THE FUTURE WE CHOOSE



"We have two choices for our future, which is still unwritten. It will be shaped by who we choose to be right now. So, how can we change the story of the world?" Christiana Figueres



ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Traditional Owners of the Country on which we meet today, the Gadigal people of the Eora nation, and recognise their continuing connection to land, waters and culture.

We acknowledge that Indigenous people have successfully implemented sustainable land and water management practices for thousands of years.

We pay our respects to Elders past, present and emerging.

> C

STUDENTS

EVERYONE



01

TWO WORLDS

The world we are creating or the world we must create





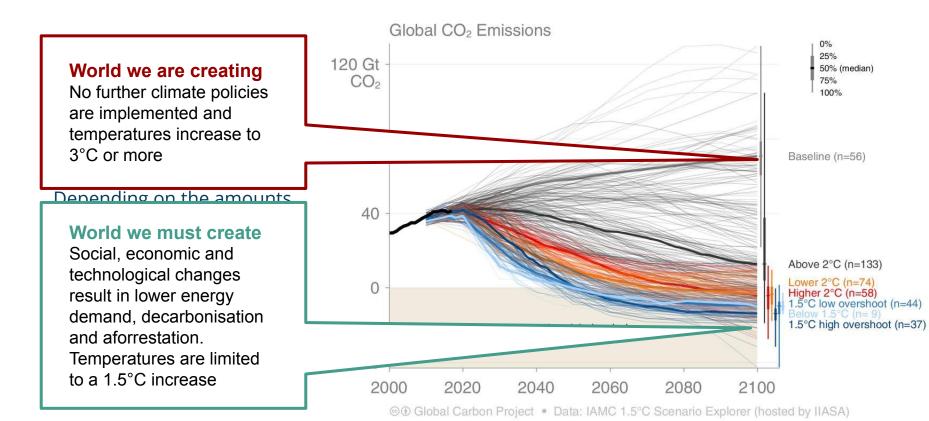
UNDERSTANDING THE PROBLEM

An excerpt from the documentary 2040



Carbon Futures

The world we are creating vs the world we must create



>2°C

A global surface temperature change of 1.5°C is among the most optimistic scenarios. Yet, it will still significantly affect our climate indicators.

Sea level	0.26 to 0.77 m global mean sea level rise (relative to 1986–2005)
Ocean heat and acidification	Coral reefs are projected to decline by a further 70–90%. Global annual catch fo r marine fisheries will decrease by 1.5 million tonnes
Temperature anomalies	3°C hotter extreme hot days in mid-latitudes 4.5°C warmer extreme cold nights in high latitudes

Source: IPCC, 2018: Summary for Policymakers. In: Global Warming of 1.5°C.

>1.5°C

Carbon emissions leading to a 2°C temperature change is the greatest tolerable change. It will still vastly affect our climate indicators.

>2°C

Sea level	 0.30 to 0.83 m global mean sea level rise (relative to 1986–2005) 10 million more people exposed to sea-level rise risks (relative to >1.5°C)
Ocean heat and acidification	Coral reefs are projected to decline by 99% Global annual catch for marine fisheries will decrease by 3 million tonnes
Temperature anomalies	4°C hotter extreme hot days in mid-latitudes 6°C warmer extreme cold nights in high latitudes
	 Higher risks from heavy precipitation and droughts Higher risks from forest fires



02

MINDSETS

Who will we choose to be? optimism, abundance, regeneration



THREE MINDSETS







MINDSET: STUBBORN OPTIMISM



SUMMARY

- We are capable of sustained action, even when we can't control the outcome.
- Stubborn optimism is powerful, not avoiding the darkness but refusing to be scared away by it.
- Stubborn optimism requires action to effect change.
- Choosing stubborn optimism can fill our lives with meaning and purpose, and allow us to create the future that we choose.

03

VISION

What world do we want? What school do we want?







More sustainable

Awareness

WHAT DO YOU WANT TO ACHIEVE?

Involvement

Key areas

Culture change

Communication

Coronavirus



Tokenism

Lack of support

Resistance to change

Lack of action

Leadership

Unity

WHAT DO YOU NEED FOR SIICCESS?

Structure

Support

Communication

Action

"TO BE A LIGHTHOUSE SCHOOL FOR SUSTAINABILITY"

VISION

"TO MAKE MEANINGFUL PROGRESS TOWARD GREATER SUSTAINABILITY IN THE FOLLOWING KEY AREAS: RESOURCES, ACTIVISM, WATER"

MISSION

"ONE ACTION PER TERM"

GOAL



SUSTAINABILITY: WHAT IS IT?

EGO

Human-centred

"Sustain" means 'to maintain something through time; to keep it going; to extend its duration'

DEFINITION

"the ability to meet the needs of the present generation without compromising the ability of future generations to meet their needs"

GEOGRAPHY SYLLABUS

"We don't own the land, the land owns us. The land is my mother, my mother is the land. Land is the starting point to where it all began. It's like picking up a piece of dirt and saying this is where I started and this is where I'll go. The land is our food, our culture, our spirit and identity." — S. Knight

ABORIGINAL PERSPECTIVE

Earth-centred

Holistic sustainability (triple bottom line): means 'the ability to sustain across all (relevant) domains, such as environmental, social and economic domains'

HOLISTIC PERSPECTIVE



04

ACTION

What can we do? How can we do it?





INDIVIDUAL ACTION

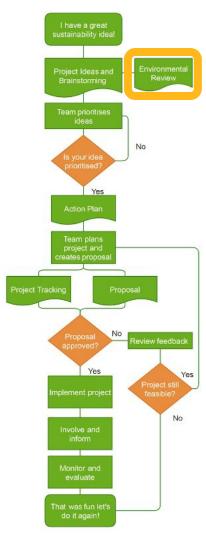


GROUP ACTION

- 1. Form an Eco-Committee ✓
- 2. Carry out an Environmental Review
- 3. Create your Action Plan
- 4. Monitor and Evaluate
- **5. Curriculum** Links
- **6. Inform** & Involve
- 7. Eco-Code







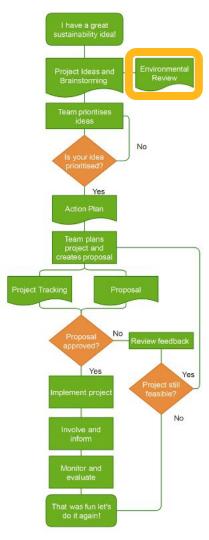


What Is an Environmental Review?

A tool to help us understand the ecological and social impact our school.

It will help us quantify the school's impact in terms of the seven Eco-Schools themes and to generate action project ideas.

Eco-Schools theme	Team Responsibility
* Biodiversity: Habitats & Homes	* Biodiversity
* Fair Go: Global Citizens for Social Justice	* Activism and Resources
* Energy & Climate: Super Smart Power	* Energy
* Lifestyles: Healthy and Active	* Sport Portfolio Leader
* Litter & Waste: The Cycle of Stuff	* Waste
* Waste & Waterways: Developing our Next Generation of Waterway Keepers	* Waste and Water
* Water: Think, Drink, Save the Sink	* Water



How to Use This Review



Check off the areas in which our school is currently making improvements and recognise areas that need a focus.

Score each question then total your answers.

Rate the school on a scale of 1-5 as per below:

- 5 Yes, we are champions in this area!
- 4 We have taken positive steps, but can still improve.
- 3 We've just started our journey!
- 2 Hmm, we're in the planning stages.
- 1 Ha! We never thought of that thanks for the idea!

Use the comments section to mention how we are focusing on this area. You can also write down ways to improve and projects might be a good starting place.

Project Ideas and Brainstorming No Yes Yes Yes No That was fun let's

Example



	Litter & Waste: The Cycle of Stuff	
Α	Is your school litter free?	4
В	Does your school have indoor and outdoor bins to encourage waste and recycling?	5
С	Does your school participate in regular litter clean ups?	3
D	Does your school have a compost scraps system and/or worm farm for organic waste?	4
Е	Are pupils aware of the impact of litter on the environment?	3
	Total	19
	Comments Our SRC runs a Litter Awareness Campaign a part of Keep Australia Beautiful week and we educate students and staff about where their litter can end up. Since we did this, we have seen a huge reduction in litter in the playground and 99% of students placing their rubbish in the correct waste or recycling bin.	

Environmental Review shorturl.at/btBJK

No Ip Yes Yes No Monitor and evaluate That was fun let's

PROJECT IDEAS AND BRAINSTORMING





Project Ideas and brainstorming

SCHOOL International Grammar School

DATE 8/10/20

		ACTION DETAIL	s			TIMEFRAME			STATUS			
RESPONSIBI LITY	÷	THEME	÷	PROJECT NAME =	DESCRIPTION =	ESTIMATED DURATION (WEEKS)	PF	RIORITY	÷	STATUS	÷	
Waste	•	Litter & Waste	~	Waste Audit	Measure the types and quantities of waste across the school	7		High	•	Action	*	
Energy	•	Energy & Climate	~	Energy Audit	Measure the energy use and cost across the school	7			•	Action	*	
Activism	•	Fair Go	~	2040 Screening	Community screening of the 2040 film	4			•	On hold	•	
Biodiversity	*	Biodiversity	*	Desk Plant Project	Aim to have a plant on the desk of every teacher				•		*	
Water	¥	Waste & Waterways	~	Litter in the drain	Litter enters the drains on Kelly St, especially on rainy days. Much of this litter comes from IGS				*		~	
Resources	*	Litter & Waste	*	Paperless Assessment Notifications	Transition whole school to paperless assessment notifications using Canvas				•		~	
Brainstor	mir	ng • 1 Ad	ctic	n Plan 🔻								

sustainability idea No Team plans Project Trackin Proposal Yes Involve and Monitor and evaluate That was fun let's

ACTION PLAN





The **action plan** is a record of the details, target, timeframe, links and evaluation of our projects. We will **prioritise** our actions to ensure the most important projects are completed first. Most areas will need to start with an **audit** to determine our **baseline**.

sustainability ideal No Project Tracking Proposal Review feedback Yes No Involve and Monitor and evaluate That was fun let's

PROJECT TRACKING



Project Tracking

WASTE

STUDENT LEADER/S	Harriet Ryder, Joe Manning, Louis Williamson	SCHOOL	International Grammar School
PARENT LEADER/S		DATE	7/10/20
STAFF LEADER/S	Dr Toomey-Westcott		

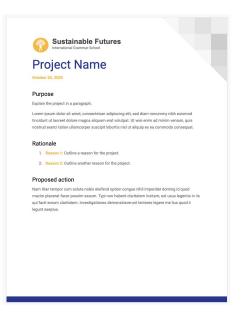
	ACTION DETAILS							
STATUS	PRIORITY	START DATE	END DATE	DURATION	TASK NAME	ASSIGNEE	DESCRIPTION	% DONE
WASTE AUD	IT							3%
In Progress 💌	High	- 20/10/20	27/10/20	7	Project Plan	Joe	Plan the who, what, where, when and how	10%
Not Yet Started 💌	Medium	27/10/20	3/11/20	6	Approvals	Louis	Submit plan for approval	0%
Not Yet Started 💌	Low	▼ 3/11/20	10/11/20	7	Materials	Harriet	Source required materials	0%
Not Yet Started 💌	Low	24/11/20	24/11/20	0	Audit		Conduct audit	0%
Not Yet Started ▼	Low	- 24/11/20	1/12/20	7	Report		Produce report of findings	0%

Project tracking helps break down bigger projects into **smaller**, more **manageable** tasks that can be **assigned** to people in the team.

sustainability ideal No Project Trackin Proposal Review feedback Yes Yes No Involve and Monitor and evaluate That was fun let's

PROPOSALS







Proposals helps help communicate the purpose, goals and timeline of projects so that they can be approved by the relevant school leaders.

THANK YOU

Let's continue to make progress toward a more sustainable school and a more sustainable world



