

A SCHOOL'S GUIDE TO REDUCING WASTE



Dedicated to a better Brisbane



Message from the Lord Mayor

With our natural bushlands, our vibrant parklands and leafy green streets, Brisbane is known as a clean and green city.

I'm committed to ensuring Brisbane remains a liveable and sustainable city, both now and in the future.

We all have a role to play in preserving our beautiful city, and even small actions like separating our waste and recycling can make a big difference.

We'd love to see your school to join our efforts in keeping Brisbane clean and green. Our School's Guide to Reducing Waste will help your school learn more about how it can reduce the impact of waste on the environment.

Brisbane students are our next generation of leaders, let's work together to help create a generation of waste-wise leaders.

Adrian Schinner
Lord Mayor



Name of school:

Name:

Date:

Brisbane City Council acknowledges the Traditional Custodians of the land and their unique relationship with their ancestral country. We pay respect to all Aboriginal and Torres Strait Islander Elders of Brisbane and recognise their strength and wisdom.

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Let's get started!

There is a lot that every school can do immediately to reduce waste.

A *School's Guide to Reducing Waste* provides tools and information to help Brisbane schools develop a waste action plan that will assist to:

- manage waste streams
- understand how much waste is generated in everyday activities and
- explore sustainable alternatives.

By embedding environmentally responsible behaviours among students and staff, schools will demonstrate strong environmental credentials and a commitment to sustainable practices. Schools can shift their thinking around waste and instead consider materials as a resource for fundraising, creative reuse or recycling.

This guide uses a five-step approach to assist educators, students, cleaning and administration staff to develop a waste action plan. Gathering waste data allows schools to have baseline measurements, set goals and measure success.

Students and staff who are enthusiastic and committed to becoming 'waste wise' become advocates for bringing about positive change. These enriched changes in attitudes influence students' families and the wider school community. By having a waste action plan, your school can create a 'new normal' where infrastructure is in place and the community can work together to recycle more and reduce waste over time.



Armed with a customised plan, your school can reduce the amount of waste going to landfill, save money on disposal costs and help conserve energy, water and non-renewable resources.



What is waste minimisation?

Waste minimisation is the practice of eliminating waste before it is produced. Avoiding waste is the primary goal, followed by the 3Rs — reduce, reuse and recycle. Disposal to landfill is only to be used as a last resort.

The model below (*Figure 1: Waste hierarchy*) is internationally recognised as a guide to waste and resource management.



Reducing the volume of materials a school consumes and creates is the best option, followed by reuse and recycling.

Waste hierarchy

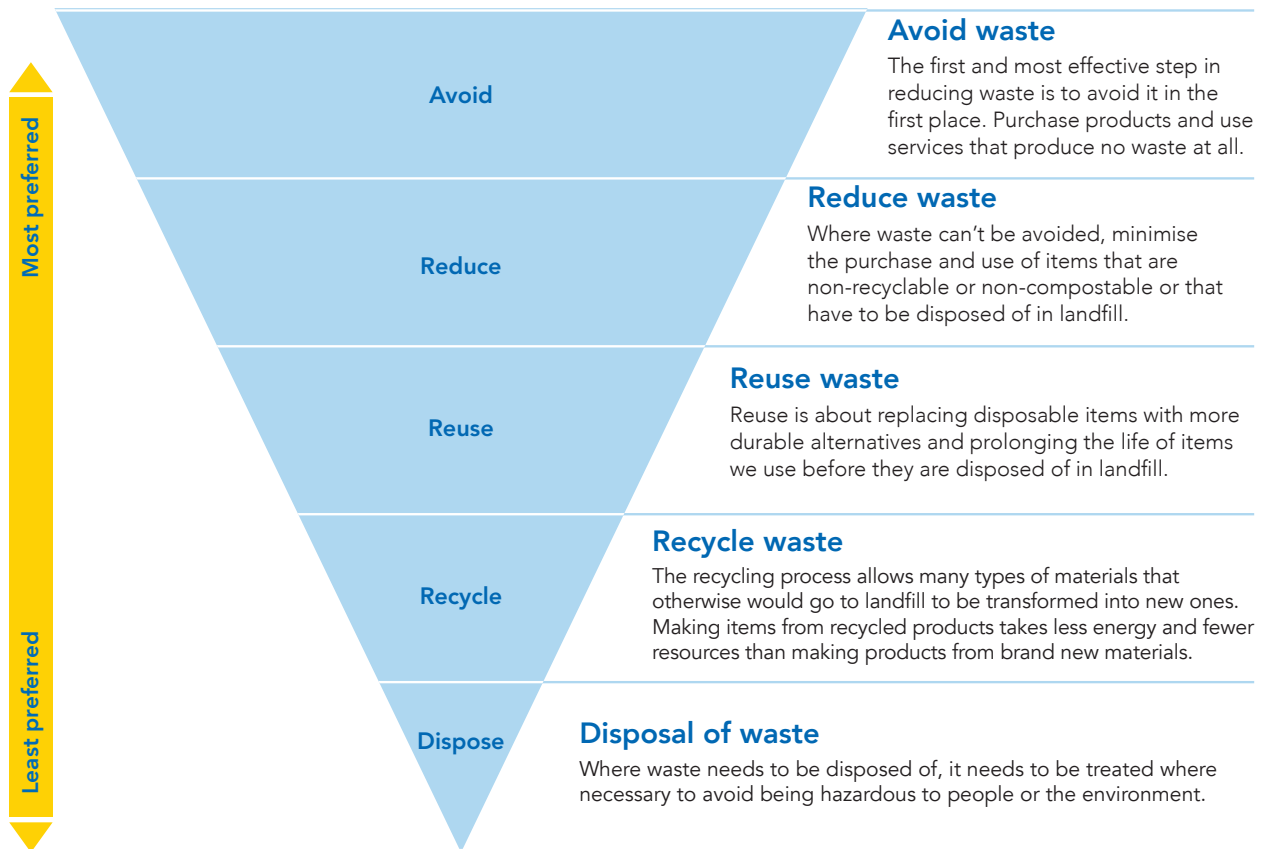


Figure 1: Waste hierarchy

Avoid	Avoid providing single-use crockery in the staff room and provide reusable cutlery and crockery for school meetings.
Reduce	When creating yearly book lists, promote stationery items with minimal packaging and items that can be reused or recycled.
Reuse	Provide an option for parents to buy second-hand uniforms. Potential to source a sustainable uniform supplier that reuses textiles or plastic.
Recycle	Purchase products made from recycled content.
Dispose	Limit the number of general waste bins at school and increase recycling.



Image: Towards Zero Waste Education Centre - Brisbane Landfill

Getting started

A school waste minimisation plan can be developed and implemented in five steps. The process is systematic, however flexible enough to help develop strategies that suit the requirements of any school.



Integrating changes into your school culture is easier if you have support from the top. If the Leadership Team exemplifies and supports a commitment to reducing waste, the community will follow.

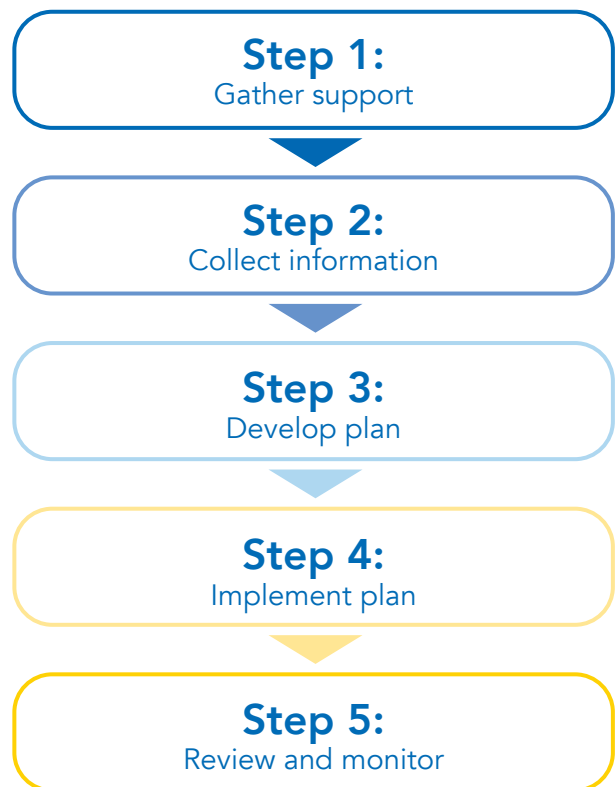


Figure 2: Steps to implement a waste minimisation plan

STEP 1: GATHER SUPPORT

The foundation to successfully reducing waste at your school is to develop a whole-school approach. Forming a waste action team such as a 'green team' is a good way to encourage participation and share tasks.

Waste action teams

The more people who are involved in the decision making, the more people there are to take ownership of the process and help bring about positive waste behaviour change.

The role of the action team is to:

- provide leadership for initiatives to reduce waste
- encourage participation by the whole school
- set targets
- plan and conduct waste audits
- implement waste minimisation strategies
- monitor and review the waste minimisation plan
- keep records
- celebrate achievements.

Make a list of all the people who need to be involved in the new waste minimisation program. It is important to involve members from the whole school community including:

- the principal
- teachers
- business service manager
- cleaning staff
- parents and caregivers
- tuckshop convenor and volunteers
- P&C committee
- administration staff
- students.

Appoint a coordinator to oversee and organise the recycling and waste changes. Ideally, this person would help plan the initiative and be well-organised, enthusiastic about reducing waste and a good communicator. Share the various tasks among the action team.



Arrange for the waste action team to meet regularly. Keep notes of decisions and celebrate achievements along the way.

Gather support from students

Student involvement is crucial. Students who participate in planning often become advocates and their involvement can spark enthusiasm among their peers and lead to positive waste habits.

- Involve students as much as possible in planning and implementing waste minimisation strategies. Have at least one student representative on the waste action team.
- Students can have great creative solutions — invite them to participate in brainstorming sessions to find solutions to problems.
- Encourage students to promote initiatives at events, by writing articles for the school newsletters and speaking at assembly.
- Incorporate waste minimisation education as part of the school curriculum.



The more people who know about the school waste minimisation plan, the more successful it will be. Inform parents, caregivers and the local community about the school's actions to reduce waste.

Teachers can take advantage of Brisbane City Council's curriculum-linked lesson plans and fact sheets about waste and recycling.



STEP 2: COLLECT INFORMATION

It is essential to collect information about the amount and types of waste being sent to landfill so the team can identify ways to reduce waste.

An assessment of current waste management practices involves:

- auditing the quantity and types of waste being generated
- reviewing the waste bins and systems
- recognising strategies that are working well
- identifying ways to do things more efficiently.

Business and operational waste information

Business and operational information includes information about contractors, costs and what systems are currently in place.

Gather information by walking around the school to observe what type of bins your school has. Talk to relevant staff members, such as the business services officer, and find out which company collects the bins. Involve the grounds person to understand why certain arrangements may be in place and how green waste is disposed.

Consider the following questions:

- Could bins be collected less often?
- Are the bins the right size for school needs?

See Appendix 1 for suggested questions to ask your school business or facilities manager.



If your school has a waste collection service with Brisbane City Council, it is entitled to the same amount of recycling collection for free. Contact Council to find out more.

What is an audit?

A waste audit analyses the amount and types of waste being generated. It provides the baseline data against which all strategies to reduce the waste in the future can be compared.

Waste audits can also be a valuable learning experience for students, giving them the opportunity to identify and categorise waste into different material types and learn about issues of waste management. Doing a waste audit aligns to the curriculum for various years and subjects. Some students enjoy the hands-on experience of 'yucky' waste!



Council has school waste audit kits available to loan for free. Schools can borrow the kit for up to one week and delivery can be arranged.

There are two different types of waste audits that provide valuable information:

Type 1: Visual waste audit

Data is collected from a visual inspection of external waste bins when they are put out for collection, to determine how full they are.

This will allow you to calculate approximately how much waste is generated by the school in a day, week or year.

Type 2: Solid waste audit

Data is collected from measuring and sorting waste from a number of internal bins within the school.

This will reveal what types of waste is being disposed of and approximately how much of this waste could be avoided, recycled or composted.

See Appendices 2 to 6 for waste audit instructions and recording sheets.

STEP 3: DEVELOP A WASTE ACTION PLAN

The information you have gathered through the visual and solid waste audit can now be entered into Council's online School Waste Assessment Tool and will be used to develop your school's waste action plan.

Search 'School Waste Assessment Tool' on Council's website (www.brisbane.qld.gov.au) to access the online form.

Once you have uploaded your audit results you will be provided with a report outlining your school's current waste levels. This baseline data will help inform you as you consider the actions your school can take. Follow the online instructions to generate your school's action plan.

Depending on the size of your school, you may wish to first focus on recycling cardboard, paper, glass,

aluminium, and firm plastic. Then, as your program achieves success and is embraced by staff and students, you can focus on other areas to improve such as food waste, ink cartridges, stationery, electronics and batteries.

When you're ready to focus on these areas, it's easier to allocate one person to manage each waste item, as they will require different school collection and disposal methods.



Council has a range of free downloadable posters and signs that your school can access.

A good action plan will include details of:

- What** → are the actions in list of priority?
- Who** → will do the actions?
- How** → do you source extra equipment, finances or staff?
- When** → what timeframe is achievable?



STEP 4: IMPLEMENT PLAN

Once planning is complete, it is time to put your plan into action to reduce waste. Start small and implement one new initiative at a time.

Element of an effective waste system:

Bins

- Review your current waste collection contract first to check the flexibility to enhance or change your service details. Discuss this contract with your service provider.
- If introducing co-mingled recycling for the first time at your school, you will need to arrange a recycling collection service contract. Brisbane City Council offers free recycling to any school that has a waste collection service with Council.
- Determine whether bulk bins or wheelie bins would be most appropriate for your school. Council or the recycling service contractor of your choice will be able to aid in helping you choose appropriate sizes and locations for external waste bins.
- Bins within the school should be colour-coded and clearly signed. If bins have lids use yellow lids for recycling bins, red lids for waste, and light green lids for compostable waste.



- Determine the number of additional bins required within the school for recycling and what size bins would be appropriate for different areas such as classrooms or playground e.g. a cardboard box under each desk might be suitable for recyclable waste in the office area. It's important to note, as your school improves its recycling, you might require larger bins.
- Waste bins and recycling bins should be located side-by-side in easy to access areas and placed in the same location every day.
- Make sure that students and staff clearly understand whose responsibility it is to empty the bins and put them out for collection.
- Monitor contamination of bins as this is one of the most frequent problems experienced by schools when recycling is first introduced.

- Install Containers for Change collection points as a fundraising opportunity.

Composting and worm farms

- Composting and worm farming are highly rewarding ways to reduce waste but do require a high level of commitment. Ensure that the team is prepared to manage and maintain these systems before setting them up.
- Schools can refer to Council's website for information about composting and worm farming. Search 'compost and food waste recycling' on Council's website.
- Connect to your nearest Community Compost Hub and perhaps arrange a visit.
- Some schools use commercial compost services. To find a service for your school, contact www.compostconnect.org



Communication

- Develop communication strategies that ensure the whole school knows about waste initiatives. Promote the school waste action plan:
 - in the school newsletter
 - at assembly
 - on the school website and social media or
 - run a competition for the best promotional poster, video or jingle.
- Raise awareness about waste minimisation through events such as Clean Up Australia Day, National Recycling Week and Nude Food Day.
- Involve students in promotion
- Offer rewards to individuals and classes to encourage them to 'do the right thing'. Rewards can include extra play time or a free dress day, rather than items.

Education

- Integrate learning about waste and recycling into the classroom.
- The more you consider the cause from a team building and education perspective, the more likely your school community is to rally around that cause.



STEP 5: MONITOR, REVIEW AND PROMOTE

The school waste action plan is a work in progress that will evolve over time. Once the systems are in place, monitor your progress to evaluate cost-effectiveness, participation and environmental impact. Allow opportunities for staff and students to provide feedback.

Ongoing monitoring

- It is important to continuously audit the contents of the waste and recycle bins, document any contamination (wrong items in the wrong bin), and educate where appropriate.
- Conduct waste audits annually to determine the amount of waste going to landfill.
- Encourage feedback from students and staff to assess whether strategies are delivering the desired outcomes.
- Calculate and distribute disposal cost savings based on the reduction in waste.
- Review and update your school waste minimisation plan as required.

School waste report

- A brief report, including photos and graphs, that summarises the results from your waste audit, outlines new waste reduction initiatives and the anticipated outcomes from these initiatives is a fantastic marketing tool.

Promotion

- Promote the success of your efforts to reduce waste by sharing the achievements throughout the school and community.
- Use newsletters and emails to distribute updates or milestones about the program.
- Publicise the quantity your school recycles over a certain period (month, quarter, year).
- Set up a new school waste reduction award for students, to be presented at school assemblies.



Celebrating and raising awareness about your school's waste minimisation and recycling culture is an asset to include on your school website and social media.

APPENDIX 1

Worksheet 1: Current waste information

School name: _____

Date: _____

Operational

Which staff member is responsible for arranging the school's waste collection contracts? _____

Who is responsible for emptying the school waste bins into the external wheelie/bulk bins? _____

Who is responsible for emptying the school recycling bins into the external wheelie/bulk bins? _____

If you have wheelie bins on site, who is responsible for placing them out for collection? e.g. on the footpath _____

General waste

Name of general waste collection contractor(s)? _____

Contract expiry date? _____

What is the cost of the current service? _____

Number of 240 litre general waste kerbside bins collected? If none leave blank _____

What day/s are 240 litre waste bins collected? _____

Number of bulk general waste bins collected? If none leave blank _____

If school has bulk bin(s) what size are the bins? _____

How often are bulk bins collected? _____

Could bins be collected less often? _____

Are the bins the right size for school needs? _____

Could smaller bins or bulk bins be an option? _____

Recycling

Does the school have a co-mingled recycling collection service? _____

Does your school have a paper/cardboard recycling collection service? _____

If your school has a waste collection service with Brisbane City Council, have you applied for the free recycling service? _____

Name of contractor that collects the recycling from school? _____

What is the cost of the recycling collection service? _____

Number of 240 litre recycling wheelie bins collected? If none leave blank _____

Number of 340 litre recycling wheelie bins collected? _____

On what day/s are the recycling bins collected? _____

Number, if any, of bulk recycling bins? _____

If school has bulk recycling, what size are bin(s)? _____

How often are bulk recycling bins collected? _____

Does the school have a green waste collection service? _____

If yes, who collects green waste and how often? _____

Worksheet 2: Current waste information

School name: _____

Date: _____

Walk around the school and record the number of bins in each area

	Landfill/ rubbish bins	Paper and cardboard bins	Comingled recycling bins	Compost collection caddies	Paper reuse trays	Other
Staffroom						
Principal's office						
Main office						
Administration area						
Classrooms						
Schoolyard						
Tuckshop						
Sick bay						
Art room						
Multipurpose room/hall						
Library						
Outside school hours care						
Other locations e.g oval, pool						
TOTAL						

Record the rooms without bins or signage

Did you find any rooms without bins or signage? List them in the table below.

Location	Type of bin required	Type of signage required

Worksheet 3: Current waste information

School name: _____

Date: _____

Walk around your school and tick the boxes for each action your school is already doing and **take photos as evidence**.

How does your school process food and garden waste?

Which of the following do you have at your school?

- Local council pick-up service for garden organics waste
- Commercial food organics and garden organics collection service
- Commercial garden waste collection service
- Compost bins, bays or tumblers
- Bokashi
- Worm farm
- Chickens
- Other (please list):

Recycling

Are you keen recyclers? Which of the following do you collect for recycling at your school?

- Containers for change (specific bottles and cans)
- Second-hand school uniforms
- Batteries
- Ink and toner cartridges from printers
- E-waste
- Pens and markers
- Mobile phones
- Polystyrene
- Fluorescent tubes
- School uniforms
- Oral care packaging
- Coffee pods
- Other (please list):

APPENDIX 2

Conducting a visual waste audit

What you need

- clipboard
- pen
- visual waste audit record sheet (external bins)
- calculator

Before you begin

Find out the bin capacity (in litres) of the school bins and the frequency of the waste collection e.g. weekly, twice weekly. A standard wheelie bin is 240 litres and bulk bins come in a variety of sizes and are measured in metres. A cubic metre (m³) bin is equivalent to 1000 litres.



If the school has several different sized wheelie and/or bulk bins, use a separate *external bin visual waste audit* record sheet for each size.

The visual waste audit needs to be carried out just prior to the bins being collected, so that the waste in the bins will be at the highest level. (Use the information in Appendix 1 to assist identify the day of collection).

As wheelie bins and bulk bins may be serviced on different days during the sample period, the same bin may be serviced a number of times. Consider the frequency that the bin is serviced when conducting the visual inspection/s to record an accurate estimate of the amount of waste collected during the sample period.

Procedure on the day of the visual waste audit (external bins)

Step 1

Carry out a visual assessment of general waste bins estimating the approximate amount of waste in each bin. The *visual waste audit recording sheet* in Appendix 3 will allow you to record your results and estimate the volume of waste in each bin.

Step 2

Add up the combined volumes of the general waste in the bins to find out the volume of waste collected for the week. If the school bins are serviced twice a week you will need to do a second visual audit within the same week.

Step 3

Use these figures to calculate how many litres of waste are collected weekly from the school, and to estimate how much is collected on average in a year.

Step 4

If the school also has recycling bins, repeat the process above to calculate the amount of recycling generated.



For a more accurate result, repeat the visual audit each week for three weeks, to determine the average waste in the bins.

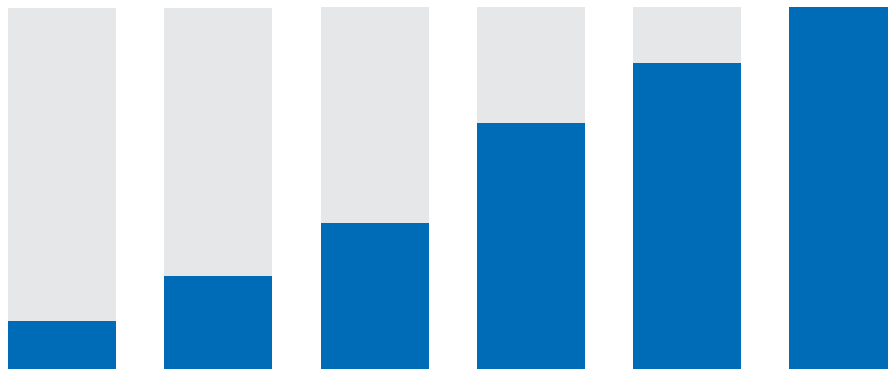
APPENDIX 3

Visual waste audit record sheet

External bin visual waste audit record sheet

School:	Bin capacity (litres):	Collection day(s):	Amount of waste in bins e.g. 0 [empty], 1/8, 1/4, 1/2, 3/4, 7/8, 1 (full).					Total weekly waste (bins)				
Week	Day and date	Waste Bin 1	Waste Bin 2	Waste Bin 3	Waste Bin 4	Waste Bin 5	Recycle Bin 1	Recycle Bin 2	Recycle Bin 3	Recycle Bin 4	Recycle Bin 5	
Example: week 1	Thursday 01/11/2021	7/8	3/4	1/2	full	full	1/2	full	1/8	full	3/4	7 bins
Week 1												
Week 2												
Week 3												
Total amount of waste in external bins for all weeks audited:												

Guide to estimating waste levels of bins



Decimal	0.125	0.25	0.5	0.75	0.875	1 (full)
Fraction	1/8	1/4	1/2	3/4	7/8	1 (full)
% Full	12.5%	25%	50%	75%	87.5%	100%

To estimate the weekly amount of waste going to landfill:

1. Record how full all external bins are just before they are emptied. (External bins are bulk or wheelie bins that are emptied by a waste contractor.)
2. Add the weekly totals together to get the total amount of waste for all weeks audited.
3. If audit is carried out over a number of weeks obtain the average weekly amount of waste by dividing the total amount of waste by the number of weeks audited.
4. To calculate the volume of waste (in litres), multiply the average amount of waste (in bins), by the bin capacity (in litres).

The same process can be carried out to estimate the amount of recycling being collected.



APPENDIX 4

Conducting a solid waste audit

You will need:

- rubbish bins that have not been emptied with a day's rubbish from each of the areas you have chosen to audit
- gloves
- tongs (two or three pairs per group)
- waste audit record sheets — simple or detailed (see Appendix 5 and 6)
- clipboards
- pens
- calculator
- tarpaulins (one small per group and one large for sorted materials)
- buckets — labelled with different waste categories e.g. organics, recyclables, and general waste
- sponges, soap, and water (for washing tarpaulins, tongs, buckets etc.)
- hand soap and water (for hand washing afterwards)
- hand sanitiser.

Search 'Waste Audit Loan Kit' on Council's website for information on how to borrow these materials for free.

Before you begin

Ensure you have a number of bins containing a day's worth of rubbish from different areas of the school. The more bins you audit, the more accurate the findings will be. At the very minimum, audit one bin from an eating area and one bin from a classroom.

Before the audit, ensure that participants can identify the different types of materials to be sorted, including the five types of recyclables that will be placed in the bucket marked '**recyclables**':

- plastic bottles and containers
- cans, foil, and tins
- paper
- cardboard
- glass bottles and jars.

Compostable waste that can be placed in the bucket marked '**organics**' includes:

- fruit and vegetable scraps
- tea bags and coffee grounds
- egg shells
- flowers and garden clippings.



Waste that should be placed in the '**general waste**' bucket includes:

- non-recyclable soft plastics such as plastic bags, muesli bar wrappers, chip packets, cling wrap, lolly papers and squeezable yoghurt tubes
- tissues and paper towel (for hygiene reasons these are placed in the general waste bucket)
- food scraps that are not fruit or vegetables, including items such as meat, sandwiches, cake and biscuits
- full or partly filled drink containers (drink containers must be empty to be recyclable).



Remember to consult with your school's facilities manager, cleaners or grounds staff, who are involved in the collection and management of waste.

Procedure on the day of the audit

Step 1

Divide participants into the same number of groups as there are small tarpaulins.

Step 2

Assign participants in each group one of the following roles:

- **Sorter(s)** — identify types of waste and sort into labelled buckets
- **Recorder** — helps sort, then records the volume of each category on the recording sheet (appendices 5 and 6).

Conducting a solid waste audit

Step 3

Place a small tarpaulin down for each group in a well-ventilated area.

Step 4

Place the large tarpaulin down with labels for general waste, recycling and compostables.

Step 5

Each recorder should mark the location of the bin being sampled in the space provided on the waste audit record sheet.

Step 6

Tip the contents of each bin into the small tarpaulins.

Step 7

Sort waste into the labelled buckets for each material type listed on the audit sheet.

- **Simple audit:** have separate buckets for:
 - recyclables
 - compostables
 - general waste.
- **Optional: Detailed audit:** further classify the waste within the three main waste streams into the following categories:
 - Separate **recyclables** into piles labelled:
 - paper
 - cardboard
 - plastic containers
 - glass jars and bottles
 - aluminium cans, tins and foil.

Separate **compostable waste** into piles labelled:

- compostable waste (generally fruit and vegetable scraps and teabags will be the only compostable waste)

Separate **general waste** into piles labelled:

- plastic bags and cling wrap
- other plastic e.g. chip packets and straws
- food scraps that can't be composted
- other.

Step 8

Once a bucket is full or when the sorting process has been completed, measure the approximate amount of waste e.g. empty, 0.125 ($\frac{1}{8}$), 0.25 ($\frac{1}{4}$), 0.5 ($\frac{1}{2}$), 0.75 ($\frac{3}{4}$) and report this to the recorder.

Step 9

Once the volume of waste has been recorded, empty the bucket onto the large tarpaulin in the correct marked section. Then take a photo so that you can reflect on the amount of waste in each section.

Step 10

When all of the waste has been sorted and measured, return it to the appropriate bins and use the dustpan and brush to collect small scraps. Wash and dry equipment and ensure all participants wash their hands.

Step 11

Data can then be collated to determine the percentage of recyclable, compostable and general waste within each bin.

- Add the volume of recyclables, compostable waste and general waste together to get the total volume in bin.

e.g. a solid waste audit of a bin from the eating area of a school showed that 31.5 L of contents of bin were recyclable, 4.75 L were compostable, and 10.5 L were general waste. Total volume of waste in bin is 46.75 L (31.5 + 4.75 + 10.5).

- To find the percentage of recyclables divide the volume of recyclables by the total volume of bin waste and multiply by 100.

e.g. 31.5 L of bin were recyclable and total volume of bin is 46.75 L. Percentage of recyclables of waste in bin is:

$$(31.5 \div 46.75) \times 100 = 67.38\%$$

- You are now ready to input your data from the audit into the online School Waste Assessment Tool. Once you have have uploaded your audit results you will be provided with a report outlining your school's current waste levels, see figures 4 and 5 for examples.

Search 'School Waste Assessment Tool' on Council's website (www.brisbane.qld.gov.au) and complete the form.

Figure 4: Example composition of school bins

Here is a sample of the data you will receive once you have completed the SWAT.

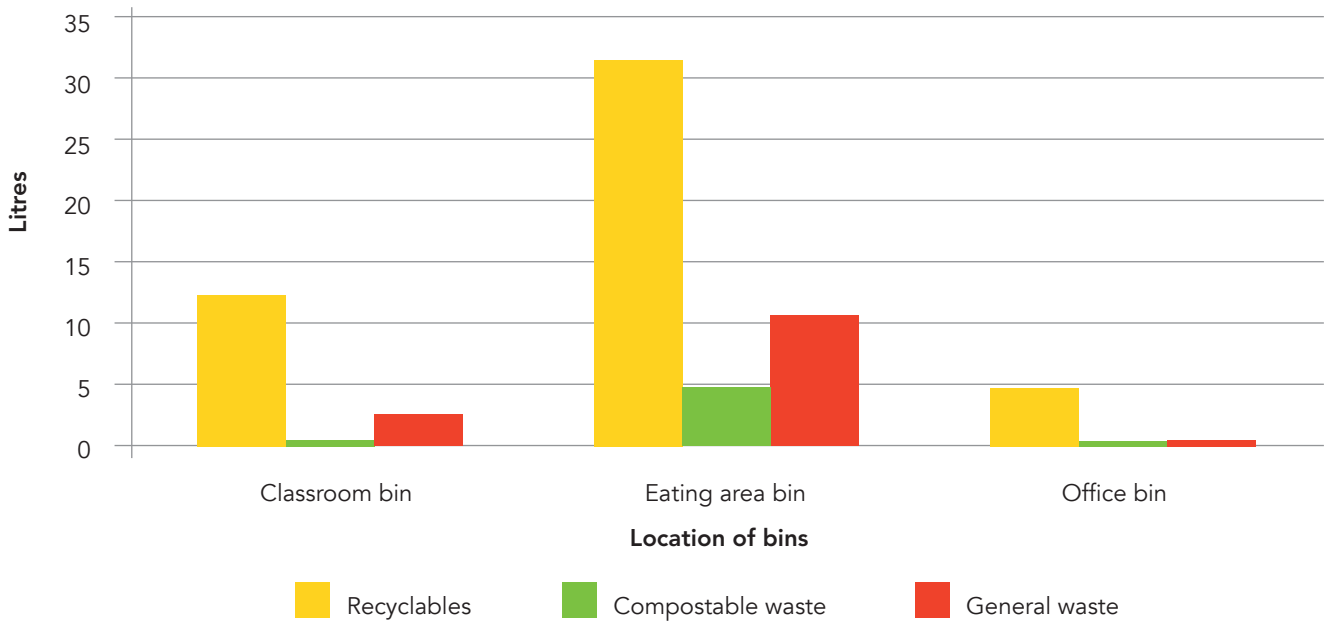
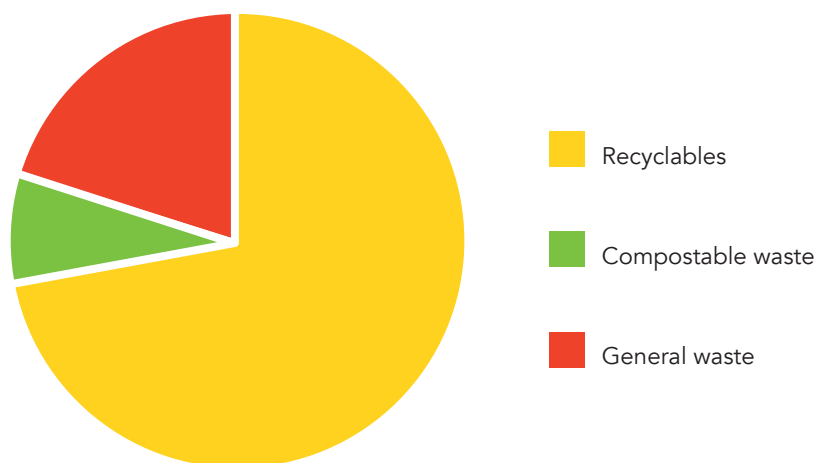


Figure 5: Example composition of school waste



APPENDIX 5

Simple solid waste audit record sheet

Simple solid waste audit record sheet

School:		Class or group:				Date:	
Bin Number	Bin Location	RECYCLABLES		COMPOSTABLE WASTE		GENERAL WASTE	
		Amount (In buckets)	Volume (litres) *see below	Amount (buckets)	Volume (litres) *see below	Amount (buckets)	Volume (litres) *see below
E.g. Bin 1	Outside tuckshop	3/4 bucket	6.75 litres	1/2 bucket	4.5 litres	1 bucket	11.25 litres
1							
2							
3							
4							
5							
TOTALS							
Comments/findings E.g. What are the most common items in each category?							

* 1/8 bucket = 1.125 litres; 1/4 bucket = 2.25 litres; 1/2 bucket = 4.5 litres; 3/4 bucket = 6.75 litres; 7/8 bucket = 7.875 litres; 1 full bucket = 9 litres

Tip: Don't forget to audit bins from different locations.

APPENDIX 6

Detailed solid waste audit record sheet

School:		Date:
Bin location:		Bin number:
RECYCLABLES	Amount (in buckets)	Total volume (litres)
Example: Paper	<i>2 1/2 buckets</i>	<i>22.5 litres</i>
Paper		
Cardboard		
Plastic containers		
Glass jars and bottles		
Aluminium cans, tins and foil		
TOTALS		
COMPOSTABLE WASTE	Amount (in buckets)	Total volume (litres)
Fruit and vegetable scraps		
TOTALS		
GENERAL WASTE	Amount (in buckets)	Total volume (litres)
Plastic Bags & cling wrap		
Other plastic eg chip packets & straws		
Non-compostable food scraps		
Other		
TOTALS		

* 1/8 bucket = 1.125 litres; 1/4 bucket = 2.25 litres; 1/2 bucket = 4.5 litres; 3/4 bucket = 6.75 litres; 7/8 bucket = 7.875 litres; 1 full bucket = 9 litres

APPENDIX 7

Useful websites - for teaching and taking action

Brisbane City Council

Find resources for educators and teachers including:

- Waste Smart Kindy program
- Towards Zero Waste Education Centre
- Teacher resources
- Litter loan kits for schools
- Brisbane bin and recycling app — to learn what to put in the recycling bin.

(www.brisbane.qld.gov.au)

Visit Council's website to find program information and teacher resources, e.g. search 'Waste Smart Kindy' or 'Litter loan kit' from the homepage.

Waste Education Queensland

A collated list of curriculum links and free teaching resources from kindergarten to Year 12. (<https://wasteeducation-qld.org/>)

Cool Australia and Visy recycling

Curriculum aligned teaching videos and other resources from Prep to 12, across multiple subjects, focused on recycling.

(www.coolaustralia.org/visy-education-resources/)

Australian Circular Economy Hub

Teaching resources and a school case study. (<https://acehub.org.au/knowledge-hub/education>)

Australasian Recycling Label (ARL)

Planet Ark provide information, materials and videos about the ARL system. (<https://planetark.org/programs/australasian-recycling-label>)

Queensland Department of Environment and Science

Organic Waste Smart Schools program (<https://www.qld.gov.au/environment/pollution/management/waste/recovery/funding-grants#organic-waste-smart-schools>)

Single-use plastics ban: information for schools (<https://www.qld.gov.au/environment/pollution/management/waste/recovery/reduction/plastic-pollution/single-use-plastic-products-ban/places-of-learning>)

Containers for Change

Your school can fundraise by collecting bottles and cans. (<https://www.containersforchange.com.au/>)



NOTES



Refer back to these notes and see how you progress over time in your efforts to reduce waste at school.



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