

Employ more DOE-wide sustainability staff to help schools implement sustainability initiatives at the processes and curriculum level. Provide funding support and freedom to schools to enable them to participate in greenhouse gas emission and waste reduction programs where they can accurately measure their use, identify actions, track progress and compare with others.

Provide more funding to support the implementation of low carbon actions that improve the operational performance of schools, such as solar, energy and water efficiency and waste reduction in schools. Most independent public schools/public schools are stretched with everyday funding requirements and need support in the initial stages before both emission/waste and financial costs are reduced. One example is secondary school canteens that operate on a small budget with a tiny margin of profit (if any). The cost of more sustainable packaging material is more expensive than plastic or styrofoam. With the state-wide single-use plastics ban coming next year, schools need to transition but need support to do so.

By considering the previous items, if students are seeing and/or participating in some of these processes, then they are receiving important real-world experiences that may mitigate the anxiety they feel around climate change because they are able to see and partake in action. They are also receiving experience in areas of potential future employment as there is a society-wide transition to renewables and waste-reduction.