

# Eco Schools Program 2017/18

How to complete the Eco Schools application form



Closing date 3pm, Monday 19 June 2017

Image source – previously funded Eco Schools grants projects  
Parramatta North Public School: *Parramatta North Public School's fabulous food garden*

Every effort has been made to ensure that the information in this document is accurate at the time of publication. However, as appropriate, readers should obtain independent advice before making any decision based on this information.

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### Read

The Eco Schools [Program Guidelines](#) to give you an overview of the Eco Schools grants program, including what is available, eligibility requirements and the application and assessment processes.

### Follow

This step by step guidance on how to complete your application form. We strongly recommend that you use this advice when completing your form to give yourself the best chance of success.

### Complete

The Eco Schools [application form](#).

## Phone a friend

If you would like more information about this program or assistance in developing your application, please contact the NSW Environmental Trust on:

Telephone: (02) 8837 6093

Email: [info@environmentaltrust.nsw.gov.au](mailto:info@environmentaltrust.nsw.gov.au)

## Part 1: About the program

The Eco Schools Program provides funding for schools to create environmental learning opportunities for students, teachers and the school community. Eco Schools projects provide hands-on curriculum-based environmental education focussing on strong student participation.

### Assessment criteria

Beneath each assessment criterion are points that the Technical Review Committee will consider in determining how well your application meets that criterion. The question numbers you should use to address each of the criterion are provided.

|   |  |
|---|--|
| 1 | The project has a proven need and tangible, measurable environmental outcomes.   |
|   | <ul style="list-style-type: none"><li>• A clear description of the need for the project and how the project will make a difference. (See question C1)</li><li>• The project has tangible, measurable outcomes that will result in benefits for the environment. (See questions C1, C2)</li></ul>                               |
| 2 | The project ensures measurable student learning.   |
|   | <ul style="list-style-type: none"><li>• Students are involved in learning opportunities about environmental sustainability. (See question C2)</li><li>• The project delivers curriculum outcomes (see question C2) and is clearly linked to a range of Key Learning Areas.</li></ul>   |
| 3 | Project activities increase teacher capacity to deliver environmental education.   |
|   | <ul style="list-style-type: none"><li>• Teacher knowledge and skills about sustainability education and engagement is increased. (See questions C2, C3)</li><li>• Integration of the sustainability education into the curriculum is increased. (See questions C3, C5)</li></ul>   |
| 4 | The school and the community work together for sustainability outcomes.  |
|   | <ul style="list-style-type: none"><li>• 'The project delivers sustainability outcomes and contributes to the schools management plan. (See question C2, C4)</li><li>• The project is actively supported by the school community and increases community knowledge and awareness of sustainability. (see question C2)</li></ul> |
| 5 | Value for money.   |
|   | <ul style="list-style-type: none"><li>• The budget is appropriate for the proposed outcomes, particularly if funds are sought for infrastructure. (See section D)</li></ul>  |

## Part 2: How to complete the application form

### Tools and resources

The Environmental Trust's (Trust) website has a range of best [practice examples, tips and resources](#) to give ideas for your project. These case studies show how schools have delivered environmental education on a range of subject areas such as biodiversity, reducing waste and water management. You will also find ideas on the [Sustainable Schools](#) website.

### Section A: General information

#### A1 Is your school registered on the Sustainable Schools NSW website?

Your school must be registered on the [Sustainable Schools NSW website](#) to be eligible for a grant. To register, please visit the [Sustainable Schools](#) webpage. Phone 1300 361 967 if you need any assistance with registering.

#### A2 Project title

Your project title will be used to identify your project in all reports, media and promotion.

#### A3 Main activity

Please select the main activity of your project. This helps us to provide information to stakeholders about the types of projects we fund.

Your proposal can cover any number of activities, and we recognise that some projects, such as those focussing on sustainable living, may link to all the activities, but please identify the main one your project is targeting.

A collection of examples, tips and resources for each main activity area is available on our [Eco Schools Resources](#) web pages.

#### A4, A5 and A6 Geographic reach and location

To find which electorate your school is in, you can look up the [Electoral Commission NSW](#) website. If your application is successful, we will notify your local state member of parliament.

Latitude and Longitude co-ordinates can be taken directly from a map, or from [Google Maps](#). Find your project location, right click and select 'what's here'. (The co-ordinates will appear in the search box).

### Section B: Applicant details

#### B1 School details

Your school must be a registered NSW school. If you need to check your school's status, go to [The Board of Studies, Teaching and Educational Standards NSW](#) website. Preschools and/or childcare centres are not eligible to apply.

#### B2 Contact details for the person coordinating the project

The contact person should be an office holder or employee who is authorised to speak on behalf of the school. This person should have input to delivery of the school's curriculum, and be in a position to commit the school to the curriculum based student learning activities outlined in the application. While applications can be developed in consultation with stakeholders (e.g. the P&C), applications must be written and projects co-ordinated by a school staff member in order to ensure that curriculum linkages are delivered. Schools are also responsible for managing and keeping records of expenditure of grant funds.

The nominated contact person should provide a work and mobile number, and email address. The Trust will address all correspondence to this primary contact.

### B3 Name of other school/community group sharing responsibility for this project

Projects that work collaboratively with other schools and community groups can make a stronger case for addressing assessment criteria 4 (see page 1).

See our [Eco Schools Resources](#) web pages for examples of how schools have worked with the community in previously funded projects. Some particularly good examples can be found on the [Trust's website](#).

### B4 Name of person who wrote this application and their relationship to the school

See question B2 and B3. Applications can be developed by people not employed by the school (e.g. P&C member), but the committee will be looking for evidence of teacher involvement and commitment to ensure strong links to assessment criteria 2 and 3 (see page 1). See also page 2 of the [guidelines](#) in relation to Conflict of Interest.

### B5i and B5ii School type

This question gives us important background information about your school, to help the Trust understand the reach of Eco Schools projects across NSW.

### B6 Information about your school

This question provides more information about the operational context the project will operate within. Schools can tailor the project activities to suit their needs and resources.

The Trust prefers projects to be pitched at whole of school level, but will fund proposals that primarily target an identified group of students. Schools should look for opportunities to maximise student participation in order to achieve the best possible learning outcomes for the greatest number of students.

### B7i and B7ii Projects catering for students with special needs

The Trust encourages applications for projects working with students with special needs, and recognises that the teaching and learning outcomes may need to be evaluated differently. Please describe what special needs your school caters for, and how. To see examples of how previous grantees have catered for students with special needs, see [special needs focus tips and resources](#) web page.

## Section C: Details about the project

### C1 Project purpose

Your project summary should provide a brief overview of why the project is needed and what it will achieve.

The project summary will be used to promote your project on our website, in reports and media, should you be successful in receiving a grant.

### C2 Your project plan

The project plan format will help you to link your project to the Eco Schools objectives, and the assessment criteria the committee will use to assess your application (see page 1). If your application is successful, you will also be required to report on the activities you have committed to deliver in this project plan.

#### Tips for a successful project plan

Ensure that you activities are SMART:

- S**pecific
- M**easurable
- A**chievable
- R**ealistic and
- T**ime bound

- Consider what successfully completing your project activities will look like. How will know if you've been successful? How will you measure success?
- You can choose not to address all the Eco Schools objectives for each activity, but the more links you can make to the objectives, the more competitive your application will be.
- Read the assessment criteria on page 3 of the Guidelines to see what the committee will be looking for in your project plan.

## Tips on curriculum links

Your project must provide **curriculum based** opportunities for student participation and learning. Ensure that your project activities clearly link to both the NSW curriculum, and also to the Eco Schools program objectives.

On the next page are some examples of activities that would fit well within a project focussing on delivering waste and biodiversity outcomes.

These examples demonstrate how project activities can provide curriculum based learning opportunities for students from stages 1 to 5, across a range of Key Learning Areas.

It is not necessary for every activity to address all four Eco Schools objectives, but the stronger the links you make to the objectives, the more competitive your application will be.

## Example

**Overview of project plan:** Through this project we will investigate materials our school uses and different types waste our school and community produces. Students will track where those materials go and what processes occur to transform them to make them usable for another purpose. Students will investigate and gather data from school and community sources and experts and analyse and present this information. Students will use this knowledge to develop different waste management systems, including for organic materials. Students will develop a garden to use recycled organic materials and demonstrate growth and nutrient cycles, and to study biodiversity and the relationships between plants and animals. The Trust funds will assist in establishing organic recycling through composting systems and worm farm as well as a co-mingled recycling location, purchasing garden materials, and funding the development of curriculum resources.

| Describe your project activities  | Objective 1:<br>Environmental outcomes   | Objective 2:<br>Student learning outcomes   | Objective 3:<br>Teacher professional development   | Objective 4:<br>School and community partnerships for sustainability   |
|---|--|---|--|--|
| <p><i>Tip Provide enough detail to demonstrate that the outcomes of your activities will be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>                      | <p><b>How will this activity help your school to promote more efficient resource use and improve the quality of the local environment?</b></p> <p><i>Tip Consider how you will measure your environmental outcomes?</i></p>  | <p><b>How will you promote the development of knowledge and behaviour in students that supports environmental sustainability?</b></p> <p><i>Tip Describe in detail what students will learn about the environment, and how. How will you integrate learning for sustainability into the curriculum?</i></p>   | <p><b>How will the project assist teachers to access targeted professional learning, and integrate environmental management into curriculum delivery?</b></p> <p><i>Tip What do teachers need in order to deliver the student learning and environmental outcomes?</i></p> | <p><b>How will you engage with your community to explore opportunities for working together for sustainability outcomes?</b></p> <p><i>Tip how will you tap into community environmental expertise to add depth to student learning? How can you form partnerships that deliver sustainability outcomes for the community?</i></p>   |
| <p>We will establish composting and worm farming systems for recycling organic waste.</p> <p>We will also implement recycling systems for cans, glass, plastics, and paper and cardboard.</p> | <p>Our composting, worm farming, and recycling systems will increase the volume of materials we recycle, and reduce waste to landfill by 30%.</p> <p>We will improve the quality of our soil by utilising the compost and worm castings on our vegetable garden beds.</p> <p>Students will reduce chemical fertiliser usage through use of worm castings/worm juice.</p> | <p>Stage 1 Students will learn mathematical problem solving strategies by collecting and working with data on the number of recycle bins emptied each week, and volumes of waste recycled.</p> <p>HSIE – Geography GE2-3 Stage 2 students will learn ways in which people value the environment. They will investigate ways waste can be managed, and will learn what materials can be recycled.</p> <p>Stage 4 students will learn to work scientifically by planning, designing and constructing a worm farm, compost bays, and a recycling zone for recovery of cans, plastics, paper etc.</p> <p>Stage 5 Life Skills students will undertake the Living World unit of study, in which they will conduct a waste audit to measure volumes and materials recycled each week. They will graph the results and analyse patterns. They will learn to recognise personal, school and local community waste, and investigate the effects of plastics in the environment.</p> | <p>Teachers will learn how to maintain the worm farm and recycling systems, and implement safe handling procedures by seeking advice from local council.</p> <p>Teachers work with local council to learn how to conduct a waste audit.</p>                                | <p>We will work with our local council youth education officer, and will take part in the implementation of council's 'Recycling Rocks' program.</p> <p>We will model environmental responsibility by encouraging the onsite out of school hours care organisation to use our composting, worm farm and recycling facilities.</p> <p>Students will communicate their project success through the local media and through the local council's open-garden program</p> |

|  |  |   |   |  |
|--|--|---|---|--|
| <p>Students will visit a recycling centre and learn how recycled materials are processed.</p>  | <p>Students will develop knowledge and demonstrate responsible behaviours towards the environment by recycling waste. Students will learn how recycling and better managing our waste provides benefits for the environment.</p> <p>Students will return co-mingled waste to resource streams through accessing local government or contracted recycling services.</p>   | <p>Stage 1 students will learn historical concepts such as cause and effect through studying the impacts of changing technologies.</p> <p>Stage 3 students will learn about the impacts of human activity on the environment. They will research how their local council manages waste, and will write reports about their excursion.</p> <p>Stage 4 students (ST3-5WT, ST3-16P) will animate using stop motion the environmental impact of an everyday product (e.g. PET bottles) from its production through to its use and disposal.</p>   | <p>Teachers will receive instruction on integrating waste education into teaching programs by working with the local Environmental Education Centre.</p>  | <p>Teachers to work with local government personnel including at the waste/resource recovery centre.</p>   |
| <p>We will establish new garden beds for native plants. We will also extend our vegetable garden program to include herbs and fruiting plants.</p> | <p>Healthier garden beds that will provide habitat for flora and fauna, and will be used by students to study flora and fauna.</p> <p>Enhanced quality of soil by using recycled organics on fruit and vegetable garden beds. Students will investigate the concept of food miles and describe how a food garden or locally grown food can reduce food miles.</p> <p>Students will reduce potable water usage through the use of existing tank water and through mulching gardens.</p> | <p>Stage 1 students will develop an understanding about nature and learn scientific principles by exploring and defining living organisms (undertaking the Living Things unit of study).</p> <p>Stages 2 students will learn about ecosystems, the relationships between plants and animals, and the role of living things. They will be engaged in mulching and composting of garden beds, and undertake soil testing. They will also learn why it is important to save water, and how they can save water at home and at school, such as through the use of rainwater tanks, and using mulch on garden beds to save water lost through evaporation.</p> <p>Stage 3 students will undertake the unit of study "From farm to plate", in which they will learn where food comes from, and how growing our own food contributes to sustainability by reducing the impacts of transport.</p> <p>Stage 4 students will conduct investigations, and develop field work skills in gathering and analysing scientific data by conducting observations and collecting data on the type and number of birds and insects found in and around the garden beds.</p> <p>Students will analyse the data to determine changes in the number and type of birds and insects found in the school grounds before and after work on the garden beds is carried out.</p> | <p>Teachers to research and develop learning materials in consultation with the local Environmental Education</p> <p>Teachers will attend the Local Environmental Education network meeting at a local school for peer to peer learning about establishing and maintaining a garden.</p> <p>Teachers to learn how to use a soil testing kit.</p> <p>Teachers increase knowledge of local flora and fauna in local area, and develop curriculum resources for stages 1 – 4 by working with the local council wildlife officer.</p> | <p>We will promote sustainability to the community through strengthening our linkages with other community educators. We will Issue an invitation to local Early Education Centres to use our gardens to study birds and insects.</p> <p>Local council wildlife officer to conduct teacher workshops on flora and fauna found in our region.</p> <p>Representatives from local Landcare organisation to speak to students on weed threats to our local bushland, how they threaten native flora and fauna, and how to identify them.</p> |

### C3 Teacher professional development

Information provided here about Professional Development should also be reflected in your project plan at questions C2, and in your budget in section D.

The Trust will fund **up to \$1,000** for teacher professional development to increase the school's capacity to provide environmental education. This may include formal and informal training opportunities, and release from class time to research and develop curriculum materials.

Ensure that any salaries claimed to fund release from class time are not already allowed for in the school's operational budget. Clearly articulate what professional development is needed, who you will be working with, and how it will be delivered. Be specific about how you will spend funds allocated for professional development.

#### Example

| Describe what professional development will take place and how.   | What will it cost?<br>(Do not include in-kind) | Who will deliver?  |
|---|--|--|
| One day's teacher release to adapt curriculum resources across Key Learning Areas (casual teacher to be engaged). | <b>\$330</b>                                   | Project co-ordinator (in consultation with Environmental Education Centre, Council wildlife officer) |
| Teacher release for attendance at local council's teacher network and 'recycling rocks' workshop                  | <b>\$330</b>                                   | Local council (Youth Education Officer)  |
| Teacher network workshop fee  | <b>\$200</b>                                   | Local council  |

| How will it increase the capacity of the school to provide environmental education?   |
|---|
| Our current curriculum materials on sustainability are outdated and do not address the new National Curriculum requirements. Teacher release time will allow us to research materials and increase curriculum integration across a broader range of Key Learning Areas. Expert advice will enable us to develop higher quality curriculum materials, and develop safe handling procedures for our proposed recycling, composting, and worm farming systems, and for our proposed waste audit. |

### C4 How will the project improve integration of sustainability into management of the school?

Information provided here should also be reflected in your project plan at questions C2. How does the school manage its environment, and its environmental education program? Is this reflected in the school's management plan? Clearly identify links between this project and the school management plan.

For example, the school management plan may have identified a need to provide a quiet area for students to go for time out to support implementation of its Positive Behaviour for Learning policy framework. The example project plan in question C2 provided for the creation of new garden beds, which could be a suitable place for these students. Or the school may wish to set up an environmental committee to drive the sustainability agenda in the school, assisting in the implementation of the Sustainability cross curriculum priority.

The Trust will not fund development of an environmental management plan, as this project should be part of a planning process already at the implementation stage. The Trust can however fund implementation of action items outlined in your environmental management plan.

### C5 Continued success of this project after funding

Please describe how you will ensure that the project continues to deliver benefits after the conclusion of the funding period in October 2019. Key considerations:

- How will the staff professional development activities ensure continuity, and provide ongoing benefits?
- Are there any ongoing operational costs that the school will need to fund, and if so, how will these costs be met?
- How will curriculum materials be kept up to date?

## Section D: Budget

The most important thing to ensure when completing your budget is that it aligns with the activities outlined in your project plan (question C2). **Ensure that there is a link between your budget and your project activities at question C2.**

For example establishing a garden bed will provide an opportunity for student participation and learning about plants, soil, insects etc., but what will students learn about the environment from constructing a garden shed or seating? How clearly does your budget facilitate student learning outcomes?

You will be required to report against this budget at the completion of your project.

### Project costs

A list of [indicative costs](#) is available on the Trust's website to provide an idea of how much we expect items in your project budget to cost.

### Infrastructure costs

Eco Schools grants are primarily designed to develop a sense of environmentally responsible citizenship in students and the community. Applications that include infrastructure costs in the proposed budget **must clearly describe why and how it will facilitate student learning about the environment**. Examples of infrastructure include works on buildings, paths, water tanks, kitchen amenities or cooking facilities, glasshouses, shade sails/shelters, fencing, outdoor seating and furniture.

- Infrastructure will only be funded where there is a clear justification that it will facilitate student learning about the environment, and where those links are made clear in the project plan. (Question C2).
- Applicants should allocate no more than 80 per cent of the grant (\$2,800) to infrastructure. The proposed use of Trust funds should demonstrate strong links to student learning and curriculum outcomes.

We understand that projects catering for special needs students may have higher infrastructure costs, and will assess those applications accordingly.

### Payment of your grant

Note that if your application is successful, the grant will be paid in two instalments.

- The first payment of \$2,500 will be paid on receipt of your school's signed grant agreement.
- The second instalment of \$1,000 will be paid on receipt of your progress report in October 2018.

### School community contributions

Our grants can cover the full costs of projects. However, in-kind and/or financial contributions from other sources will add value to your project or may be necessary to meet the activities of your project. List any contribution the school and/or local community will make towards your project. Clearly identify if any of these contributions are in-kind.

### Goods and services tax (GST)

It is assumed that all schools are registered for GST. Please **do not** include any GST in your budget when you fill in your application. Please note that GST is not payable on grants to government schools.

## Example

| Eco Schools grant funds<br>Will be committed to the following items:<br>(Must total \$3,500) |             | The school community<br>Will fund the following items:<br>(List any items or support that your school or community will be paying for) |             |
|--|-------------|--|-------------|
| <b>Project costs</b><br>(What do you need to run your project?)                              |             |  |             |
| Soil and mulch   | 550         | Recycled timber for paths (P&C donation)   | 500         |
| Compost tumbler  | 90          | Crushed granite for paths  | 300         |
| Plants, seedlings, fruit trees   | 1000        | Signage  | 100         |
| Garden tools   | 200         | Labour (grounds assistant, in kind)  | 500         |
| Raised garden bed kits (x2, \$250 each)  | 500         |  |             |
| Garden gloves, mesh, garden stakes   | 300         |  |             |
| Soil testing kits  | 50          |  |             |
| Safe handling equipment for waste audit  | 150         |  |             |
| <b>Sub-total for project costs \$</b>  | <b>2840</b> | <b>Sub-total for project costs \$</b>  | <b>1400</b> |

| <b>Professional learning</b><br>(Needs to reflect activities described in question C3) |             |   |             |
|--|-------------|---|-------------|
| Teacher release – curriculum resources   | 330         | Teacher network workshop fee                  | 200         |
| Release for teacher network workshops  | 330         |   |             |
| Subtotal for professional learning<br>(maximum \$1,000 of requested grant \$)          | <b>660</b>  | <b>Total school/community contribution \$</b> | <b>200</b>  |
| <b>Total Eco Schools Grant \$</b>  | <b>3500</b> | <b>Total school/community contribution \$</b> | <b>1600</b> |

## Section E: Authorisation

This must be the Principal or Head Teacher (they do not need to sign the form). As a member of the school's executive, they are authorised to commit the school to the project if the application is successful. The Principal or Head Teacher will be required to sign a grant agreement, agreeing to the terms and conditions of the grant.

## Part 3: Attachments

You may choose to provide additional information as attachments. Attachments should be no longer than **three pages** in total. Examples of attachments include:

- A copy of the school's management plan.
- Letters of support from project partners.
- A garden design.

## Part 4: Application submission checklist

Use the following checklist to make sure that your application is complete, and ensuring you adhere to the naming conventions.

|  |                                     |
|--|-------------------------------------|
| <ul style="list-style-type: none"><li>• Have the application form authorised by the Principal or Head Teacher.</li><li>• Keep a copy of the application for your records.</li><li>• Submit your application form and all other documents by the closing date <b>3pm, Monday, 19 June 2017</b>.</li></ul>   |                                     |
| <ul style="list-style-type: none"><li>• <b>Do not ZIP your application.</b></li><li>• <b>Email subject line please use this format:</b> <i>School Name Only</i>.</li><li>• <b>Application form must be sent as the PDF smart form.</b> Please name your form <b>ONLY</b> as: <i>School Name</i></li><li>• Attachments can be emailed as Word, Excel or PDF documents only. <b>PDF is preferred</b>, naming each as <i>Attachment No., i.e. Attachment 1, Attachment 2 etc.</i></li><li>• Emailed applications must not be larger than <b>10MB</b> including all attachments.</li><li>• <b>Do not fax</b> any part of your application. Hardcopy applications will not be accepted.</li></ul> |                                     |
| <b>Email your application to:</b>  | apply@environmentaltrust.nsw.gov.au |

Any application that is late, incomplete or ineligible will not be considered.