

2019 Environmental Trust's Eco Schools Grants Program

How to complete the Eco Schools application form



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Image source – previously funded Eco Schools grants project, Kenthurst Public School – *Hilling up potatoes*

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How to use this guide

Read

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

Want advice?

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

Closing date **3pm, Monday 1 July 2019**

Section 1: About the program

The Environmental Trust's Eco Schools Grants Program (Eco Schools) 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.

The Eco Schools grants program is administered by the NSW Environmental Trust.

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

- A clear description of the need for the project and how the project will make a difference (See question C1).
- The project has tangible, measurable outcomes that will result in benefits for the environment (See questions C1, C2).

2. The project ensures measurable student learning

- Students are involved in learning opportunities about environmental sustainability (See question C2).
- The project delivers curriculum outcomes (see question C2) and is clearly linked to a range of Key Learning Areas.

3. Project activities increase teacher capacity to deliver environmental education

- Teacher knowledge and skills about sustainability education and engagement project is increased (See questions C2, C3).
- Integration of the sustainability education into the curriculum is increased (See questions C3, C5).

4. The school and the community work together for sustainability outcomes

- The project delivers sustainability outcomes and contributes to the school management plan (See questions C2, C4).
- The project is actively supported by the school community and increases community knowledge and awareness of sustainability (see questions C2, C3).

5. Value for money

- The budget is appropriate for the proposed outcomes, particularly if funds are sought for infrastructure (See section D).

Section 2: How to complete the application form

Tools and resources

The Environmental Trust's (the 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 website.

Part 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 Registration page](#) webpage.

A2 Project title

Your project title will be used to identify your project in all reports, media and promotion, including on our [website](#). It is limited to 68 characters including spaces.

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, however, please identify only 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 coordinates can be taken directly from a map, or from [Google Maps](#). Find your project location, right click and select 'what's here' (the coordinates will appear in the search box).

Part 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 [NSW Education Standards Authority](#). 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 into the 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 coordinated by a school staff member 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 Alternate staff contact for project

The alternate contact person should also be an office holder or employee who is authorised to speak on behalf of the school, and who would be willing and able to continue the project in the absence of the primary contact.

B4 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 2).

See our [Eco Schools Resources](#) web pages for examples of how schools have worked with the community in previously funded projects.

B5 Name of person who wrote this application and their relationship to the school

See question B2 and B4. 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 2). See also page 4 of the [Program Guidelines](#) in relation to Conflicts of Interest.

B6i and B6ii School type

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

B7 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.

B8i and B8ii 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](#).

Part 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. For this reason, it's good to briefly describe the activities you'll be undertaking.

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 2). 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 your activities are SMART:



- Consider what successfully completing your project activities will look like. How will you 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 5 of the [Program 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.

In this example, we have crafted a hypothetical project plan that addresses the NSW Government Premier's Priorities on Keeping our environment clean, and delivers biodiversity and sustainability outcomes by establishing food and native gardens.

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

Example

<p>Overview of project plan: Through this project we will investigate materials our school uses, and different types of 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.</p>				
Describe your project activities	Objective 1: Environmental outcomes	Objective 2: Student learning outcomes	Objective 3: Teacher professional development	Objective 4: 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>How will this activity help your school to promote more efficient resource use and improve the quality of the local environment?</p> <p><i>Tip Consider how you will measure your environmental outcomes?</i></p>	<p>How will you promote the development of knowledge and behaviour in students that supports environmental sustainability?</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>How will the project assist teachers to access targeted professional learning, and integrate environmental management into curriculum delivery?</p> <p><i>Tip What do teachers need in order to deliver the student learning and environmental outcomes?</i></p>	<p>How will you engage with your community to explore opportunities for working together for sustainability outcomes?</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>

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<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 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 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 local Environmental Education Centre.</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 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 flora and fauna found in our region.</p> <p>Representative from local Landcare organisation to speak to students on weeds 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 **\$1000** 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 you'd like us to fund for 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? (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). The Environmental Education Centre (EEC) will advise us on implementation of systems to quantify our waste reduction, including the waste audit.	\$330	Project co-ordinator (in consultation with our EEC)
Teacher release for attendance at local council's teacher network and 'recycling rocks' workshop.	\$330	Local council (Youth Education Officer)
Teacher network workshop fee.	\$200	Local council

Have you spoken to your provider or community expert to confirm that they have the capacity to work with you? Describe the consultation that has taken place

Yes. The EEC can work with us throughout the life of the project by providing curriculum advice by phone. The youth education officer from the local council, Maddy Smith will conduct a workshop for local schools in Term 1 and has advised she can provide follow up advice by phone. A letter of support from our local Landcare group is attached confirming that they will deliver a presentation to students about the weeds that threaten our local flora and fauna.

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.

Tip – attach a letter of support so it is clear that your service provider has the capacity to work with you and has the expertise you need to help you to deliver your project outcomes.

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 question 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 the 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 the project after funding

Describe how you will ensure that the project continues to deliver benefits after the conclusion of the funding period in October 2021. 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?

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

Eco Schools grants should focus strongly on curriculum-based student learning about the environment, and the Trust will fund items that facilitate this learning, as well as environmental education for teachers and the community. 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?

Infrastructure costs

Applications that include infrastructure costs in the proposed budget **must clearly describe why and how it will facilitate student learning about the environment.**

- 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% of the grant (\$2800) to infrastructure. The proposed use of Trust funds must demonstrate strong links to student learning and curriculum outcomes.
- Examples of infrastructure that **may be considered** include pathways, water tanks, glasshouses, fencing, and outdoor seating.
- Examples of infrastructure that **will not be considered** include works on buildings, kitchen amenities or cooking equipment, shade sails/shelters, and play equipment.
- Costs for labour associated with these items (e.g. plumbing, earthworks) is considered to be an infrastructure cost not directly linked to student learning outcomes.

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

Payment of your grant

Note that if your application is successful, the full amount of \$3500 will be paid subject to the following:

- Receipt of your school's signed letter of agreement and completed project measures table to be sent in Term 1 2020.
- Mandatory condition of submitting a progress report by October 2020 and a final report by October 2021. Failure to do so may result in the requirement of part or full repayment of the grant amount.

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 objectives 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.

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.

Example budget

Project costs (What do you need to run your project?)

Eco Schools grant (Trust) funds will be committed to the following items: (Must total \$3500)		The school community will fund the following items: (List any items or support that your school or community will be paying for)	
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		
Sub-total for project costs \$	2840	Sub-total for project costs \$	1400
Professional learning (maximum \$1,000 Trust funds) (Needs to reflect activities described in question C3)			
Teacher release – curriculum resources	330	Teacher network workshop fee	200
Release for teacher network workshops	330		
Sub-total Trust funds professional learning \$ (maximum \$1,000 of requested grant)	660	Total school/community contribution to professional learning \$	200
Total Trust funds \$	3500	Total school/community contributions \$	1600

Part E: Authorisation

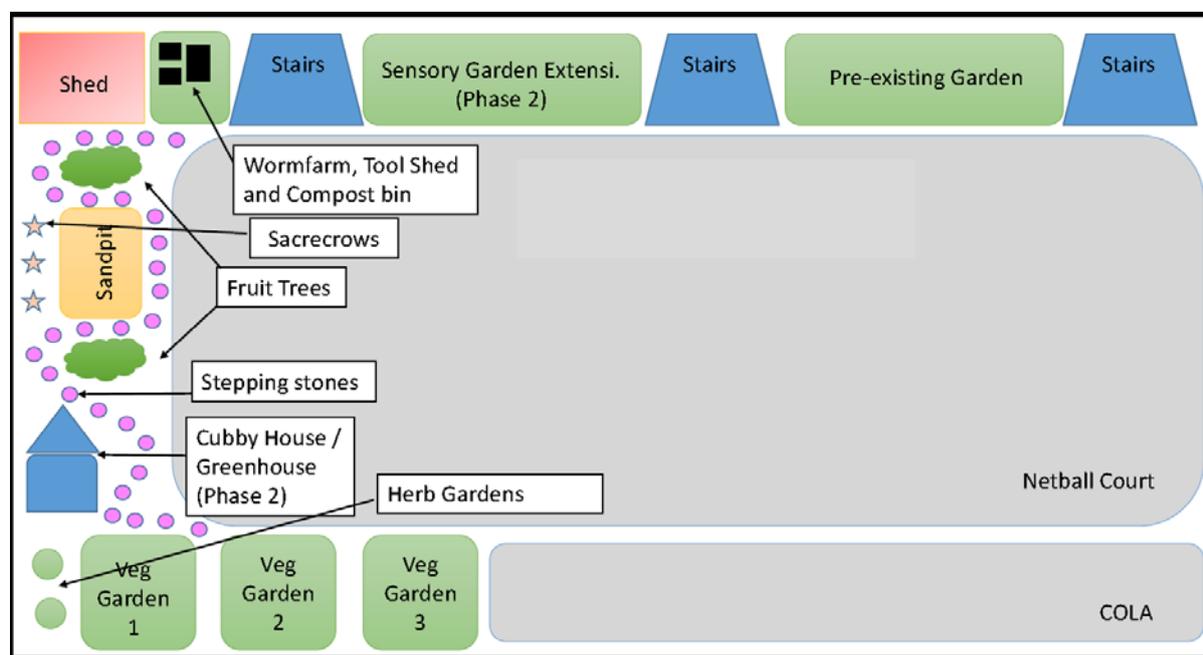
This must be the Principal or Head Teacher (they do not need to sign the form). As a member of the school's executive, they are authorised to commit the school to the project, if the application is successful.

The Principal or Head Teacher will be required to sign a grant agreement, agreeing to the terms and conditions of the grant.

Section 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 diagram showing the layout of proposed gardens and outdoor learning areas (see example below.) Students are strongly encouraged to assist in the design process.



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

Part F: 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"> • Have the application form authorised by the Principal or Head Teacher. • Keep a copy of the application for your records. • Submit your application form and all other documents by the closing date 3pm, Monday, 1 July 2019. 	
<ul style="list-style-type: none"> • Do not ZIP your application. • Email subject line please use this format: School Name Only. • Application form must be sent as the PDF smart form. Please name your form only as: School Name • Attachments can be emailed as Word, Excel or PDF documents only. PDF is preferred, naming each as Attachment No., i.e. Attachment 1, Attachment 2, etc. • Emailed applications must not be larger than 10MB including all attachments. • Do not fax any part of your application. Hardcopy applications will not be accepted. 	
Email your application to:	apply@environmentaltrust.nsw.gov.au

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