

To Whom it may Concern:

Here is my submission to the Inquiry into the response of Western Australian schools to climate change under the following terms of reference

a. The co-benefits of climate action in schools

* Increased student learning, knowledge and science literacy.

*Financial savings of greater awareness of waste, water, energy use.

*Enhancing student voice and better mental health outcomes.

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

In our college we undertake many actions supported by administration and various agencies.

*Roots and Shoots Club: Is the youth arm of the Jane Goodall Foundation. Students look at global challenges and then decide how they can act on them locally by brainstorming solutions and creating projects that help to solve them. Each year they participate in projects at the college and in the community that including tree planting, recycling, dune rehabilitation, recycled art projects and fundraising for endangered species.

*Climate Clever: is an innovative, data-driven, program that enables users to measure, track and compare their utility consumption and carbon footprint, reduce their emissions and utility costs, and increase their knowledge around climate change, sustainability and low carbon living. There is a cost associated with this as well as data entry needed.

*Waste Wise Schools: Support by Professional Learning, curriculum resources and grants for the reduction of waste at the college.

*Water Wise Schools: Support by Professional Learning, curriculum resources and incursion for the reduction of water use at the college.

*Your Move: Support by curriculum resources and funding for infrastructure.

*Containers for Change: Waste reducing and funds for sustainable projects.

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

*Time: A dedicated co-ordinator position could be funded to coordinate programs, support teachers and curriculum. This is now undertaken by already overworked teachers.

*Champion Staff Member Leaves / Burns Out: A dedicated co-ordinator position could be funded so even if they leave the position would be re filled and work could continue.

*Money: Nearly all of the climate actions or professional development costs the school and without a dedicated fund must come from other areas. Solar panels as an example. Schools must raise own funds to buy them.

*Access to properly funded outside agencies that provide incursions / excursions, teacher training and curriculum resources.

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

*There must be a department wide approach / mandate to embed sustainable practices thought out all schools. Not just schools who have a champion to dive this.

*Every school needs a dedicated funded Sustainability Coordinator to coordinate programs, support teachers and curriculum.

*All schools must be 100% renewable powered and model best practice in infrastructure (LED LIGHTS etc.), programs such as Climate Clever and have specific funding for this.

*More funding for outside agencies to provide professional learning, develop curriculum resources and provide incursions / excursions that are low or no cost.

Kind Regards Peta Scorer

Peta Scorer

Level 3 Classroom Teacher Science



Ngalak kaadatj ngalang wadjak moort wirin keniny, kawininy, kakarookiny wer warangkiny.
We acknowledge our Wadjak families' spirits celebrating, laughing, dancing and singing.

The opening acknowledgement has been permitted and translated by Nyoongar Linguist Sharon Gregory.