



Maida Vale Primary School

Sustainability Plan (Two-Year)

Plan period: 2026–2027 (aligns to Business Plan 2025–2027)



Care for Country, care for each other, care for our future

1. Purpose and scope

This two-year plan provides short-, medium- and long-term targets with actions/programs linked to each target. It is designed to align with the Maida Vale Primary School Business Plan 2025–2027 and build on the Sustainability Operational Plan 2023–2025. The plan uses a “triple bottom line” lens (environmental, financial and social sustainability) and includes practical measures to support monitoring and reporting.

2. What we already have (strengths to retain and scale)

The Sustainability Operational Plan 2023–2025 already establishes a strong base across:

- Water: Waterwise school involvement and curriculum links.
- Energy: practical energy efficiency actions, tracking via Climate Clever app, and major upgrades (LEDs, solar).
- Biodiversity: bushland care, excursions/incursions, school garden, and habitat supports (e.g., bee hotel, bird bath).
- Purchasing and waste: WasteWise approaches, reuse and recycling streams (batteries, ring pulls, bread tags), composting/worm farm, and Containers for Change.
- Student voice: Eco Warriors structure, meetings, rosters and student-led programs (e.g., Waste Free Wednesdays, Boodja Bear).

Source: Sustainability Operational Plan 2023–2025 (school document).

3. Alignment to the School Business Plan 2025–2027 (sustainability links)

Clear alignment points within the Business Plan include:

Business Plan area	Existing sustainability alignment	Opportunity to strengthen (2026–2027)	Example evidence/measure
Learning Environment	Increase school-wide and community communication about sustainability priorities.	Create a simple annual communications plan (newsletter, assemblies, signage, website) and publish a student-friendly “Sustainability Dashboard”.	Termly dashboard update (e.g., waste diverted, garden harvest, student participation).
Resources	Identify and apply for relevant grants (e.g., WasteSorted Schools Grants).	Maintain grant pipeline (WasteSorted Schools, Waterwise, community grants) + track savings/revenue from initiatives (e.g., Containers for Change).	Grant submissions/year; funds raised; energy/waste cost trends.
Relationships	Build partnerships with families and community; recognise and celebrate diverse cultures.	Embed community/country connections through on-country learning, bushland care days and partnerships (e.g., local council, Water Corp, WasteSorted Schools).	Attendance/participation at events; partner feedback; student voice survey items.
Excellence in Teaching & Learning	Integrate cross-curriculum priorities and general capabilities across learning areas.	Map sustainability learning opportunities across year levels (HASS/Science/Technologies) and create consistent assessment exemplars.	Scope-and-sequence map completed and reviewed annually.

4. Guiding documents and strategy expectations in WA

The following WA/state-aligned documents can be used as guiding references when developing and reporting on school sustainability work:

- Department of Education WA – Caring for Country together: our sustainability framework (system expectations and whole-of-government alignment).
- WasteSorted Schools (Waste Authority WA) – program guide and grant guidelines (planning, implementation and behaviour change for waste avoidance and recovery).
- Water Corporation – Waterwise Schools education program (action planning and curriculum support for water conservation).
- School Curriculum and Standards Authority (SCSA) – Sustainability cross-curriculum priority guidance (embedding across WA Curriculum).

5. Sustainability Plan 2026–2027

This plan is organised into three priority themes (Environmental, Financial, Social) with targets that build from short term (0–6 months), medium term (6–18 months) and long term (18–24 months). Each target has practical actions/programs and suggested measures.

5.1 Environmental sustainability

Target (Short/Medium/Long)	What success looks like	Key actions/programs	Timeframe	Lead / partners	Measure (termly/annual)
Short	Baseline established for water, energy and waste (simple dashboard).	Collect current data (water/energy bills; waste streams); set baseline; publish Sustainability Dashboard in staffroom + student version.	Term 1–2 2026	Sustainability Lead + MCS/Manager + Student leaders	Dashboard published; baseline figures documented.
Short	Waste systems are consistent across classes.	Standardise bin signage (general/paper and cardboard recycling/FOGO where possible); refresh class routines; relaunch Waste Free Wednesdays and Eco Warrior rosters.	Term 1–2 2026	Eco Warriors + Teachers + Cleaners	Audit of bins/signage; New paper and cardboard recycling bins for classes; participation rate monitoring
Medium	Composting/worm farm and garden loops are running reliably.	Create a ‘food-to-garden’ loop: class collection → compost/worm farm → garden; schedule maintenance; add simple ‘what can go in’ posters.	Term 2 2026 – Term 2 2027	Eco Warriors + Garden champions + Volunteers	Kg/volume of organics diverted; garden activity log.
Medium	Bushland and biodiversity projects are embedded.	Termly bushland care days; habitat supports (bee hotel upkeep, bird bath maintenance); partner with local groups for native planting.	2026–2027	Sustainability Lead + Local partners	Number of events; plant survival rates; student reflection samples.
Long	Energy efficiency habits are embedded and tracked.	Whole-school ‘switch-off’ routine; monitor energy via Climate Clever or similar; investigate additional shade/tinting/behaviour changes.	Term 3 2026 – Term 4 2027	Admin/Facilities + Staff + Students	Energy use trend vs baseline; documented actions.

5.2 Financial sustainability (smart resourcing)

Target (Short/Medium/Long)	What success looks like	Key actions/programs	Timeframe	Lead / partners	Measure (termly/annual)
Short	Grant pipeline is planned for the year.	Create an annual ‘grants calendar’ (WasteSorted Schools, Waterwise, local council/community grants) and assign owners for applications.	Term 2 2026	Sustainability Lead + MCS + P&C	Calendar created; at least 2 applications planned.

Short	Containers for Change contributes measurable funds.	Confirm collection point, responsibilities and storage; communicate to families; track deposits and spending against agreed priorities.	Term 1–2 2026	Eco Warriors + Office/P&C MCS for accounting purposes	Funds raised per term; spending report shared.
Medium	Reduce avoidable purchasing and waste costs.	Introduce 'green purchasing' guidance for common items (paper, canteen packaging, garden materials); promote reuse/repair where safe and practical.	Term 2 2026 – Term 2 2027	Sustainability Lead + Business Manager	Purchasing audit sample; reduced landfill/consumables where measurable.
Short	Reduce paper and printing costs	Introduce PaperCut printing and copying monitoring program across the school to establish a baseline of paper usage.	Term 1 2026		
Short	Dispose of paper and cardboard in an environmentally friendly way	Investigate waste recycling options to dispose of paper and cardboard across the school with consideration of collection, storage and disposal practices and costs	Term 1 2026	Sustainability Lead and MCS	To form part of a whole school waste disposal upgrade with approval of the MCS, Principal and Finance Committee
Long	Demonstrate cost savings or value-add from energy/waste initiatives.	Track energy and waste-related costs annually; report savings/value-add (e.g., avoided bins, reduced contamination, energy trend).	End 2027	Admin/Facilities + Sustainability Lead	Annual summary included in committee report.
Medium	Student-led micro-enterprise generates funds for sustainability projects.	Bottle worm garden improver (worm tea) into recycled/approved bottles, label with student-designed branding, and market/sell to families at fortnightly assemblies (with agreed pricing and hygiene/safety procedures). All proceeds reinvested into garden, biodiversity and waste initiatives.	Term 2 2026 – Term 4 2027	Sustainability Lead + Eco Warriors + P&C/Office	Units sold + funds raised/term; spending report; student reflections on enterprise learning.

5.3 Social sustainability (culture, wellbeing and community)

Target (Short/Medium/Long)	What success looks like	Key actions/programs	Timeframe	Lead / partners	Measure (termly/annual)
Short	Student leadership model is clear and sustainable.	Update Eco Warriors process (selection, roles, rosters, assembly speaking); run fortnightly meetings with agendas and minutes template.	Term 1 2026	Sustainability Lead + Student leaders	Meeting schedule; minutes; roster adherence.

Short	Staff and community understand the sustainability focus.	Short staff briefing each term + one community update per term; visible signage; celebrate achievements at assembly.	2026	Sustainability Lead + Admin	Number of comms items; staff feedback pulse check.
Short	The school garden is used by Skooleez before and after school as part of their education program.	Formalise partnership through Memo of Understanding or similar. Allocate a garden bed to Skooleez and assist them to prepare, plant and care for their garden bed and the whole garden space.	Term 1 2026	Sustainability Committee + MCS + Principal	Ongoing interactions with Skooleez staff.
Short and ongoing	Make connections with the City of Kalamunda and other stakeholders.	Connect with the City of Kalamunda. Invite special guests to visit the garden. Arrange for compost donations. Use the City of Kalamunda as a vehicle to share MVPS good news stories.	Term 1 2026	Sustainability Committee + MCS + Principal	Ongoing.
Medium	Curriculum link is explicit and consistent across year levels.	Develop a simple sustainability learning map (HASS/Science/Technologies) and a bank of ready-to-use lessons/assessments.	Term 2 2026 – Term 2 2027	Curriculum leaders + Sustainability Lead	Map completed; at least 1 common assessment exemplar per phase.
Medium	Whole-school events strengthen belonging and action.	Hold 2 signature events/year (e.g., Clean Up Day, National Tree Day, Waterwise Week); include community partners and student leadership roles.	2026–2027	Sustainability Committee + P&C	Event attendance; reflection samples; partner acknowledgements.
Long	Sustainability is embedded in school planning and reporting.	Termly committee report to leadership/Board; end-of-year reflection against targets; update next-year actions.	End 2027	Sustainability Lead + Committee	Reports tabled; revised actions for following year.
Medium	School garden and cooking program is explicitly linked to curriculum and wellbeing.	Grow fruit/vegetables in the school garden and use produce in simple cooking sessions to connect learning across: Science (plants, ecosystems), HASS (sustainability and community), Technologies (food and fibre production, design process), Health (nutrition), and Maths (measurement, data). Develop a yearly garden-to-kitchen sequence with lesson links. Develop a term by term 'Planting guide' to allow teachers to decide if and when they would like to plant out a garden bed.	Term 2 2026 – Term 2 2027	Sustainability Committee + Curriculum leaders + Classroom teachers	Scope/sequence published; number of garden-to-kitchen lessons; student work samples/photos.

6. Monitoring, reporting and review cycle

- Termly: Sustainability Committee meeting to review dashboard data, progress on actions, and risks/barriers.
- Twice yearly: short student voice check-in (Eco Warriors + sample class survey) and staff pulse check.
- Annually: end-of-year summary report (wins, data trends, finances/grants, next steps) shared with leadership and the School Board.

7. Risks and practical enablers

Common implementation risks and suggested mitigations:

- Inconsistent routines across classrooms → provide simple, consistent signage and scripts; Eco Warrior support roster.
- Volunteer fatigue → keep actions small, predictable and shared; rotate responsibilities.
- Data collection burden → keep to a small set of measures that already exist (bills, simple audits, participation counts).
- Space/storage constraints for recycling programs → agree on a single storage location and a collection schedule.

8. References (guiding documents)

Department of Education WA – Caring for Country together: our sustainability framework. <https://www.education.wa.edu.au/web/policies/-/caring-for-country-together-our-sustainability-framework>

Waste Authority WA – WasteSorted Schools guide (and related grant guidelines).
https://www.wasteauthority.wa.gov.au/images/resources/wss/WSS_Guide.pdf

Water Corporation – Waterwise Schools education program. <https://www.watercorporation.com.au/school-programs>

School Curriculum and Standards Authority (SCSA) – Sustainability cross-curriculum priority guidance.
<https://k10outline.scsa.wa.edu.au/home/teaching/cross-curriculum-priorities2/sustainability>

Note: The worm farm (maintenance + worm tea collection) and garden-to-kitchen learning can be featured as standing items in fortnightly assemblies to celebrate progress and support the micro-enterprise.