

a. The co-benefits of climate action in schools:

Children take home their learnings on energy efficiency, and the impacts of their choices on how to travel and their purchase of goods and services.

Schools draw significant power off the grid. The WA grid currently uses 75 per cent fossil fuel energy and contributes 10 million tonnes per year to Australia's CO₂ emissions. There is opportunity for WA schools to be transitioning to renewables via solar. Excess power can be stored in batteries and transferred to the grid at night to support the local community via reduced energy prices.

A fleet of diesel powered busses transport kids to and from school. There needs to be a plan to transition to zero-emission busses.

b. Climate change mitigation and adaptation actions currently being undertaken in schools, and the benefits they are achieving:

There are no initiatives nor climate education that I am aware of at my children's school. I had to explain why some children were protesting for government action against climate change.

c. Barriers that schools encounter in undertaking climate action and how these can be addressed.

I am unaware of any incentives or resources that allow schools to focus on climate action. To many other competing priorities

d. What more can be done to support schools to respond to climate change.

Budget allocations to allow schools to transition to renewable energy and energy storage technology.

Incentivised fund raising to expediate this transition (dollar for dollar contributions).

Change procurement policies to support businesses that achieve net zero emissions, minimise waste;

Establish school compost programs for food waste;

Mandate a transition of school bus fleets to bio-diesel or zero-emission fuels.