



Congratulations! You are now beginning (or continuing) your exciting journey as part of the Reef Guardian Schools programme! Over the coming year you will learn about the amazing plants and animals that live in an ever changing world of colour and life. You will learn about their trials and the pressures they face everyday in a world that is being changed by human impacts. You will come to think of the Reef as your own and will take pride in knowing that you can do something to protect the plants and animals you will come to love. The most exciting and important thing is you will be taking your students on this journey with you! You will meet new people, make small or sometimes even big changes in your community and you will be supported and recognised for your achievements by the Great Barrier Reef Marine Park Authority. So let's begin the journey...

### **How to use your resource booklet**

Think of this booklet as your Reef Guardian School organiser. It is not designed to be time consuming or to create more work for you. It's purpose is to organise the material you want to have available to get the most out of your Reef Guardian School programme and come Term 3, you will have all the information you need to quickly and easily complete and submit your annual report. Just turn over the page and you will see we have split the year into four terms and have identified anything that needs to be done and what resources/support you need available for that term.

For a full electronic copy of this document, including blank templates and other supporting resources for you to add to your planner. Go to the **Reef Guardians** section on the Reef ED website [www.reefED.edu.au](http://www.reefED.edu.au)



*An education initiative of the Great Barrier Reef Marine Park Authority*





# Term 1 – *Planning*

**Note:** A full electronic copy of the yearly planner, with blank templates can be found at [www.reefED.edu.au](http://www.reefED.edu.au)

## **Registration forms (due end Week 3)**

Registration forms must be completed every year and can be downloaded from the *Reef Guardians* section of the reefED website [www.reefED.edu.au](http://www.reefED.edu.au)

Registration forms are due at the end of week 3, Term 1.

## **Form Reef Guardian committee**

Your school may choose to have a whole class, year-level or whole school approach to participating in the programme. For any of these approaches it may be easiest if you elect a representative committee. For your committee try and enlist the tuckshop convener and the grounds person as well as a representative from the schools Parents and Citizens group. These contacts will provide excellent support to your programme. Alternatively you could choose to elect a (democratic) council with individuals in the council each holding a different portfolio eg media liaison officer, stormwater services manager, climate change project consultant etc. **Blank template at [www.reefED.edu.au](http://www.reefED.edu.au)**

## **Brainstorm**

All projects require clearly defined aims and goals to assist in achieving overall desired outcomes. Perhaps consider making a poster sized print or written version of your aims and goals, so that you can refer to them through the year. That way, you will be sure to stay on track! For the same reason the positive environmental outcomes are useful to have displayed as constant reminders of what you are aiming to achieve. It may help in your brainstorming to discuss ideas from other/previous Reef Guardian Schools projects/activities. The annual report summary, found on the Reef Guardians section of the reefED website is a great place to find out about what is happening in other schools. **Blank template at [www.reefED.edu.au](http://www.reefED.edu.au)**

## **Develop action plans (due end Term 1)**

Action plans outline the activities and projects that your school will be undertaking through the year. All Action Plans should include relevant information on how your school intends on covering the four Reef Guardian Schools criteria of: curriculum, resource management, on-ground projects and community education. Reef Guardian Schools Co-ordinators can find a sample action plan and an action plan template in the Reef Guardian Schools section of the reefED website. **Blank template at [www.reefED.edu.au](http://www.reefED.edu.au)**

## **Conduct audits**

Audits are useful tools used to create baseline data as a starting point for all projects as they allow participants to gauge the “problem”. Audits for water, plastics, energy, recycling and biodiversity are available online at [www.reefED.edu.au](http://www.reefED.edu.au).

## **IMPORTANT DATES:**

Registration – Due end of Week 3

Action plans – Due end of Term 1

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# Reef Guardian Schools Registration Form

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School:.....

Contact person (1).....Email address.....

Contact person (2).....Email address.....  
(*may be admin*)

School address.....

School postal address (*if different from above*) .....

Phone.....Fax.....

Nearest videoconferencing equipment (*note: this may be in a TAFE, council chambers or nearby school*):

Comments/questions/requests/wishes (*these might be for a sister schooling programme, a cluster area presentation, resources, webcam session, or just ask and we will see what we can do!*)

Have you received your Reef Guardian Schools sign: Yes ..... No .....

## **Please return by no later than end Week 3, Term 1**

Please return via:

Email: [education@gbmpa.gov.au](mailto:education@gbmpa.gov.au)

Fax: 4772 6093

Post: Reef Guardians, PO Box 1379 Townsville, QLD, 4810.



**Australian Government**

**Great Barrier Reef  
Marine Park Authority**

*An education initiative of the Great Barrier Reef Marine Park Authority*



# Reef Guardian Schools Committee Meeting



**Date:**

**Venue:**

**Attendees:**

**Apologies:**

<i>Topic for Discussion</i>	<i>Outcomes &amp; Follow up</i>	<i>Committee member/s responsible for Taking Action</i>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		

*Additional Notes*

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## Reef Guardian School Action Plan Ideas

The Reef Guardian Schools programme involves four areas of learning.

<i>Curriculum</i>	<i>Resource Management</i>	<i>On-ground projects</i>	<i>Education of the community</i>
<p><b>www.reefED.edu.au</b></p> <p>Reef ED teaching units GBR Explorer Visual Library Movie Library Reef Beat Web Quests</p> <p>Reef HQ Aquarium Class Excursions Schools Camps</p> <p>Reef Videoconference Reef Webcam Web chats via <i>The Learning Place</i>.</p>	<p>Water Waste Energy Materials Plastics Green waste</p> <p><b>Audit tools</b> can be easily downloaded from the <i>Ideas for Projects</i> page within the <i>Reef Guardians</i> section on the reefED website.</p>	<p>Drain stencilling Revegetation Worm farming Composting Water quality monitoring Permaculture Rehabilitation areas Environmentally friendly carwashes Calico bag project Recycling Butt it out bins</p> <p>More suggestions can be found on the <i>Ideas for Projects</i> page within the <i>Reef Guardians</i> section on the reefED website.</p>	<p>Schools may wish to use multiple forms of media and communication genres to achieve this including:</p> <ul style="list-style-type: none"> <li>• School Newsletter</li> <li>• News media (Local News Paper, TV and Radio)</li> <li>• Pamphlets</li> <li>• Brochures</li> <li>• Presentations</li> <li>• Plays</li> <li>• Fetes and community event stalls</li> <li>• Information nights</li> <li>• Selling Reef Guardian products for example, calico bags, butt it out bins etc...</li> </ul>



**Sample Reef Guardian School Action Plan** – look at this action plan for some great ideas

<i><b>CURRICULUM</b></i>	<i><b>RESOURCE MANAGEMENT</b></i>	<i><b>ON-GROUND PROJECTS</b></i>	<i><b>EDUCATION OF THE COMMUNITY</b></i>
<p>Integrate the Reef Ed Units of work into the curriculum.</p> <p>Year 1-3 will develop knowledge and understandings about the GBR and our catchment connection to it and will use the Units: Out and about in our community, Our GBR and Caring for the Reef’ in Term 2 in alternate years.</p> <p>The primary year levels MAY use:</p> <ul style="list-style-type: none"> <li>• Reef Rangers</li> <li>• The GBR and the coastal zone</li> <li>• Exploring Local Wetlands as units in SOSE and Science in Term 2, in alternate years</li> </ul> <p>Upper Primary Students will focus on two units (each semester), which focus on Biodiversity. Through links to the Catchment Care Group, we will aim to act as a host school to demonstrate to other schools how to implement environmental units of work.</p> <p>Students will be encouraged to use the GBR Explorer, Visual Library, Movie Library and Web Quests at <a href="http://www.reefED.edu.au">www.reefED.edu.au</a> to develop knowledge and understandings about the GBR, and ways we can support its protection and conservation in the actions we take in our community.</p> <p>Learning in all related school programs will develop skills in investigating, communicating and participating in ways that protect our environment and the GBR.</p> <p>Students will develop attitudes and behaviours that will demonstrate a respect for all life in our catchment and on the GBR, and a commitment to act for these areas long-term protection.</p> <p>The school will use World Environment Day and Natural Resources Week to complement learning in the curriculum about the local area and its connection to the GBR and will participate in the regional Future Leaders Congress.</p> <p>Science Week will involve the investigation of our local surroundings and their connection to the GBR.</p> <p>All classes will use Reef Beat.</p> <p>Act as a host for a Future Leaders Eco Challenge.</p>	<p>At the school students are involved in investigating, maintaining and improving the management of the school’s resources. For example:</p> <ul style="list-style-type: none"> <li>• Water</li> <li>• Waste</li> <li>• Green waste.</li> </ul> <p>The teachers maximise learning opportunities created by the school’s management of resources.</p> <p>We aim to address outputs that affect the GBR, for plastics and green waste. By addressing the management of these in our school we can lessen their access into the local waterways whose waters enter the GBR.</p> <p>The school will complete a variety of environmental and green waste audits in open drains surrounding the school and work towards reusing the waste as mulch on school gardens.</p> <p>Additional green waste will be composted at the school.</p> <p>Food scraps are recycled in our worm farm and fed to chooks in our chook pen.</p> <p>The school will employ best practice in the management of these resources at school and encourage similar practices in homes and the community.</p>	<p>Students are involved in maintaining and improving the school and local environment. They participate in fortnightly clean ups of local ‘hot spots’, Clean Up Australia Day, Earth Day and World Environment Day clean up activities.</p> <p>The school has extensive revegetation programs. Recent plantings have been along the fence lines to reduce erosion. Other projects have been on council land, which is used for sporting and recreational purposes.</p> <p>The school has a Permaculture garden, Native garden, Bush Tucker Section and a commemorative garden.</p> <p>We have eradicated pest plants and trees and increased the school’s biodiversity with local species.</p> <p>The school in collaboration with their local Coastcare/Landcare, Natural Resource Management or Local Marine Advisory Committee group will identify and implement long term strategies in the area of weed management, green waste management and water quality improvement and work towards protecting our local area and the GBR.</p> <p>Students will aim to initiate a plastic free community program and introduce the alternative, being calico bag program.</p> <p>The school tuckshop doesn’t use plastic wrapping or plastic bags.</p>	<p>Classes will work towards empowering the local community about environmental issues they contribute to that are affecting the GBR. For example:</p> <ul style="list-style-type: none"> <li>• Best environmental practices involving the appropriate collection and disposal of green waste</li> <li>• Best Environmental Practices for mulching gardens alongside the waterway</li> <li>• Permaculture Design Courses</li> <li>• Australia’s Open Garden Scheme – Host Site</li> </ul> <p>Promote environmental issues via the school newsletter, brochures, signage, school information nights, community days, etc.</p> <p>School will consult and liaise with the landholders and farm families of the area and educate on issues where appropriate.</p>

## Ideas for Reef Guardian Projects and Activities

**Note:** Many Ideas for Projects can be found in the *Reef Guardians* section of the reefED website: [www.reefED.edu.au](http://www.reefED.edu.au)

School communities are encouraged to use the ideas detailed in this section to explore ways of actively conserving and protecting the Great Barrier Reef in their school setting.

### Action projects to improve water quality

- Maintain stormwater drains. Keep them free from litter, leaves and dirt.
- Cover and store rubbish in areas where it cannot contaminate or pollute the stormwater drains during rain.
- Collect fallen leaves and compost them to mulch gardens.
- Clean all outdoor surfaces using a broom, vacuum or shovel (not hosed or blown)
- Handle all materials carefully to prevent spills.
- Keep containers for storage well away from stormwater drains and in properly covered areas.
- Mark school and nearby stormwater drains with a suitable sign e.g. 'This drain is only for rain'.
- Create and place signs around the school and surrounding areas to remind others of ways to avoid pollution in the school and local area.
- Participate in local Waterwatch programmes to help monitor the water quality in your local waterway.
- Visit local waterways and test the water quality.
- Check the riparian vegetation of local waterways for pollution. Clean up areas regularly. Look for weeds and eradicate them.
- Conduct a water quality awareness programme within the school community.
- Place articles about water quality in the school's newsletter and share ideas to reduce pollution in local waterways and the Great Barrier Reef.
- Display the school's water quality programme in the local shopping centre.
- Develop an education programme that will be useful in your school community about water quality.

### Action projects to recycle and reduce litter and waste

- Identify 'hot spots' where litter is most likely to cause environmental impacts. Consider quantities of litter, the effects of different litter-types on the Great Barrier Reef. Identify those who use the 'hot spots'. Work with the school community, especially those who use the 'hot spots', to develop ways to reduce litter.
- Ensure enough bins are placed around the school for litter.
- Make presentations at school assembly on why litter is a problem for the Great Barrier Reef.
- Create a Litter Monster, a rubbish bin character, to encourage younger students to put litter in the bin.
- Paint bins in attractive colours with reef designs to encourage students to put litter in them.
- Set up recycling bins for cans, glass, plastics and paper.
- Collect food scraps and set up a worm farm for the recycling of organic waste. Use the resulting compost and worm castings in the school gardens.
- Collect useful items to reuse in art, craft and technology, e.g. paper, card, material cut-offs, wool and ice cream containers.
- Hold a litter free lunch day.
- Develop school policies about double-sided photocopying, paper use and reuse re-inking cartridges and composting/worm farming of organic waste.
- Develop an education programme that will be useful in your school community about litter and waste reduction and recycling.



### **Action projects to conserve water**

- Conduct a water audit of the school.
- Monitor water usage in the school.
- If any taps, drinking fountains, fire hydrants or sprinkler systems are leaking, inform the school administration team.
- Mulch gardens to reduce water loss to evaporation.
- Install flow control devices to reduce the amount of water flowing from the tap.
- Work with the local school community and relevant outside organisations to develop ideas for saving water in the school.
- Put water conservation signs in the toilets, urinals, hand basins, sinks, showers and any other water outlets in and around school buildings.
- Develop an education programme that will be useful in your school community to reduce water use.

### **Action projects to conserve energy**

- Reduce energy by simply becoming more aware of where energy is used and taking steps to ensure that fans, lights and electrical appliances are turned off when not in use.
- Use natural lighting whenever and wherever possible.
- Develop ways to reduce the amount of electricity used in the school and initiate suitable ideas.
- Find out information and resources that will be useful in your school community to reduce energy use.
- Develop an education programme that will be useful in your school community to reduce energy.

### **Action projects ensuring appropriate chemical disposal**

- When using chemicals it is imperative that none is washed into grassed or soil areas, gardens, storm water drains or gullies that connect to waterways, beaches and the reef.
- Dispose of all chemicals and containers as explained on the container or contact the local council's waste disposal section.
- Locate, identify and list all chemicals used in the school. Assess each for its contribution to the environment and health of the Great Barrier Reef.
- Do not dispose of chemicals down the drain.
- Take care not to spill when fuelling vehicles or changing oils.
- Use biodegradable toilet paper and phosphate-free cleaning products.



## Reef Guardian School Action Plan

School Name:

Semester or year you will be involved in Reef Guardian activities:

<i>CURRICULUM</i>	<i>RESOURCE MANAGEMENT</i>	<i>ON-GROUND PROJECTS</i>	<i>EDUCATION OF THE COMMUNITY</i>



## **Audits**

**Audit tools** can be easily downloaded from the *Ideas for Projects* page within the *Reef Guardians* section on the reefED website. [www.reefED.edu.au](http://www.reefED.edu.au)

### **Audits available include:**

- Energy audit
- Green and organic waste audit
- Plastics survey
- Stormwater audit
- Waste and recycling audit
- Water audit

Simply download and print the audits out, complete with your class and keep your finished audit in your folder so it's easy to find when you need it!



## Term 2 – *Doing*

### Take ‘before’ photos

“A picture tells a thousand words” as they say – and its true! Documenting your journey pictorially is an excellent way of remembering where you started and the great outcomes you achieve. The photos are also useful when it comes to compiling your annual report and presenting your project to others, at a presentation night or during a school parade perhaps. You could even have the students take their own photos, or set them a challenge of completing the project from beginning to end themselves. They can then produce a PowerPoint presentation using photos to illustrate their journey.

### Go on excursions

Plan a trip to your local wetland, mangrove forest, river, beach or fringing reef (if you’re lucky!). Give students a chance to experience the wonder and beauty that is our natural environment. What about creating your own “river to reef” excursion, explaining catchments and watersheds whilst you are out there. The message of connectivity between land and sea is a critical outcome that the Reef Guardian programme can provide. Perhaps even use the “Exploring Wetlands” Web Quest found in the *Students* section of the reefED website before you go, and use your time outdoors to measure water quality and human impacts on natural resources. Call the Great Barrier Reef Marine Park Authority Education Team if you need any assistance in organising your excursion on (07) 4750 0700.

### Future Leaders Eco Challenge

The Great Barrier Reef Marine Park Authority aims to work in partnership with schools, local councils and other organisations to host Future Leaders Eco-Challenges in regional centres along the Great Barrier Reef coastline. It is anticipated that this will occur approximately once a year. These interactive days are designed for students to be given the opportunity to present their current projects, and workshop ideas on how to initiate future projects. These days are usually held in conjunction with regionally specific partners such as local councils and may have input from other interested organisations. Information will be sent to you about the Future Leaders Eco-Challenge in your region, as it gets closer, so stay tuned.

### ‘On-ground’ projects

Term 2 is the time to complete any on-ground projects you set out in your Reef Guardian Action Plan in Term 1. If you need any assistance, advice, resources or contacts to complete your projects please call the Great Barrier Reef Marine Park Authority Education Team on (07) 4750 0700.

### Reef Videoconference or Reef Webcam to the Great Barrier Reef Marine Park Authority Education Team

The Education Team at the Great Barrier Reef Marine Park Authority would be more than happy to facilitate a Reef Webcam or Reef Videoconference with your school. This gives your students a chance to “ask an expert”, and can be tied into many curriculum outcomes. To discuss using this technology, or to book a Reef Videoconference or Reef Webcam session, please call the Great Barrier Reef Marine Park Authority Education Team on (07) 4750 0700.

## Term 3 – Reporting

### Plan a Reef Guardian Day

Your Reef Guardian School has committed to educating your local community and a great way of doing this is via a Reef Guardian Day. This might be tied into a school fete or open day, a presentation night or even a local or community fair. Perhaps you could showcase your Reef Guardian activities when you have a ceremonial “planting of the first tree” or “unveiling” of a garden/plaque/sculpture etc. Please call the Great Barrier Reef Marine Park Authority Education Team if you need ideas or assistance on (07) 4750 0700.

### Take ‘after’ photos

These pictures will serve to show how far you have come in the project. The photos can then be used as a collage or as a PowerPoint depicting the project from beginning to end.

### Make a documentary

Students really learn a lot by planning, filming and then presenting their own documentary. This will also prove to be a great resource that you can show at presentation nights, on the school website – or to next years Reef Guardian committee.

### Write/compile and submit annual report (due end Term 3)

The blank annual report can be found at the Reef Guardians section of the reefED website: [www.reefED.edu.au](http://www.reefED.edu.au) By submitting the annual report you will be eligible for the Reef Guardian Awards and Ripples of Change funding submissions which total \$20 000 in funding for the next years programme. The annual report is an integral part of the Reef Guardian year as it gives us a chance to understand what is going on in Reef Guardian Schools and allows us to assist you further in your pursuits. For clarification of any element of this report, please call the Great Barrier Reef Marine Park Authority Education Team on (07) 4750 0700.

## **IMPORTANT DATES:**

Annual Report – Due end Term 3



## Term 4 – *Evaluating*

### **Students self-assess**

*Have you:*

- Been using the **Reef ED Curriculum Units** and the **Reef HQ Education Programs** available at **[www.reefED.edu.au](http://www.reefED.edu.au)**
- Do you feel (as students) you play a key role in being Reef Guardians?
- Been displaying the Reef Guardian logo on the school gate or entrance?
- Demonstrated to the community and to other schools the importance of best environmental practices and principles?
- Promoted the school as a model Reef Guardian School
- Spoken with other schools on what they are doing as Reef Guardians?
- Appointed a Reef Guardian contact person (or committee) in the school for next year?

### **Consider/discuss areas of growth**

It could be time to set the goalpost higher? Are there problem areas in the school that could be tackled next year? Consider and discuss these at your final Reef Guardian committee meeting, so that this can be passed on to the next committee.

### **Evaluate schools programme**

*Have you?*

- Had an initial staff briefing on all aspects related to being a Reef Guardian School?
- Re-read the school's Reef Guardian action plan and determined if the aims and goals were achieved?
- Participated in reef education activities at all year levels across a variety of key learning areas?
- Participated in a Future Leaders Eco-Challenge this year?
- Encouraged students to educate their families about Reef-Care principles?
- Ensured that the programme is ongoing by choosing a new committee for next year?

### **Decide on next year's committee**

Provide a smooth transition of ownership if the Reef Guardian Co-ordinator is moving to another school. Perhaps some of the schools environmental issues could be brought up on parade, and the election/nomination of the new committee could occur before the years end, that way starting the programme next year will be simpler as some of the brainstorming will already be completed.