

Auchinleck Academy

Policy for Sustainable
Development

Rationale

Humanity faces enormous environmental and developmental challenges in the 21st century. The United Nations have declared a Decade of Education for Sustainable Development and as a result of this the Scottish Executive has produced an Action Plan entitled Learning for Our Future.

East Ayrshire Council has identified Sustainable Development as one of its 5 main Priorities to Improvement across the Education Department and state:

"The importance of our planet and community is paramount. Young people must be helped to understand this and the need to safeguard their own future and that of their children."

As a school we must now work to meet the environmental and developmental challenges of the 21st century

Definitions

Sustainable development has been defined in many ways. Two of the most broadly accepted are:

Development that meets the needs of present generations without compromising the ability of future generations to meet their own needs.
(Bruntland report 1987)

Sustainable development is about improving our wellbeing without jeopardising anyone's opportunities to do the same locally, globally or in the future.
(Learning and Teaching Scotland)

Aims

The aim of this policy is to allow our school to become more sustainable over time by improving our performance in the following key areas.

- Litter and Waste Minimisation
- Energy Consumption
- Health and Wellbeing
- Transport
- School Grounds
- Water
- Social Justice
- Global Citizenship

This will be a working document provided to staff and pupils online. The improvements in performance in the above areas will be listed in the attached appendices and updated regularly as performance is improved.

Improvements in the Sustainable development themes will be included in School Improvement Plan each session. The improvements will be delivered in a variety of ways.

- Via the curriculum
- Through extra curricular activities
- By East Ayrshire Council
- By the Scottish Government

Roles and Responsibilities

Head Teacher

- To lead the promotion of Sustainable Development across the school

Depute Head Teacher with responsibility for Sustainable Development

- To lead the promotion of Sustainable Development across the school
- To lead the implementation of the Eco Schools programme
- To encourage the inclusion of Sustainable Development themes in curriculum developments.
- To encourage pupil participation in extra curricular activities which improve our environmental performance
- To create partnerships with external organisations to improve the school's performance in the key areas of Sustainable Development

Principal Teachers

- To promote Sustainable Development through the subject curriculum
- To include Sustainable Development themes in new curriculum developments
- To pursue improvements in the key areas of sustainability in their own departments

Teachers

- To promote Sustainable Development through the subject curriculum
- To include Sustainable Development themes in new curriculum developments
- To pursue improvements in the key areas of sustainability in their own classroom

All Staff

- To promote Sustainable Development throughout their areas of responsibility

Pupils

- To contribute towards the improvement of the schools performance in all key areas of Sustainable Development
- To assist staff in the implementation of the school's Policy for Sustainable Development

Monitoring and Review

This will policy will be updated regularly by the DHT with responsibility for Sustainable Development. It will be made available to staff, pupils and parents via the school website only in line with the key aim of reducing waste.

It will be presented to staff via principal teachers for regular review and discussed annually at pupil council meetings.

Appendices

Appendix A - Litter and Waste Minimisation

Appendix B - Energy Consumption

Appendix C - Health and Wellbeing

Appendix D - Transport

Appendix E - School Grounds

Appendix F - Water

Appendix G - Social Justice

Appendix H - Global Citizenship

Appendix I - Improvement Plan Extracts

Appendix A - Litter and Waste Minimisation

Extra Curricular Activities

Paper Recycling Scheme

A box will be provided in each office and classroom across the school to collect paper and cardboard for recycling. The box should be emptied by pupils in classes as and when necessary. The paper and cardboard should be collected in the blue recycling skip at the rear of the school which will be emptied by the council as required.

Can recycling in the Dining Halls

Bins have been provided by the council to collect aluminium cans for recycling in the Dining Halls. These will be emptied regularly by the Janitors into a skip which will be collected by the council as required.

Purchase of additional Bins

In 2005 the school spent £5000 on new bins for inside and outside the school to encourage pupils not to drop litter.

S1 Anti Litter Activity

All S1 pupils take part in an enterprise activity where they design an Anti Litter Campaign for the school using litter to produce models, badges and posters.

Curricular Activities

ART

Many art lessons are carried out using discarded paper/card media, and a Prayer Tree was constructed entirely of recycled newspaper. We are in the habit of recycling clay so that it has 3 cycles of use. Homework tasks often ask pupils to bring in cans and food packaging as a basis for further work. Collages are often made of materials gathered from home by staff / pupils)

By studying designers such as Philippe Starck, we show how they make use of synthetic rather than natural materials in their products, to lessen the impact on natural resources. Design studies focuses on products where sustainability; health and safety; ergonomics and environmental concerns are explored.

Pupils are encouraged to work together, sharing paint and water; glue; coloured pens; pencils etc. taking turns to clear up at end of period. Unused paint is recycled into buckets. Aprons are worn in more messy art activities. Pupil folders in S1 /2 are hand made from recycled paper.

We use synthetic materials where possible to minimise impact on environment ; e.g. nylon brushes as opposed to natural squirrel hair.

Biology

SG Biology: Harmful effects of pollution, benefits of recycling

H Human Biology: Human population effects on the environment

Business Studies

Electronic filing rather than Paper filing

Sources of Reference now available on the Internet

Chemistry/Physics

Waste management in Int 1 course and S Grade Chemistry

Conservation of energy at 'S' Grade Physics

English

Paper is recycled; photocopying is double sided or in A5 booklet form where possible; email is used for communication and documents are sent electronically where appropriate.

Modern Languages

S3

Topic - L'environnement

Discusses environmental issues - pollution, recycling, waste, noise pollution and explores the idea of being "green".

Verb Focus

Lots of the important S grade verbs focus on environmental issues - gaspiller, conserver, recycler jeter, trier, éteindre

S4

Topic - Transport pollution

Discusses the issues concerned with an increase in air pollution.

Vocabulary focus - comparative adjectives + methods of transport

AH French

Unit on the environment

Unit length is approximately 6 weeks

Issues examined in detail

Geography

In S2 pupils look at the amount of rubbish that is produced in the world and discuss the reasons for this. The pupils consider a range of solutions and look at East Ayrshire's Recycling Policy.

Home Economics

S1 Unit 3 Fabric. -All pupils complete a section of work called 'Green Issues'. Pupils consider why it is important to look after our environment and how we can help to do

this. It includes waste, recycling, CFC's etc. For practical work they make a bag holder to encourage people to reuse plastic carrier bags.

Technical

Department Consumables

- All timber purchased for use in the technical department is from managed forests. (Re-planted after felling)
- Department extensively use fast growing softwood timber for pupil models
- Majority of timber used is grown in Europe - reduced transport distance/carbon footprint
- Department uses local suppliers to source/deliver consumables
- Department extensively recycle damaged/obsolete furniture and fittings that are discarded from other areas/depts in the school. These materials are used for pupil models and projects (wood, metal and plastics)
- Department recycle paper waste

Curricular Contribution

- All Craft & Design courses (S1-S5/6) have environmental issues built into coursework to highlight issues such as recycling, conservation ...
- Pupils are taught how to use materials sparingly with the minimum of waste

Department Waste

- All waste timber and metal in department is recycled where possible or used to produce sawdust and firewood for staff/pupil use. (possible enterprise activity?)
- Waste metals are collected and sold for scrap - money used to purchase additional materials/consumables for department.

Appendix B - Energy Consumption

Extra Curricular Activities

Installation of 3 Wind Turbines

EAC are installing 2 wind turbines to produce renewable energy and reduce the energy consumption of the school.

The S3 XL Club won a national competition to produce the 'Best Green Idea'. This involved growing our own vegetables and using them in the school canteen. They produced a DVD, song and display. The prize was another Wind Turbine which will be fitted to the roof of the school.

Window Replacement

EAC have invested in new double glazed windows for the majority of the school again reducing energy consumption. The whole school should be double glazed by the end of 2008.

Curricular Activities

Biology

S1/2 Science - Depletion of fossil fuels, need for development and use of renewable sources, harmful effects of burning fossil fuels, methods of reducing energy consumption

AH Biology: Increased population, reduced resources and increased pollution - consequences

Business Studies

Travel Arrangements - Carbon footprints
Limited Resources in the Factors of Production

Chemistry/Physics

Renewable energy in S1 course + fossil/fuels in Int 1 Chemistry and S Grade Chemistry and 'S' Grade Physics.

Geography

In S2 and S4 Environmental interactions topic pupils look at the benefits of renewable energy such as wind turbines and the associated problems that their location may bring.

Home Economics

All classes, through practical activities, are taught the correct and efficient use of appliances and how to select energy efficient methods of cooking.

Standard Grade includes work on energy efficiency in the home, choice of energy efficient appliances and related consumer information to allow them to make informed choices regarding cost and energy efficiency.

Mathematics

S3/4 pupils are taught about the importance of loft lagging as a way of reducing heating costs. This is covered when pupils are completing a section of work on Electricity and Gas bills.

Appendix C - Health and Wellbeing

Extra Curricular Activities

S2 Health Promotion Day

All S2 pupils take part in workshops designed to improve their knowledge of healthy living eg healthy eating and exercise.

Sports Teams and Coaching

Staff in the school organise and coach the following sports teams for most year groups:

Football
Badminton
Basketball
Volleyball

Ski Trip

A group of pupils travel abroad each year and spend a week skiing in the Alps.

S1 PGL Activity Weekend

Each year all S1 pupils are given the opportunity to participate in a residential weekend of adventure activities.

Golf

Pupils and staff participate in golf matches during the session. There is also a trip to St Andrew's for pupils who play golf each year.

Curricular Activities

Art Department

Several class activities engage with this theme, and two classes have worked on Health Promotion Murals for Auchinleck Academy and Auchinleck Primary. Design of Menus and other design briefs may involve health promotion or focus on sporting activity. We use the human figure as a theme, and often relate it to activities. Problem solving aspect of design briefs addresses the topic in many cases. Community projects are also featuring prominently in the art curriculum.

Biology

SG Biology: Effects of exercise on heart, lungs and circulatory system
INT 1 Biology - Unit 1 Health and Technology

Business Studies

Health and Safety practices within the Working Environment
Management decision about Production Lines with People v Machines

Chemistry/Physics

Keeping clean, Food and Diet, Alcohol and Drugs in Int 1 Chemistry
Gas exchange in S2 course eg smoking and breathing system
Health Physics in 'S' grade Physics which deals with medical applications of Physics in terms of diagnosis of illness and treatment.

Computing

S1/2 Elective classes cover topics which include healthy eating and citizenship during the course - identifying appropriate eating habits and acts of citizenship, promoting health and well being.

English

The Reading for Gold scheme promotes a lifelong engagement with books which is

important for mental well-being.

Appendix D - Transport

Extra Curricular Activities

Curricular Activities

Chemistry/Physics

Fuels for transport e.g. petrol, diesel and hydrogen as fuels for vehicles.
Transport topic in 'S' Physics deals with energy efficiency of different transport systems.

Geography

In S1 pupils spend several periods looking at the most commonly used types of transport and their problems. The pupils then discuss the solutions which some cities have implemented to reduce traffic congestion.

Appendix E - School Grounds

Extra Curricular Activities

School Garden

Senior pupils and the XL Clubs cleared out and replanted the school garden at the Assembly hall. This included creating a school badge, planting bulbs and also native Scottish plants.

Building Planters

The S3 XL club built wooden planters and put them in front of the school. They then staked them with shrubs and bedding plants and maintain them each year.

Tree Planting

The XL Clubs have planted a copse of trees in front of the school.

P7 Enterprise Activity

P7 design improvements to the school grounds during their welcome visit in June.

Curricular Activities

Geography

In S2 the pupils complete a survey on the quality of the school environment. The class then discuss possible solutions to enhance the school environment.

Appendix F - Water

Extra Curricular Activities

Curricular Activities

Biology

S1 Science: Water Monitoring using biotic index and oxygen level titrations

SG Biology: Water pollution indicator species

AH Biology: Fresh water pollution monitoring

Chemistry/Physics

Water cycle in S1 water pollution in terms of acid rain at Int 1 Chemistry and 'S' Grade Chemistry + 'S' Grade Physics.

Geography

In higher geography one of the environmental interactions looks at river basin management. The pupils study the Colorado River and gain knowledge of why water must be conserved and the problems that may result from conservation policies. The pupils gain an understanding of the value of the management schemes in economic, social and environmental terms.

Modern Studies

S1 The importance of clean water and sanitation in developing countries, studying charities such as Water Aid.

Appendix G - Social Justice

Extra Curricular Activities

Mini Trials

Senior pupils are invited to take part in a Mini trials event each year. Working with lawyers they prepare to defend or prosecute a client in a mock trial learning about the Scottish Legal system as they do this.

Charity Events

Pupils raise funds and collect donations for charity throughout the year:

UNICEF day for change
Talent Show for Comic Relief
Shoebox appeal
Blue Peter Shoe Appeal
Support for Orphanages in Romania

Curricular Activities

Business Studies

Interest and Influence of Stakeholders - Local Community and wider Production issues - Pollution, harmful and dangerous products, Offensive advertising.

Computing

During Standard Grade and Higher/Int2 Computing pupils address social, legal and ethical implication of using computers, addressing legislation such as The Computer Misuse Act, Copyright design and Patents Act, Data Protection Act and the Freedom of Information Act. During Higher/Int 2 Information Systems course pupils also address The Regulation of Investigatory Powers Act.

English

Transactional writing tasks promote awareness of key areas such as looking after the local area, transport and social justice e.g. Letter to Council.

Educational Support Base

All students attending the ESB are encouraged to confront their social difficulties and view them from other peoples' perspective. This allows the student to reflect on their behaviour and attitude and discuss their own views. They are encouraged to discuss ways of improving their local and global citizenship attitude and outlook.

Modern Studies

S2 - Human Rights Units on Housing, Child Workers, Poverty

Music

□

Pupils listen to, discuss, write and perform their own song about a social issue.

□

Music and 20th Century

Pupils listen to 2 - 3 songs (history, social themes and discuss their meanings, connections, and why they like the songs. Various themes / issues in the music are used to teach or make connections to history/social issues.

Appendix H - Global Citizenship

Extra Curricular Activities

Fair Trade Project

S6 Pupils run a tuck shop selling Fair Trade products and also visited Primary and nursery schools to play games and make fair trade jewellery.

Primary 7 classes visited the school and attended classes in Fair Trade cooking in Home Economics, in Social Subjects they learned about the benefits of Fair Trade and they also attended Modern Languages where they learned about Fair Trade in French speaking African countries and carried out some trading in French.

UNICEF Day for Change

Water and Sanitation projects in the Gambia. Presentation at Assemblies, Valentines Candy messages, day of silence, displays around the school.

Curricular Activities

Business Studies

Achievers International
The activities of Multi-national Companies

Chemistry/Physics

Global Warning environmental aspects covered in all courses.

Computing

Higher/Int2 Information courses look at global trading and the implications and protocols used in global transactions.

English

Discursive writing enables pupils to research topics in depth and consider their own attitude to global and environmental issues.

Geography

In S2 pupils spend 3-4 periods investigating the main causes of Global warming and the problems that this may bring. The pupils then look at how we can solve this problem and what countries can do to help.

In S4 pupils look at patterns of trade and aid. This enhances their knowledge of some of the problems faced by people from ELDCs. This topic also introduces them to Fair trade and allows them to discuss the benefits.

Mathematics

All S1 pupils take part in a one week project - Samaritan's Purse Christmas Shoe Box Appeal.

The work covered in the department raises awareness of global citizenship by involving pupils directly in a project for impoverished children throughout the world.

During the project pupils;

- Watch a DVD outlining the work of the charity.
- discuss why some items could or could not be included in boxes (war toys etc)
- Collect appropriate items, wrapped and packed shoeboxes.
- complete various cross-curricular worksheets and activities (literacy based activities, maths, art, geography)

Modern Studies

S1 - Rich world poor world comparison

S4 - Politics of Aid unit studying problems with providing aid to countries in Africa

Unit on the United Nations and the UN in Africa

Music

Global Citizenship Through Music □

Global Citizenship Through Music Pack v1.0 is a cross curricular music resource for S1/2 children (12-13 years old) that teaches:

Music • ICT • PSD • Citizenship • Expressive Arts • Enterprise • Creativity & Performance

Appendix I - Improvement Plan Extracts

2007/2008

Nature of Initiative	Impact on Pupils	Impact on Staff	Impact on Parents and the Comm	Personnel	Timescale	Resources	Success Criteria
Complete Citizenship and Sustainable Development Audit Develop Action plan for Citizenship and Sustainable Development based on Audit Formulate whole school policy on education for sustainable	— —	— —	— —	DHT (M Robertson) DHT (M Robertson) + Group of Staff DHT (M Robertson) + staff	September 2007 October 2007 October 07	LTS Audit Materials Sustainable Development Materials Eco Schools Programme. Time for meetings.	Audit Complete Citizenship and Sustainable Development themes for improvement identified Action Plan created School's Global Footprint reduced Raised Awareness of Citizenship and Sustainable

2008/2009

Nature of Initiative	Impact on Pupils	Impact on Staff	Impact on Parents and the	Personnel	Timescale	Resources	Success Criteria
Sustainable Development policy updated during session	√	√		DHT	October 08 April 09		Policy updated as improvements in
Continue to raise profile of Sustainable Development themes through inclusion in the curriculum and through	√	√	√	All staff.	April 09		Further improvement in sustainability of the school.
Introduce an Environment Week where pupils focus on Sustainable development	√	√	√	DHT/Staff Volunteers/ Parent Volunteers/ Pupils.	May 09		Further improvement in sustainability of the school.

