



Core Module Toolkit

A practical guide for Victorian schools



**ResourceSmart
Schools**

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Accessibility

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www.resourcesmartschools.vic.gov.au

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Core module toolkit – Introduction

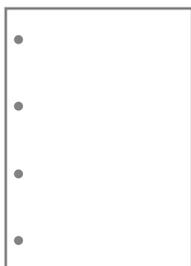
The Core Module Toolkit has been developed to provide schools with guidance on how to complete the ResourceSmart Schools Core Module.

It provides information about:

- › The Core Module actions and strategies for completing them
- › How to work with the ResourceSmart Schools online system to record actions and meet requirements for certification
- › How to collect and record baseline data

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Create a ResourceSmart folder

We recommend placing this Toolkit into a ring binder along with the other Module Toolkits to provide protection and to create one resource.

KEY



Using the ResourceSmart Schools SEMP template.



Document required: Upload a copy of your vision statement or create a link from this action to your SEMP.



Additional resource link

The Core Module Toolkit

Congratulations on taking the first step as a ResourceSmart School, commencing the Core Module.

In addition to saving money, there are many advantages to reducing resource use such as minimising our impact on the environment and preparing students to live more sustainably. This is increasingly important for the reputation and role of schools as teachers, students and parents become more aware of climate change and other environmental issues facing our communities.

The Core Module lays the foundations for progressing through ResourceSmart Schools and becoming a more sustainable school. Through this module you will:

- › Set up environmental teams, including a student action team
- › Get recognition for the sustainability work you've already done
- › Set a baseline so you can measure your progress over time
- › Establish systems, policies and agreements
- › Review and plan curriculum activities.

With these foundations in place you will be ready to work on the resource modules (Water, Energy, Biodiversity, Waste) to:

- › Reduce your use of energy and water
- › Reduce your waste going to landfill and improve litter management in the school grounds
- › Improve biodiversity in the school grounds and local areas
- › Build sustainability into teaching
- › Save money.

A whole school approach

Taking a whole-school approach is critical to the success of ResourceSmart Schools. The most successful ResourceSmart schools are those where all staff and students have a role to play in reducing resource use and learning about sustainability.

The Core Module is the first step in involving the whole school in conversations about sustainability and in planning how sustainability will be built into school operations, and into the curriculum at all levels.

Completing other modules:

While completing Core is essential for laying the foundations for long term sustainability, you may also want to get started on some more exciting practical projects around your school.



If you want, you can work on other modules at the same time as you work on the Core Module. Make sure you keep track of other actions in the relevant section of your ResourceSmart Schools online account.

Getting started (in this Toolkit):

This module toolkit will help you to plan how you tackle the Core Module. It includes:

- › **An action plan** to help you to get started and plan how you will complete the module
- › **A checklist** showing the actions you need to complete for this module, and tips on how to complete these
- › **Tips** about some aspects of the ResourceSmart Schools online system you will need to be familiar with to get started:
 - Setting up billing accounts
 - Uploading and sharing documents
 - Having your module assessed and certified
 - Maintaining the Core Module.

Using ResourceSmart Schools online

The ResourceSmart Schools online system www.resourcesmartschools.vic.gov.au was set up for a number of reasons. Recording your school's data and uploading documents into your account will:

- › Keep a record of your sustainability journey. This is most important when more than one teacher is involved in tracking your progress, and helps with handover when a key teacher leaves or the role is undertaken by a new staff member;
- › Help you track your progress. You can see graphs and reports that show how your resource use has decreased over time;
- › Provide evidence to Sustainability Victoria that you have met the requirements for completing modules and stars; and
- › Allow you to share documents with other schools. The documents that schools share will provide a valuable pool of resources for sustainability education.

Requirements for completing the Core Module

Begin by logging into your **ResourceSmart Schools** account. Go to the **MODULES & ACTIONS** tab and then click on the Core Module icon or the box to **START THIS MODULE**.

To complete the Core Module a school needs to complete at least 23 out of 24 actions. A full list of the Core Module actions is included in this toolkit.

Action A1.6, investigating your ecological footprint, is an optional action. Complete this if you find it useful for your school.

Capturing your school's journey

For **each completed action**, in your online account you will:

- 1 Input **Summary & Evidence notes**: Include commentary about the action, with detail about how the action was completed, *when* it was completed and *who* completed it. The comments need not be detailed. Aim to make comments meaningful for other users, and use it as a way of keeping a record of what you have done. These are limited to 150 characters to help keep them concise. Comments need to be made in 80% of the actions undertaken in the Core module.

Sample Comment

"Green purchase policy developed by staff sustainability team, approved by School Council July 2017"

- 2 Upload documents as evidence where required. The following actions in the Core Module require you to upload a document as evidence:

Action	Document
A1.1	Memorandum of Understanding
A1.5	Existing sustainability activities and opportunities (SEMP)*
A1.8	School sustainability action plan (SEMP)
A1.9	Inclusion of sustainability in school plans / policies (SEMP)
A1.12	Green purchasing policy or plan (SEMP)
B1.2	School Education for Sustainability vision and goals (SEMP)
C1.6	Reports on sustainability achievements

*School Environment Management Plan (SEMP)

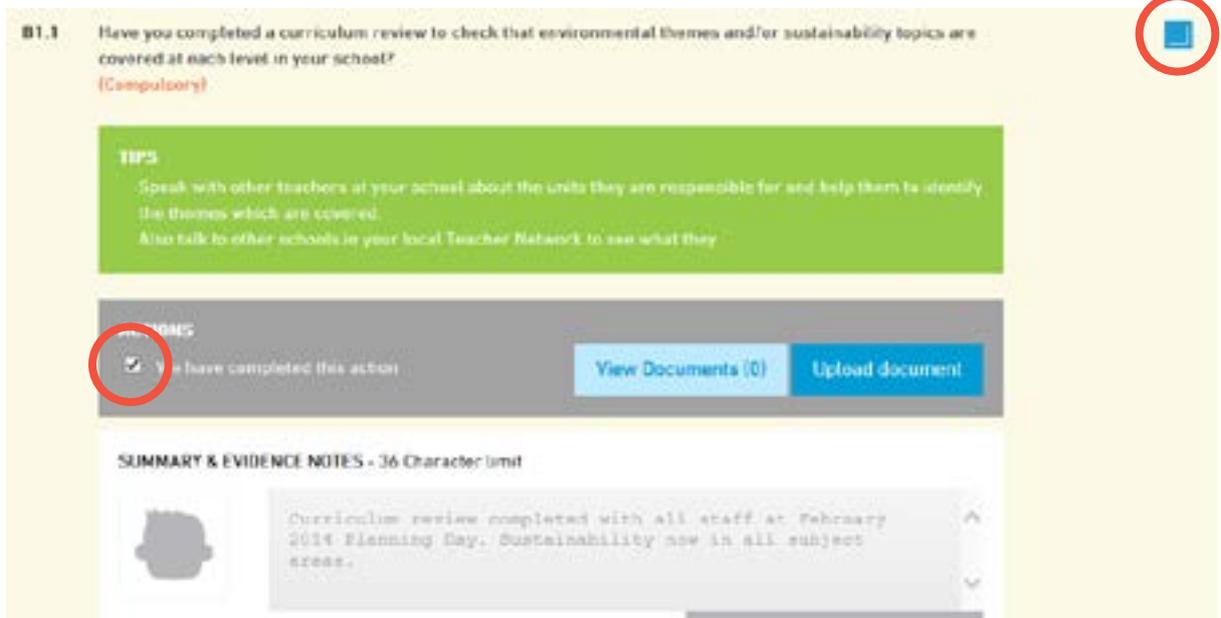
A key step in completing the Core Module is completing the School Environment Management Plan (SEMP). A SEMP template has been developed by SV and can be found in the Documents page of ResourceSmart Schools online (search for *RSS SEMP template*).

The SEMP assists you to review existing sustainability actions, opportunities and curriculum, to establish goals and a vision and to plan how you will embed sustainability.

Completing all sections in this template will address 10 of the 23 Core Module actions.

The SEMP can also be linked to actions in other modules. For example, action A2.1 in the Energy module requires a whole-school energy reduction plan. This plan can be developed as a component of the SEMP, and the SEMP linked to Energy Module action A2.1.

- 3 **Mark the action as COMPLETE.** To mark an action as complete, click on the box labelled *We have completed this action*. The box on the right hand side will change from RED to BLUE as shown here:



Final comments: When you have completed the Core Module actions, you must add a Final Comment for the module. At the top of the Core Module action page you will find the FINAL COMMENTS tab where you can enter your final comment.

Enter comments that summarise the value of the Core module for the school, and details that will assist with recertification in four years. Your comment is limited to 500 Characters.

Also use this field to explain any anomalies in your billing data such as a spike in waste and electricity use caused by a construction project, or why your school may not have a particular resource, such as no Natural Gas.

Completing modules / certification

Once you have completed 23 or more actions, a button will appear at the bottom of the Core Module action page that allows you to submit your Core module to be VERIFIED:



When you click on this button, your module will be ready for your ResourceSmart Schools assessor to review your module and submit it for CERTIFICATION if they agree that you have completed the module.

ResourceSmart Schools Assessors:

Before a school can submit a module or star to Sustainability Victoria for certification, the module or star must first be reviewed by a ResourceSmart Schools Assessor.

The role of the assessor is to review each action in the module or star to VERIFY that they have been completed correctly and have relevant supporting evidence that will be required for certification.

If your school is not receiving support from an organisation that is funded by Sustainability Victoria to provide facilitation and assessment services to ResourceSmart Schools, your school will need to make arrangements with an assessor in your area to have the module or star assessed.

For information about assessors, contact Sustainability Victoria through email to help@resourcesmartschools.vic.gov.au.

This image shows the process for working through a module (in this case, the Core Module), including having it verified by a ResourceSmart Schools Assessor, and certified by Sustainability Victoria.

School commences Core Module: Plan and carry out required actions.

School updates ResourceSmart Schools online:

- › A comment entered for each action
- › Documents uploaded if required
- › Actions are marked as COMPLETE
- › Final Comment entered for the module

School submits module for VERIFICATION by a ResourceSmart Schools assessor
(NOTE: once all actions are complete, a button will appear at the bottom of the module page to SUBMIT for VERIFICATION)

Assessor reviews all actions.

Module is VERIFIED by assessor if all is correct

Module returned to school if further work needed

Verified module submitted to Sustainability Victoria for CERTIFICATION

Module is CERTIFIED if all is correct, or returned to school if further work is needed

NOTE: When you have completed the Core Module, your school should be ready to complete your first star. Once you have completed the Core Module, complete the One Star checklist and submit it with your Core Module for verification and certification if you are ready.

One Star checklist: The 1 Star checklist is automated so that it reviews your school's progress and will confirm when the System is satisfied that actions have been completed properly. Use the checklist to confirm you have met the Core Module checklist requirements and to submit for 1 Star Certification.

Action Planning

The tables below were developed by CERES Environment Park as a way to make the Core Module more manageable, providing schools with guidance on how to get started and work through the module in a planned way.

You can use these tables to begin thinking about how you will work through the Core Module.

1 Setting things up	Actions
Your principal needs to sign an agreement that he/she is committed to the school signing on to be ResourceSmart. Upload the signed agreement to your online account.	A1.1
Establish an adult sustainability action team (staff, parents etc.) if you don't already have one.	C1.2
Establish a student action team if you don't already have one.	B1.4, C1.2
Plan a sustainability PD workshop for your whole staff to discuss sustainability and ResourceSmart Schools.	B1.3
Introduce ResourceSmart Schools to your community, via a newsletter article or your school's website. Upload an example of this to ResourceSmart Schools online.	C1.1
2 Data collection (this can be done by staff and/or students)	Actions
Enter your school annual data into your online account, adding student and staff numbers and the area (m ²) of your buildings and school grounds.	A1.2
With your administrator or business manager, set up a system for collecting your school's electricity, gas (natural and/or LPG), water, waste (landfill and reams of A4 paper purchased bills). These are the standard accounts that will assist you to obtain your baseline. You may also choose to set up to record your recycling and electricity generation.	A1.10
Enter your baseline billing data – this requires one full year (12 consecutive months) of bills.	A1.3, A1.11
3 Conducting audits	Actions
Complete the Biodiversity Audit.	A1.10
Enter the results in <School Settings>. Refer to Biodiversity Module Toolkit about this audit.	
Optional action – calculate your ecological footprint Upload a copy of your results as a document	A1.6
4 Documentation	Actions
School Environment Management Plan (SEMP) Completing your SEMP using the RSS template completes 10 actions in the Core Module. This includes your sustainability vision, review of what you are already doing, a curriculum review, student leadership, and an action plan. We recommend schools use the SV ResourceSmart Schools SEMP template available from the Resource Section. Upload your SEMP to ResourceSmart Schools online and link it to all 10 actions if you have used RSS template.	A1.4, A1.5, A1.7, A1.8, A1.9, B1.1, B1.2, B1.3, B1.4, C1.2
Sustainability policy (include your vision and green purchasing policy) Get this ratified by School Council / School Board. Upload document to ResourceSmart Schools online.	A1.7, A1.9, A1.12

5 Communicate and celebrate	Actions
Create a sustainability page on your school's website (external) and/or intranet site (internal).	C1.3
If you are unable to create a page on your school's website, set up a blog on the CERES Sustainability Hub – http://sustainability.ceres.org.au	C1.4 C1.5
Showcase sustainability achievements, share projects and your policy documents.	
Enter a link to your page or blog in <School Settings> <School Details>.	
Write a short school story (i.e. case study or learning story).	C1.4, C1.5
Upload to your story/blog and a link to ResourceSmart Schools online.	
See examples on the CERES Sustainability Hub and in the documents section of ResourceSmart Schools online.	
Participate in or organise a sustainability celebration event.	C1.4
E.g. Cool Australia's EnviroWeek, Kids Teaching Kids Week/conference or council event	C1.7
This event can be used for your school story. Upload photos / a story to your web page or blog and upload a link in ResourceSmart Schools online.	
Report achievements to School Council and the wider community – this can be done via school newsletter, presentation to school assembly and once a year in your annual report.	C1.6 C1.8
Upload your Annual Report and/or links to newsletter updates to ResourceSmart Schools online.	

Uploading documents or links

ResourceSmart Schools online is designed to allow schools to share documents with other ResourceSmart schools and the public.

This has been done to provide a bank of resources that will help schools build sustainability into the curriculum and school operations without having to start from scratch.

When uploading a document or web link you will be asked to select an access level. There are three options:

Private access – the document or link will only be accessible by users in your school

Community access – the document or link will be accessible to all users with a ResourceSmart Schools account

Public access – the document or link will be accessible to everyone through the public area of the ResourceSmart Schools site.

Each document is also linked to a module and to an action. Sharing documents and links publicly is important, particularly if you are aiming to become a 5 Star school.

If you're not sure about how to tackle an action, search for documents that other schools have uploaded and linked to the action you are working on.

Core Module checklist

There are 24 actions in the Core Module. These are listed in the **Core Module Checklist**, and in your online account in the Modules & Actions page.

This table provides a list of all Core Module actions, and provides detail about what a school is required to do to complete each one.

CORE MODULE ACTION LIST – Section A		
Action type	Actions	Detail
A1 Workplace and operational		
A1.1 Project approval	<p>Has your school signed a Memorandum of Understanding (MoU) with a ResourceSmart Schools provider and established an account on www.resourcesmartschools.vic.gov.au?</p> 	<ul style="list-style-type: none"> › Establish an MoU with your local ResourceSmart Schools provider. › If you are not working with a ResourceSmart Schools facilitator you can upload a letter / note from the Principal or School Council committing to participation in ResourceSmart Schools. › When renewing the Core module, ensure that this agreement (MoU, letter) is still current.
Notes / Comments:		
A1.2 Contact details	<p>Have you checked your Schools Settings page to ensure that the information is correct in the School, Annual and Users tabs?</p>	<p>From the School Settings tab on your dashboard:</p> <ol style="list-style-type: none"> 1. Confirm that all of your school address details are correct. 2. Enter Annual Data (student and staff numbers, school area etc.). Use the Mark on Map tool in the Annual Data tab to calculate the area of your school buildings and school grounds. 3. Make sure that your school has at least one Main Teacher user set up in the system. <p>NOTE: School annual data is used to calculate your resource use per student. You need to enter Annual Data for each year that you've entered billing data.</p> <p>At the bottom of the School Settings page, there are two options under the heading Publicly accessible details about your school. Choosing YES for these options will approve:</p> <ul style="list-style-type: none"> › Your school appearing on a public map of all ResourceSmart Schools › Your resource use data being visible on maps of ResourceSmart Schools.
Notes / Comments:		

CORE MODULE ACTION LIST – Section A

Action type	Actions	Detail
A1.3 Baseline data	<p>Has your school collected and recorded baseline data? Baseline data will need to be recorded for each of the four modules: waste, water, biodiversity and energy.</p> 	<p>Baseline data provides a starting point to measure your school's resource use. The system shows your progress in reducing resource use from this point.</p> <p>NOTE: The system will not show any savings until you have established your baseline date.</p> <p>To set your baseline enter:</p> <ul style="list-style-type: none"> > At least 12 months billing data for electricity, water, waste to landfill, paper purchased and gas (either Natural Gas or LPG, or both). > If your school does not have accounts for any these (i.e. you only use tank water, or have no gas account) submit a request through the Helpdesk for the baseline date to be set manually once all other baseline data is entered. > Data from your biodiversity audit. Visit the Resources page to find biodiversity auditing tools. <p>NOTE 1: Your baseline requires 12 months' continuous data. If you wish to establish your baseline quickly (rather than over 12 months, entering bills as they come in) you can choose to enter historic billing data from earlier months and years.</p> <p>NOTE 2: If you have entered billing data from earlier calendar years (i.e. from before the year you commenced ResourceSmart Schools), complete a biodiversity audit for the current year, and enter these results for the previous years.</p> <p>Baseline date: When you have entered the correct data, your baseline date will appear at the bottom of the Bill Entry page. However, this will not happen if your school doesn't have an account for water or gas (LPG and/or natural). If this is the case you will need to email the help desk to have your baseline date set manually.</p>
Notes / Comments:		
A1.4 Infrastructure and operations	<p>Have infrastructure and daily operations at your school been reviewed and recorded?</p> 	<p>This is a review of your school's administration processes, management practices and infrastructure to identify impacts on resource use. For example:</p> <p>Operations: Green purchasing policies, printers and photocopiers set to double-sided, maintenance schedules.</p> <p>Infrastructure: Water tanks, solar or wind generation, energy and water efficient appliances, recycling bins, composting systems and worm farms.</p> <p>Use the ResourceSmart Schools SEMP template – this includes a section for your infrastructure and daily operations review.</p>
Notes / Comments:		

CORE MODULE ACTION LIST – Section A

Action type	Actions	Detail
A1.5 Current activities	<p>Have you documented existing sustainability activities and opportunities for improvement at your school?</p> 	<p>This action focuses on current activities and opportunities (things you could do but haven't started yet) around the school, and in the broader school community.</p> <p>For example, student sustainability teams, energy monitors turning off equipment, food scraps collected daily and fed to chooks or worms, excess water collected from drinking taps for gardens and other activities in place to manage resource use.</p> <p>And consider actions you may wish to pursue but have not started yet.</p> <p>Also consider opportunities to engage with or influence the broader school community such as waste-free events, newsletters and blogs, or sustainability working groups.</p>
Notes / Comments:		
A1.6 Ecological footprint	<p>Have you investigated your ecological footprint using an online tool and recorded the results?</p> <p>This action is optional</p>	<p>This optional activity can be very useful for starting conversations with students and the community about resource use.</p> <p>There is a range of online tools you can use to complete this activity such as the WWF Footprint Calculator.</p>
Notes / Comments:		
A1.7 Environmental management plan	<p>Has your school developed a School Environmental Management Plan (SEMP) with goals and targets?</p> 	<p>Sustainability Victoria's SEM template includes development of goals and targets, and is designed to meet the requirements of 10 of the 24 Core module actions.</p> <p>You can develop your own SEM format or use other templates. Ensure that the template you use includes goals and targets for resource reduction and biodiversity improvement.</p>
Notes / Comments:		
A1.8 Sustainability action plan	<p>Has your school established a sustainability action plan?</p> 	<p>If you use the ResourceSmart Schools SEM template, it includes development of a sustainability action plan.</p> <p>You can develop your own SEM format or use other templates. Ensure that the template you use includes a sustainability action plan, including a timeline and allocation of tasks to the people who will complete them.</p>
Notes / Comments:		

CORE MODULE ACTION LIST – Section A

Action type	Actions	Detail
A1.9 Embedding sustainability	<p>Has your school included sustainability in at least one of the following: School plan; Whole school policy statement; Whole school scope and sequence chart; Curriculum plan or similar?</p> 	<p>Review your school's existing plans and policies to see where sustainability can be included. It may be easier to change existing plans than to create entirely new ones.</p> <p>Write a sustainability policy and get it ratified by School Council. This is a great way to ensure the longevity of your sustainability program.</p> <p>Search the documents in ResourceSmart Schools to see examples of policy documents developed by other schools.</p>

Notes / Comments:

A1.10 Record keeping	<p>Does your school copy, collate and regularly update bills that are relevant to ResourceSmart Schools and are they stored in dedicated folders e.g. electricity, gas, fuel, water, waste and paper?</p>	<p>Developing a system that ensures you can get access to the bills you need will streamline bill entry and your online record keeping.</p> <ul style="list-style-type: none"> › Establish where the bills in your school are sent and who keeps copies of the paperwork. › Speak with your school's administration and finance areas about getting copies of relevant bills. › Electronic bills may be able to be sent directly to you from the supplier.
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Notes / Comments:

A1.11 Record keeping	<p>Do you have a process to regularly update your ResourceSmart Schools account with new data e.g. by class groups, student action team or the planning team?</p>	<p>Think about how your school could regularly update billing and other data. Consider class activities, student action teams, or a Planning Team. Responsible students can be given the task of updating your account with new data as a learning activity.</p> <p>In some schools, other staff such as the business manager and parents have taken on the role of updating billing data.</p>
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Notes / Comments:

A1.12 Green purchasing	<p>Has your school identified green purchasing options and is there a plan in place to have these green procurement processes approved appropriately?</p> 	<p>Green purchasing can be considered for all purchases made by schools. This is a good example of a document that could be updated annually with the idea of starting simple and building each year.</p> <p>Search the ResourceSmart Schools documents for examples of green purchasing policies developed by other schools.</p> <p>Students can be involved in researching products and their choices can directly impact biodiversity and waste minimisation. Zoos Victoria's Act Wild program has great resources.</p>
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Notes / Comments:

CORE MODULE ACTION LIST – Section B

Action type	Actions	Detail
B1 Learning and teaching		
B1.1 Curriculum	<p>Have you completed a curriculum review to check that environmental themes and/or sustainability topics are covered at each level in your school?</p> 	<p>Conducting a curriculum review is included in the ResourceSmart Schools SEMP template.</p> <p>Search the ResourceSmart Schools document for examples of curriculum reviews and scope and sequence documents from other schools.</p> <p>Speak with other teachers at your school about the units they are responsible for and help them to identify the themes which are covered.</p>
Notes / Comments:		
B1.2 School policies	<p>Does your school have a sustainability program and Education for Sustainability (EfS) vision or goal statement, and have these been approved by School Council?</p> 	<p>Developing your school's vision or goal statement is included in the ResourceSmart Schools SEMP template.</p> <p>Search the ResourceSmart Schools document for examples of visions and goal statements developed by other schools.</p>
Notes / Comments:		
B1.3 Professional development	<p>Has your school established awareness of sustainability issues through professional development for staff?</p> 	<p>Many teachers are keen to implement sustainability education in schools but are lacking the confidence, skills and knowledge to do so.</p> <p>One of the challenges for ResourceSmart Schools is avoiding the 'Champion' or 'Hero Teacher' model with one teacher taking all responsibility for sustainability in the school.</p> <p>Providing relevant, practical and action-oriented PD for staff empowers them to address sustainability issues and increases their capacity to support actions by students, staff and the wider community.</p> <p>There are a number of providers who can come into your school. Contact organisations like Cool Australia, CERES, Environment Education Victoria (EEV) or Planet Savers for more information. Consider taking part in one of Cool Australia's free community webinars.</p> <p>Invite other schools to visit your school to share ideas and expertise.</p>
Notes / Comments:		

B1.4
Student
engagement

Has your school developed a strategy or plan for involving students in leadership roles e.g. student action teams, environmental clubs, student democracy, governance or committees?



Student involvement could include student action teams, environment clubs or other committees. Also consider existing student roles (junior school councils, student members of school council etc.) that could focus on sustainability.

Class monitors can be very useful for turning off equipment, managing waste, and helping to implement projects.

Investigate resources available to support student leadership. Groups such as Kids Teaching Kids, and Australian Youth Climate Coalition (AYCC) have networks and resources for students.

Notes / Comments:

CORE MODULE ACTION LIST – Section C

Action type	Actions	Detail
C1 Whole school community engagement		
C1.1 Program awareness	Has your sustainability program been introduced to the whole school community of students, parents, staff and community supporters and are they involved in the program?  	Engage with as many different stakeholders as possible from your school community. Include them in communications such as school newsletters, case studies and school presentations. Identify what messages are relevant to the different groups involved in the school.
Notes / Comments:		
C1.2 Planning team	Has your school formed a sustainability planning team which includes staff, students and the wider community? 	Creating a planning team with members of the student and staff bodies as well as the wider community creates ownership of the program. It also helps embed sustainability across all areas of the school community. Choose members from each area of the school community (e.g. teachers, school leaders, students, parents) to make sure all points of view and experiences are covered in the planning process. Make sure you have key decision-makers involved in your planning team. Identify members that will play an active role in keeping the school focused on sustainability. There needs to be more than one champion.
Notes / Comments:		
C1.3 Intranet	Has your school created a sustainability intranet and/or internet page which is maintained on a regular basis? 	Creating a sustainability intranet and/or internet page enables sustainability to be further embedded across the wider school community with resources, tools and data being accessible for students, teachers, other staff, parents and the broader community. Include examples of projects your school is working on for visitors to the website to see. If you are not able to set up a page on your school's website, other options can include a blog site, or the CERES Sustainability Hub.
Notes / Comments:		

CORE MODULE ACTION LIST – Section C

Action type	Actions	Detail
C1.4 Record keeping	Does your school have a plan in place to develop and upload case studies or learning stories about your school's sustainability experiences to the school's website e.g. your sustainability policy, SEMP or strategy for student involvement?	<p>Topics for case studies and learning stories could include your school's Sustainability Policy, SEMP, strategy for student involvement, and commencement with ResourceSmart AuSSI Vic.</p> <p>You can share your success stories through this website, choosing to share them with other schools, or to make them public and share with all.</p> <p>Your school may also like to share your success stories on sites such as CERES Sustainability Hub so that other schools can see the work you've been doing at your school.</p>

Notes / Comments:

C1.5 Program awareness	Is your school's commitment to sustainability promoted to the wider school community and other schools?	<p>Newsletters, articles in the local press, emails and school presentations are good examples of how you are promoting to the wider school community.</p> <p>Students (as part of their unit of work), student action teams or environment captains can be responsible for writing articles and keeping a record of all activities.</p>
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Notes / Comments:

C1.6 Reporting	Does your school produce regular reports (e.g. at least twice a year) on your school's sustainability outcomes and provide them to students, staff and the wider school community?	Some great ways to provide information to the wider school community include newsletters to the School Council and wider community, producing articles for the local newspaper, and presentations by students.
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Notes / Comments:

C1.7 Celebration	Does your whole school celebrate achievements in school sustainability?	<p>Celebrate by taking part in Enviroweek or Kids Teaching Kids events.</p> <p>Invite the local paper to run stories on your successes.</p> <p>Enter the ResourceSmart Awards. This is a terrific way to get acknowledged for your hard work and celebrate your school's achievements.</p> <p>Inform school community about achievements at whole school assemblies.</p>
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Notes / Comments:

CORE MODULE ACTION LIST – Section C

Action type	Actions	Detail
C1.8 Reporting	<p>Is an annual report about your school's sustainability achievements (against baseline data) in at least one of the following: annual report on the school plan; formal report to School Council; or state or national conference on sustainability?</p> 	<p>This is an annual action. When your module or star requires renewal (every four years), you will need to have uploaded evidence that school performance data has been reported annually.</p> <p>Use data collected over a year to demonstrate your sustainability achievements in your annual report on the school plan.</p> <p>Include a sustainability section in the annual report to your School Council.</p>

Notes / Comments:

Uploading documents and links

When you upload a document or link you will be asked to provide details about it. The details you provide are important as they affect how documents are shared, and how ResourceSmart Schools online assesses whether your school has met requirements for sustainability certification.

Module & Action: In this field you will specify which module and which action the document or link is linked to. This information is used:

- › To help others find documents that relate to this action when you share them either publicly or with the ResourceSmart Schools community
- › As evidence to confirm that you have completed the action.

5 Star Action: In this field you will specify how the document provides evidence that you are meeting 5 Star certification requirements. The system is set up to look for documents that can provide evidence about:

- › how your SEMP has been integrated or put into action
- › leadership
- › mentoring students or other schools
- › community engagement
- › reporting results

Choosing one or more of these categories whenever you upload a document will reduce the amount of work you have to do later when you are seeking 5 Star status.

NOTE: for both of the above categories, it is important to note that you can link a document to more than one module or action, and also to more than one 5 Star action.

Document type: In this field you choose one of three options:

- › **Document:** This means a general document. For example, it may be a series of photos documenting the establishment of a frog bog, or a list of awards you have entered. Keep in mind that you are not expected to produce extensive documents to record what you have done. A picture tells a thousand words, and a list can be useful too.
For example, each module includes an action focused on entering awards. Rather than upload each award application or certificate your school has won, upload a document listing all awards you have entered and the outcome. The same document can be used for all modules.
- › **Case study:** To complete each module you are required to produce a case study.
- › **Curriculum:** Teaching resources and materials that other teachers will find useful.

Bills and data entry

The billing data and biodiversity scores you enter are used to track your school's performance in reducing resource use, improving waste management and improving biodiversity in the school grounds.

Biodiversity data is entered into the system through the School Settings page, with your biodiversity data entered for each year that you have entered billing data. For all other resource data (electricity, gas, water, waste, paper purchased etc.) you will set up a billing account for each resource and provider.

When setting up your online billing accounts, key points to keep in mind are:

- 1 Data is entered based on your BILLING PERIOD.** This is the time during which the service was delivered rather than when you received the bill. When setting up a billing account:
 - a Look at your bill to see how long the service period was (i.e. 12/01/2015 – 10/03/2015 would be bi-monthly or a 2-month cycle)
 - b Enter the start date as the beginning of the billing cycle – in this case, it would be January 2015.
 - c Enter the start date of the earliest billing period: If you are entering bills from previous months or years, the start date in ResourceSmart Schools online should be the beginning of the earliest billing period.
- 2 Resource types.** ResourceSmart School has been set up to allow schools to record data and monitor their progress in managing different resources. When your account is set up, the System will automatically set up accounts for:
 - a Paper (this is for reams of A4 paper purchased)
 - b LPG (bottled gas)
 - c Natural Gas (mains gas)
 - d Recycling (if you have more than one stream of recycling, you can set up an account for each stream, and use the Nickname field to distinguish between different recycling account such as paper, cardboard, comingled etc.)
 - e Landfill (waste sent to landfill)
 - f Electricity (mains electricity purchased)
 - g Water (water purchased)
 - h Generation (solar or wind)
- 3 Once a billing account is set up, you cannot change the Billing Period of that account.** This is because changing the billing period for existing accounts will affect how your use of that resource is calculated. There will be times, however, when a school's billing period changes. For example, you may change your gas provider and find that your bills change from monthly to quarterly. When this occurs, close the first account (your billing data will not be lost and will still be used in calculations) and open a new billing account for the new provider and new billing period.
- 4 Missing bills:** When you are entering bills, you have the option to tick the box labelled *No bills for this period*. This box must only be ticked when you don't have a bill because you didn't use that service during the billing period. For example, you may have a fortnightly waste collection that does not occur during holiday periods. In this case, tick the box to confirm that there was no bill for that period.

If you have lost or cannot get access to a bill, do not tick the *No bills* box. If you do tick this box when you have used a resource, the system will incorrectly calculate that billing period as savings.
- 5 Suspect Bills:** When a bill is entered the system reviews it and compares it to typical costings for that resource. If the system thinks there may be an error, the bill will appear in **PURPLE** to flag that it may have an error.

When this happens, review the bill to confirm that it has been entered correctly. If it is correct, edit the bill and tick the box to show that the bill is outside the normal range.

There are a number of reasons why a bill may be outside the normal range; for example your bill may seem to have a higher than average cost if your provider has corrected inaccurate estimates from previous billing cycles.

Converting waste metrics

If your waste bills identify the weight of waste collected instead of volume, you can convert weight to volume. Local government data shows that on average, 1m³ of waste weighs 79kg. To convert volume to weight, divide the number of kilograms by 79:

$$5 \text{ tonnes of waste} = 5000\text{kg} \div 79 = 63 \text{ m}^3$$

$$790 \text{ kg of waste} = 790\text{kg} \div 79 = 10 \text{ m}^3$$

Account details

Entering a new bill for, Naturalgas - Coliban Water, November - January 2016 (Quarterly)

Bill is outside of range, but is correct

1. Bill total	263278.00	\$
2. Usage	131825.00	MJ
Notes		

Maintaining Core Module

The Core Module is a requirement for ALL stars. To complete any of the five stars, your Core Module must be certified or ready for certification.

Modules and stars are valid for four years. After four years schools are required to renew their Core Module.

One year before the module lapses, ResourceSmart Schools online will send you an alert and change the status of the module to **RENEWAL REQUIRED**.

When you reach the end of the four-year period you will be sent an alert and the status of the module or star will change to **LAPSED**.

If you keep your Core Module up to date, there is very little work involved in renewing certification for this module when you reach the end of the four-year period.

To keep the Core Module up to date, each year:

- Review your SEMP and Action Plan – upload the latest version each year
- Update your school annual data, including the biodiversity audit
- Make sure that your billing data is up to date.

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