

## Case Studies

### Belair Eco School

Early Years  
Primary Years  
Middle Years

### Belair Primary School

Partners: Students, Staff and Parents, KESAB, Patawalonga Catchment Water Management Board (Our Patch), Mitcham Parks and Wildlife, Growing Bush

The Eco School Management Plan is the structure in which the school organises and uses resources based on ESD principles. Teachers and the students manage an aspect of school projects eg Energy, recycling, cleaning products, revegetation, displays etc. This shares responsibilities and links into curriculum through classroom and Earthcare lessons. Successful focus on revegetation, watercare and energy education through special initiatives is another aspect of the 'holistic' program

"The program is a whole school program. The Eco School is one of three components of Belair Schools 'Strategic Directions' underlying the value as learning for our community and students. Selection of staff reflects this focus as does the ongoing commitment of existing staff to Environmental Education activities and curriculum"

"Belair Schools has made a commitment to promote ecological, sustainable learning in the curriculum and methodology of the school"

We are widely known as Belair Eco School in our cluster schools and further afield. This holistic program is a sustainable practice in itself"

### The success of the program is determined by

- The fantastic involvement of students and teachers
- Attitude changes of students
- Successful projects
- Variety of acknowledgments and awards
- Enjoyment of students

### Links between classroom work and environmental project

- R-7 have input into Eco School management
- Classes support special themes in their curriculum

- Earthcare lessons support management practices eg. Energy materials, recycling, biodiversity, watercare and are part of the learning framework (SACSA and IB)

## Environmental Reporting Themes and Issues for this project

### Themes

### Issues

#### Atmosphere



- Ozone Depletion
- Air Quality
- Climate Change

#### Biodiversity



- Threatened Species
- Native Vegetation
- Introduced Species

#### Coasts and the Sea



- Fisheries
- Health of the Marine and Coastal Environment

#### Inland Waters



- Water Quality
- Rivers, Streams and Wetlands
- Water Use
- River Murray

#### Land Resources



- Land use
- Dryland Salinity
- Soil Erosion and Acidity

#### Human Settlements



- Water Consumption in Urban Settlements
- Energy
- Transport
- Population and Urban Form
- Waste

## Heritage



- Heritage

## Related Learning Areas

- Arts
- Design and Technology
- English
- Health and Physical Education
- Languages
- Mathematics
- Science
- Society and Environment

## Elements of the Essential Learnings that this project develops

### Futures

- Learners developing an understanding of patterns and connections within systems
- Learners understanding world views when analysing future challenges
- Learners building scenarios of preferred futures
- Learners acquiring skills that will enable them to thrive in a fast changing world rather than becoming casualties of such change

### Identity

- Learners developing an understanding of themselves, of the groups to which they belong, and of other members of their community
- Learners coming to an understanding of the social construction of identities
- Learners developing the capacity to relate effectively to others and to resist the pressure of negative

stereotyping

- Learners achieving a sense of their own current and emerging identities

Interdependence

- Learners coming to an understanding of cultural and global connections, patterns and evolutions
- Learners coming to an understanding of what is needed for sustainable social and physical environments
- Learners cooperating to achieve agreed outcomes
- Learners acting to benefit their communities

Thinking

- Learners knowing themselves profoundly as learners and thinkers
- Learners using a wide range of thinking modes
- Learners utilising thinking from a range of times and cultures
- Learners developing and employing enterprising attributes
- Learners developing enterprising and creative solutions for contemporary issues

Communication

- Learners having an understanding of the complexity and power of language and data
- Learners having an understanding of how communication works
- Learners having the ability to make effective use of language, mathematical information and the tools of information and communications technology
- Learners being able to effectively use communication in a range of modes