable Schools</i> framework.
Is this activity part of your Action Research component? <i>To be confirmed</i>				