

WasteWise Handbook

Introduction

The Far North District Council is committed to waste minimisation in the region and has set targets for the area to reach in its Waste Minimisation Strategy. To help reach those goals the Council has initiated the WasteWise Schools initiative, to promote and recognise achievements in this area

It begins with an Initial Waste Assessment which highlights opportunities within the school to improve diversion from landfill, and promotes implementation of a waste management plan. The Initial Assessment is followed by an audit once systems are in place which determines how well your school is doing. The school then receives support and educational resources to facilitate their zero waste journey. Each year the schools are assessed for their WasteWise rating, based on recycling systems, student involvement, education and diversion rates. Diverting waste from landfill reduces the school's impact on the environment whilst also reducing the total cost of your waste disposal bill.

Why WasteWise?

Schools play a key role in modelling sustainability. One important step in this process is educating students and the wider community about reducing the resources that are needlessly thrown into landfills and establishing healthy sustainable living habits. While individuals can do a lot, better results are achieved when the whole school makes a commitment to minimising waste and sustainability. The smart and imaginative solutions that you and your students invent today will help to create a cleaner and healthier world for the generations to come.

What is the WasteWise schools programme?

Working towards a less wasteful workplace has many positive outcomes such as building better public relations, teamwork and saving money. Waste minimisation also contributes to conserving natural resources, as well as promoting a healthy environment and a sustainable lifestyle.

Who should be involved?

Pretty much everyone!

Everyone who is going to be responsible for using and maintaining the system in your school needs to be involved. The most effective and successful programmes are those developed with wide involvement and support.

- The caretakers and grounds staff need to be behind it right from the start. They are responsible for much of the real work, such as emptying bins, checking material is not contaminated and looking after compost bins.
- The Board of Trustees and the principal need to support it, especially as it helps meet the Key Competencies and Values of the new curriculum.
- Administration staff need to participate in the work and manage waste and recycling contracts.
- The teachers need to set an example and remind students to use the system correctly in the classroom.

- The students need to take action, use the system correctly, and find leaders to model correct behaviour. It's crucial that the system is easy and fun to use, and that it is supported in the classroom by good education on reducing waste and using resources wisely.
- The PTA and/or Canteen Committee play an important role in choosing items with reduced or recyclable packaging for sale at the school canteen.

Criteria for WasteWise Schools.

The criteria for the award are that a school:

1. Has in place a waste management plan.
2. Has embedded within the school charter a commitment to waste minimisation.
3. Has various student and school waste management systems implemented as described under "WasteWise Scoring Criteria".

A school gains a Gold, Silver or Bronze rating based on the results of a waste audit and an assessment of the school's practices and systems.

To work towards this rating, a WasteWise school engages everyone: students, caretakers, teachers, administration staff, principal, board of trustees and families all work together to:

- reduce waste,
- reuse all possible resources,
- recycle what remains.

Working towards a less wasteful workplace has many positive outcomes such as building better public relations, teamwork and saving money. Waste minimisation also contributes to conserving natural resources, as well as promoting a healthy environment and a sustainable lifestyle.

Schools can earn 1 point each for the following activities:

Category 1 *Student involvement:*

- The school formally designates a group of students which manage the waste systems at the school.
- Waste monitors, Kaitiaiki, or WasteWise teams: This group of students take action to reduce waste. The group works alongside the WasteWise educator to create and implement the Waste Management plan.
- Regular litter clean- ups: This could be a daily or weekly allocated time for the whole school to do a litter hunt.
- Participation in waste minimisation events such as Keep New Zealand Beautiful week, Recycle Week, Nude food day etc. The school or a class can participate in one of these events which can be coordinated by the WasteWise educator.

- Awards for classes/students who engage in waste minimisation activities: A school trophy that a class can win per term for having the best recycling practices.
- Recycling at school events and working towards making the school events, zero waste events. Students have the opportunity to work with the WasteWise educator towards organising a zero waste event.
- Addressing the whole school at assembly with WasteWise updates.
- Extra activities/systems/policies not mentioned here.

Category 2 Education:

- EcoSolutions waste minimisation education lessons delivered to school.
- Promoting Zero Waste Lunches to students, parents and staff.
- Promotion of WasteWise activities to the whole school and wider community.
- Paper4Trees member.
- Terracycle member
- Battery recycling project member.
- Other activities not mentioned here.

Category 3 Waste Minimisation Policies and Systems.

- Have the waste management plan written into the teachers' manual
- Teacher actively ensure students use the system correctly in the classroom.
- Recycle paper.
- Mixed recycle; tins, cans and plastics.
- Food waste recycling/composting.
- Green waste composting.
- E- waste and hazardous waste recycling such as batteries/light bulbs.
- Students take lunchbox rubbish home.
- Replace paper towels with hand dryers.
- Office staff actively recycle; including toner cartridge recycling.
- Conducting a zero waste end of year clean-up.
- Canteen staff provide zero waste food alternatives and recycle.
- Canteen provides zero waste food or food with packaging which can be recycled or composted.

Other

Further points can be earned with a waste audit diversion rate. A waste audit means a school can get a clear picture of how much food and recycling is in the bin. When there is less than 20% recycling and food in the bin, the diversion rate is 80% for example.

10 points for 80% diversion.

Gold award: 24- 30 points

5 points for 60% diversion

Silver award: 15 – 23 points

2 points for 40% diversion.

Bronze Award: 8 – 14

NOTES:

Implementing the WasteWise programme

Our 7-step program will guide you to become a WasteWise School.

Step 1:

- **Sign a Memorandum of Understanding.**

- A Memorandum of Understanding outlining the responsibilities of each party is signed between the school and EcoSolutions.

Step 2:

- **Commit a waste minimisation policy to the charter**

- Create a vision statement

- An example vision statement is:

Everyone at our school will work together to reduce the amount of waste we send to landfill

- Deciding what the school wishes to ultimately achieve is an important first step. Brainstorm ideas: ask the whole school, from students to top management, to contribute to your vision for becoming a WasteWise school.

Step 3

- **EcoSolutions introduces WasteWise programme to staff and students**

- An EcoSolutions educator can present at staff meetings, school assemblies and classrooms to introduce the WasteWise programme and answer questions.

step 4

- **EcoSolutions partners with a teacher/caretaker or support staff and students to form the WasteWise team and conduct a waste audit.**

- Gathering accurate information on the resources your school is wasting will help you decide what waste reduction measures you should take, and measure your progress and your savings.

Student involvement in the audit empowers them to come up with solutions to the problems they have discovered thus increasing their sense of ownership and responsibility.

- Present the findings to everyone, including the Board of Trustees, school assembly, and families via the school newsletter, to strengthen support for the programme.

step 5

- **Write the waste management plan.**

- EcoSolutions will conduct an assessment of the school's waste practices and work with the WasteWise team to create a waste management plan for the school to be approved by senior management.

step 6

- **EcoSolutions works with the WasteWise team help implement the waste management plan**

- The EcoSolutions educator will assist the WasteWise team to achieve the criteria outlined in the manual and assist with projects and actions..

step 7

- **EcoSolutions conducts a follow-up audit to assess if the school has improved their rating**

- One year after the initial rating has been awarded, your EcoSolutions educator will conduct a follow-up audit and assessment of practices.

Step 1

WasteWise Schools Agreement

WasteWise Schools is an initiative to support schools in the Far North District to reduce waste, and to recognise their accomplishments in this area.

Reducing waste means changing the way we think about waste and treating it as a resource rather than as something to be thrown away.

EcoSolutions will work with Kaitaia College to become a WasteWise School.

Kaitaia College, with the help of EcoSolutions will:

- Commit to becoming a WasteWise School
- Carry out a waste audit. The first waste audit will enable the school to decide on what is needed to reduce waste, and create a baseline against which they can track improvements ,
- Develop a Waste Minimisation Plan for the school, and
- Undertake a final audit to assess the effectiveness of current and introduced practices and to determine if they meet the WasteWise Schools criteria.

EcoSolutions will:

- Provide resources to support waste minimisation practices in the school,
- Provide tailored recommendations to improve recycling and reduce waste,
- Deliver training to staff if required to help promote new practices, and
- Deliver lessons to support new practices implemented in the school.

EcoSolutions

Signature: _____ Date: _____

Designation: _____

School

Signature: _____ Date: _____

Designation: _____

Step 2;

Our Vision Statement

Step 3;

Launch the Waste Wise Schools; introduce the team, and discuss how our new systems will work.

This is a great time to

- introduce the School Zero Waste Vision.
- those who will be helping with this Kaupapa.
- Show the recycling bins, signage, and a map showing where main recycling bins will be.
- Explain that the school will be looking for staff and student Waste Wise Team members who will create a working waste management plan for the school.

Step 4; The WasteWise Team

Getting the WasteWise Team or the designated WasteWise group up-and-running is an integral part of a successful implementation of the WasteWise program.

Plan it

If you have the support of your colleagues, you could select a WWT from a mix of students e.g. selected from each year level. At some schools, students write a letter of application to become members of the WWT. This process has the added benefit of attracting students who are enthusiastic and really want to be involved.

Some ideas to consider:

- Select an entire class if you do not have the immediate support of your colleagues
- Select the entire class and have these students buddy up with younger students from other classes
- Choose two representative students from each year level
- Speak about the WWT at assembly and invite students to submit an application to become a member.
- Organise a meeting time, WasteWise Teams often meet at lunchtimes or briefly after school to carry out their tasks and discuss future action.

Set it up

Once the members of the WWT have been selected, you will need to set up a context from which the students will draw inspiration. A great way to do this is with a school waste audit which is an evaluation of the quantity and type of waste that your school produces. This information provides a guide of where to begin your waste minimisation efforts.

Run it

On completion of the waste audit, the WWT decides on future projects and activities. The WasteWise Schools Programme primarily supports waste minimisation and diversion of solid waste from landfill.

Projects don't need to be limited to waste and can focus on many of the sustainability issues.

Ideas to consider when running a WasteWise Team:

- Allow students to make decisions and guide the project (see case studies in the Teachers resource book)
- Conduct a waste audit; highlight to the rest of the school the most significant types of waste and develop a strategy to deal with it. This could mean implementing a system to collect fruit and vegetable scraps for the compost, worm farm or to feed to the chickens for example.
- Work towards a shift in control from teacher to student and allow students increased levels of decision making
- Provide encouragement and offer support with project ideas
- Start out with a small project and don't be overly ambitious, like installing our Paper4Trees bins!
- Consider tackling local issues such as water quality monitoring and re-vegetation at nearby waterways and wetlands. (EcoSolutions can assist in this area.)

Keeping it going

Many teachers question how to maintain student interest and embed projects and activities in the school culture. There are no rules but rather a combination of factors that appear to be integral to successful projects and longevity.

- Highlight your sustainability focus in meetings and assemblies.
- Reward the WWT regularly, with privileges, extracurricular activities, and public praise.
- Engage other teachers to re-inforce the zero waste message in the curriculum; refer to the Teacher's Resource Book for ideas.
- Revisit your checklist and run student led whole school zero waste activities in lunchtimes, like t-shirt bag making or beeswax lunchwrap making sessions.

Step 1. Waste Wise team: Investigate your waste/Audit

Aim

Students will conduct a mini waste audit with the EcoSolutions educator, examine the waste produced over the course of a typical day or week and observe how much waste they are responsible for as a school.

Background information

Waste is classified into either organic (living) or inorganic (non-living). Organic waste is food scraps, paper, grass clippings and other garden waste (green waste). A large proportion of the waste thrown out by schools is organic waste, such as garden and food waste. By reusing and recycling organic waste alone, most families and schools could cut their contribution to landfill by half.

Inorganic waste includes plastics, glass, aluminium and other metals, as well as materials such as sand and bricks and hazardous household waste. Both organic and inorganic waste can be divided into categories such as

- 'reduce' to examine if it was really necessary,
 - 'reuse' if there are ways to use it,
 - 'recycle' if it was made from plastics, paper, glass, aluminium or other metals
- 'compost' if it is organic rubbish.

Resources:

- Bag to collect waste
- Rubber gloves or tongs
- Newspaper
- Large table or a few desks pushed together
- Signs for each waste category.

Instructions

At the end of a day gather all the waste and recycling bins for the school. Consider omitting tissues and instead keep a written tally of those used so they don't have to be handled again.



1. Weigh the contents of each bin and record the weight in the waste audit table. On a sheet of newspaper or tarpauline, spread out the day's waste and sort into the following categories: reduce, reuse, recycle, compost and rubbish, note any contamination, meaning items that have been put in the wrong bin. Weigh items in each category if possible (amounts could be too small to get an accurate number). Count the number of items in each category.
2. Copy the waste audit table onto the whiteboard or a piece of butcher's paper and have students record the class results.
3. Examine the items in each category. How can you reduce, reuse and recycle the items at school?
4. Discuss where the waste streams are originating from. This will determine what type of bin is placed where. For example,
 - most classes will need a paper 4 trees bin, but the art class may need a larger paper wheelie bin.
 - Most classes may not need a mixed recycling bin at first if there is not eating/drinking in class (to keep things simple, we prioritise the main waste streams to be diverted first) but the cooking areas will need one as they generate a lot of recyclable waste.
 - Where will we need food scrap bins?

Step 2; Write instructions for a waste reduction plan for the School using the 3 R's.

Use the audit results, the Operational plan and the Waste management template to guide your plan. These templates are just a starting point, make them eye catching and easy to read to help your helpers!

- Identify each major waste stream, and where any toxic waste is generated (such as batteries and toner cartridges).
- Start the school on their waste reduction journey by focusing on two or three of the main waste streams to start with.
- Place the appropriate bins in place, and note them on your operational plan, these can change, but people need to know where they are going to pick up bins!
- Come up with a clear signage system; people can't recycle if they don't know what goes in each bin.
- Create a roster/plan (using the template) to decide who picks up what bin when, this is essential for a smooth waste management system. If you have a small team you can delegate responsibilities; for example, classes could be responsible for emptying their own bins into central recycling stations.
- Decide if there are any tools/equipment you need to make this work; for example,
 - a worm farm to process food waste.
 - Pincers to remove or pick up waste that is in the wrong place.
 - Specialised bins, such as a kitchen tidy for food scraps in the kitchens, or mixed recycle bins in food prep areas.

Step3; Get the message out there

- Using the Waste Wise signage as a starting point, label all bins in the school, an unlabelled bin becomes a landfill bin, whether you want it to or not!
- Create posters reinforcing your message. Find 'hooks' to get your school population to buy into the plan, this is usually something they care about. For instance, the photo of a surfer in rubbish is very effective, as is information about how small amounts of plastic in the sea make Kaimoana toxic, the desire to have a good lifestyle can motivate positive actions!
- Celebrate your launch. You are changing group behaviours and this needs to be broadcast loud and clear, not just what you are doing, but why. None of us like doing something when we don't know the reason. But everyone loves the whenua, and wants to be able to eat Kaimoana in their future

NOTES:

Waste Audit Data Sheet

School: _____

Date: _____

Conducted by: _____

Waste collected: _____ days

CLASSIFICATION		EXAMPLES	WEIGHT (KG)
	Recyclable items:		
Paper			
Cardboard			
Plastics			
Steel			
Aluminium			
Electronics			
Other e.g. Light bulbs, Batteries, Chemicals, Tyres, Cleaners, Paint, Oil etc.			
Total weight of recyclable resources			
	Compostable items:		
Food waste			
Paper towels	Paper food wrapping		
Total weight of compostable resources:			
	Non-recyclable items:		
Food wrappers/Soft plastics			
Other e.g. Light bulbs, Batteries, Chemicals, Tyres, Cleaners, Paint, Oil etc.			
Total weight of non-recyclable resources:			
Total Weight Of Resources:			

Examples of successful WasteWise Teams

The WasteWise Team

The members are selected by teachers in each class, with each class completing tasks specific to them. This selection process is ideal because each class has their own jobs to complete. For example, the Worm Warriors tend to the worms and WasteWarriors take care of the school's recycling and waste. Once the students are educated about their roles, they are enthusiastic and need little encouragement to complete their tasks.

A buddy system is in place where every younger child is paired off with a senior child. This process is a success because it fosters students teaching students.

Other activities the WWT are involved in include, planting the paper4trees trees, Keep New Zealand Beautiful Week (KNZBW) and Plastic Free July.

Maintaining student enthusiasm and Green Team longevity

The principal supports and drives all policies, including the environmental policy, and his/her enthusiasm is transferred to students and teachers alike. The school has a number of key players, notably several environmentally conscious teachers and the canteen manager.

Student enthusiasm appears to be primarily driven by intrinsic reward as they are excited and enthusiastic about their roles and need little encouragement. The students are all responsible for their special area and feel proud of their achievements. Various classes speak about their particular program at school assemblies as well as write articles for the newsletter. In an effort to reduce the amount of plastic wrap and bags in lunch boxes, students receive bonus points in the school incentives such as Litterless Lunch Wednesdays.

Projects the WWT can be involved with include:

- Waste minimisation
- Paper recycling and Paper4Trees
- Mixed recycling
- Pig Scraps, worm farms and composting
- Power Rangers – switching off lights etc.
- Terracycle
- Battery recycling project
- Keep NZ Beautiful week
- Beach clean-up
- Boomerang bags

Some successful methods in successful recycling:

- Removing all waste bins from class rooms. This greatly reduces the amount of rubbish disposed of at schools. Students take all lunchbox rubbish home and teachers have a small waste bin by their desk which is used under strict supervision.
- Having a WasteWise team supervise the daily emptying of the bins. Classes whose bins are not sorted properly sort out their bins.
- The WasteWise Team pick up all classroom bins for a daily empty. This way they control the quality of each class room bin and any classes whose bins are not properly sorted won't have their bins emptied until all waste is separated into the correct bins.
- Classes can win a term prize for having their bins sorted well during term.

Maintaining student enthusiasm and Waste Wise Team longevity; some example of working strategies.

The principal supports and drives all policies, including the environmental policy, and his enthusiasm is transferred to students and teachers alike.

The school has a number of key players, notably several environmentally conscious teachers and the canteen manager.

Environmental teacher position created to further ensure that Waste Wise practices are maintained and nurtured and continuously incorporated into the curriculum.

Student enthusiasm appears to be primarily driven by intrinsic reward as they are excited and enthusiastic about their roles and need little encouragement.

The students are all responsible for their special area and feel proud of their achievements.

Various classes speak about their particular program at school assemblies as well as write articles for the newsletter.

In an effort to reduce the amount of plastic wrap and bags in lunch boxes, students receive bonus points in the school incentive program.

Whole School involvement

What follows is a breakdown of how the whole school can be involved.

- The year ____ classes are the Friends of the Fruit Trees.
- The year ____ classes are the Can Crushers.
- The Year ____ classes are the Worm Warriors
- The Year ____ classes the Chook Champs.
- The Year ____ class collects ring-pulls or terracycle.
- The Year ____ classes collect all recycled paper in the school and places in one recycling wheelie bin.
- The Year ____ class collects recyclable materials, batteries mobile phones.

Environmental philosophy

- The environmental philosophy or vision statement should be decided on, and promoted in the school

A case study

The Waste Wise Team process

In the early stages of the process, all Year 4 students were selected as members of the Waste Wise Team and trained accordingly. These highly motivated students embraced the responsibility with enthusiasm. As Year 4 students, their knowledge, skills and commitment remain in the school for a further three years.

Students have been responsible for setting up two small worm farms and have taught the teachers and students how to care for and maintain them. This is another fine example of students teaching students.

The school also has an Environment Committee, which has worked independently on recycling projects. A focus for the school over the coming years is to have the two teams work collaboratively on school sustainability projects.

Maintaining student enthusiasm and Waste Wise longevity

The following have been attributed to the success and longevity of the Waste Wise Team:

- Having a range of year group students as the Waste Wise Team members.
- Encouraging parents to be involved.
- Allowing the organising teachers to work collaboratively in a double classroom (with the doors open) to assist children or leave the room when necessary.
- Encouraging any person who has an interest to be involved regardless of their role in the school.

- Having a program that is child-centred and valued to ensure that, should teachers leave, the school will encourage and support someone to pick up the role.
- Support from the WasteWise School educators.

Whole school involvement

- Every class completed an excursion to the Worm-shed.
- The classes are gardening, composting and keeping small worm farms.
- The Eco group collect ring-pulls for Wheelchairs for Kids, aluminium cans and recycled paper waste.
- All students are asked to place their organic waste in collection bins for the worm farms and compost.

Environmental philosophy

Many of the staff are aware of and concerned about the state of the environment. This has fostered a need to educate students in a positive hands-on approach while maintaining a positive attitude when dealing with issues related to social and environmental sustainability. As a direct result of these environmental practices at school, teachers have discovered that many students have planted vegetables and are recycling, and composting or are farming worms at home.

Waste Management Plan

20_____

Introduction

This Waste Minimisation Plan is prepared as a contribution to becoming a WasteWise school. It is prepared for the whole school community to follow.

Goals

We are committed to working towards Zero Waste and maximising recycling opportunities. We have integrated waste minimisation into its School Charter and day-to-day practices which demonstrate this commitment.

The goal is to reach _____ WasteWise Schools status by 20....

We have Highlighted the first three priorities to start our zero waste journey, over time we will launch projects to reduce or manage waste streams.

We don't have to achieve suggested practice; they are guidelines that can be tailored to school needs.

These suggested practices can be tackled one at a time, when main waste streams are sorted!

Our top ten practices have an asterix *, and have a timeframe we would like it launched by.

Suggested Practices	*	status	notes
Mixed Recycle bins (as part of recycle stations) in high traffic areas; places that generate recyclables, such as food tech rooms, staff rooms, and tuck shop.			
Paper4Trees recycle bins in all areas which generate paper.			
A recycle station outside the tuck shop, as well as a small interior recycling station in the kitchen.			
No standalone waste bins in the school. This means every waste bin should be next to a recycle bin, the bins already present in the school could be reconfigured to allow this. Northland Waste may provide more exterior signage.			
Install two or three recycle stations in the school grounds with A landfill wheelie bin A mixed recycle wheelie bin A paper recycle wheelie bin			
Classrooms			
All classes have			
The Paper4Trees recycling bin. These Paper 4 Trees bins could be emptied by each class when full (if the recycle bins are accessible at all times), or at a predetermined time each week if this suits school systems.			
Every class has rubbish monitors who are responsible for emptying the paper recycle bins and sorting out the recycling. The rubbish monitors change each term/week .			
Landfill bin. Teachers may have a small landfill bin in class which is used strictly under supervision			
All classroom bins are emptied into the appropriate school bins by students once a day/week .			
All areas that generate mixed recycle should have mixed recycle bins. i.e tuck shop and food tech.			
All areas where food is consumed or prepared should have a food scrap bin. Pig scrap bins could have bio-bags (a biodegradable bag) instead of plastic bags, or no bag at all. These should be sent to a central pick up spot at a predetermined time each day if they are open bins, or alternatively purchase lidded bins, so as not to attract fruit flies, and empty once a week.			

We are happy to facilitate a food composting project in the school.			
Break times			
Students sit down for their eating breaks and after they have finished eating they can should clean their area.			
Students should manage a foodscrap collection system . This can be organised many ways.			
SUCH AS; Classes can each be responsible for ensuring that a food scrap bin is available for that class.			
OR one class could take responsibility for food scrap management each term.			
We recommend that all lunchbox packaging and leftover food is taken home.			
Teachers on duty could hand out slips for students who pick up litter. The student who has the most can win a prize for the term.			
Staff room			
The staff rooms and areas where staff eat could have food scrap bins.			
A pig farmer or staff member could take the scraps			
The staff room has recycling bins available and staff deposit their food waste and recyclables into appropriate bins			
These are serviced by the WasteWise Team/students.			
Office			
Would have a recycle station in each high traffic area, usually the photocopier. Including;			
A Paper4Trees bin.			
A landfill bin could be placed next to each photocopier as the wrap most paper is delivered in is not recyclable.			
Toner cartridge recycle bins can be placed next to photocopiers.			
"The Konica Minolta Toner Recycling; 0800 180 160; for \$10 TRC will send out a toner recycling box, pick up and collect the full box and dispose or recycle the contents in an environmentally friendly manner "			
Office staff use recycling bins in their offices, recycle ink-cartridges and have an understanding of where to take their electronic waste.			

Delivery area			
A Cardboard recycle bay or bin could be installed where deliveries are unpacked. It could have a key on a hook; this breaks the sellotape on the boxes, making it simple to break them down. We would need to ascertain where cardboard is generated in the school (where deliveries are unpacked for example) to place suitable cardboard recycle containers.			
A plastic film recycle bin; most film deliveries are wrapped in are recyclable; separating it out waste at the source keeps it clean for recycling.			
Pupils areas			
All areas that generate mixed recycle should have mixed recycle bins. i.e tuck shop and food tech.			
All areas where food is consumed/prepared should have a food scrap bin. Pig scrap bins could have bio-bags (a biodegradable bag) instead of plastic bags, or no bag at all. These should be sent to a central pick up spot at a predetermined time each day if they are open bins, or alternatively purchase lidded bins, so as not to attract fruit flies, and empty once a week. We are happy to facilitate a food composting project in the school			
Opportunities			
WasteWise student representatives and the WasteWise educator could act as recycle ambassadors initially in food consumption areas, this improves the system quickly.			
An Ecosolutions educator would be happy to present a short explanation of the 'what why and how's of recycling to each class, students respond better when they know why they are doing something.			
An EcoSolutions educator would be happy to present extension classes, such as upcycle textiles, and e-waste dismantling and upcycle, which have been very successfully run in schools. There is a Teachers Resource book available for staff.			

External areas			
No standalone waste bins in the school. This means every waste bin should be next to a recycle bin, the bins already present in the school could be reconfigured to allow this. Northland Waste may provide more exterior signage. There could be recycle stations consisting of three bins standing together			
a landfill bin			
A mixed recycle Ali/tin/plastic bin			
A paper bin			
There could also be;			
A food waste bin outside the tuck shop, or where ever food is eaten or prepared.			
A glass bin where glass is generated, these may need to be separated when leaving the school into colours to save on Waste charges; sorting mixed glass is dangerous for staff and takes time so must be charged at a higher rate, teachers, students, cleaning staff, or the caretaker could be responsible for this as decided by the Kaitiaki team.			
The tuck shop could display healthy food options, and reduce the range of rubbish food items such as Corn chips and Doritos.			
A school appointing an enviro teacher who has the time allocated to make a difference (on release) is a great step in focusing on Sustainability and Kaitiakitanga.			
Senior Management			
Have appropriate recycling systems set up in their offices.			
Cleaners			
Are inducted into the recycling protocol and recycle as part of their job description.			

Induction

New staff are inducted on commencement of contract /term to promote understanding of school recycle systems by means of

- reading this waste management plan in the teacher's manual.
 - Reading WasteWise scoring criteria in the teachers manual
 - Support the current waste minimisation goal of becoming a 'Gold' WasteWise School and to have less than 20% of its total waste consist of recyclable or compostable materials.
- Induction ensures continuity, and uptake of the recycling systems and responsibilities.

Monitoring and Evaluation

For any plan to be successful the results must be monitored and evaluated against the desired outcome (the goals). That means the school must monitor how well the plan is being executed and undertake another audit to ascertain the accuracy of resource recovery and percent diversion from landfill. The results can be compared with the original audit undertaken by EcoSolutions. Depending on the outcome the systems can be adjusted to ensure the school moves towards its zero waste goals.

- Audits could be conducted each term, yearly or on a spot check basis.
- EcoSolutions can provide support with the waste audit.

Sample Waste Management Plan.

Having a clear plan will help anyone involved in waste management in your school.

You can also include

- The responsible adult which monitors any activity.
- The day of the week or time any action is undertaken.
- What procedure you will have if something goes wrong; for example, if a class is not recycling properly; or an area is not clean, is there a positive method to improve behaviour?

Notes;

Example waste plan	From	To	By whom	To	By whom, which waste provider?
Paper	Paper4 trees bins in <ul style="list-style-type: none"> • Classrooms • Offices, • Resource room, • Library • Other? 	Paper bins in recycling shed opposite caretakers' shed	Waste monitors (will they do offices as well?)	Transfer station	Northland Waste
Cardboard	Office, Caretakers shed Classrooms	Cardboard cage	Office staff (?) Caretakers Students	" "	" "
Plastics 1&2	Staff room Classrooms	Mixed recycle bins in recycling shed opposite caretaker's shed	Waste monitors	" "	Northland Waste
Electronic waste	Offices and classrooms	Resource room/caretakers shed	Teachers and office staff	Transfer station	Caretaker
Food waste	Staff room and class rooms	Pig bin by the gardens	Waste monitors	Pig farm	Pig farmer
Green waste	Grounds	Compost pile on the back field, smaller stuff in the compost bin by the gardens	caretakers		
Landfill	Classrooms Staff room Offices	Skip	Cleaners Waste monitors		
Lost and found clothing	Outdoor areas	Resource room	all	Op-shop	
Ink-cartridges	Offices and resource room	office	staff	Sent to printer company	
Other					

Waste Management Template

Material	from	To; Where?	By whom?	To; where does it go after it leaves the school?	By whom, which waste provider?
Paper	Paper4 trees bins in <ul style="list-style-type: none"> • Classrooms • Offices • Resource room • Library • Other? 				
Cardboard	Office Classrooms				
Plastics 1-2	Staff room Classrooms				
Electronic waste	Offices classrooms				
Food waste	Staff room class rooms				
Green waste	Grounds				
Landfill	Classrooms Staff room Offices				
Lost and found clothing	Outdoor areas				
Ink-cartridges	Offices other				
Other					

Operational systems:

Summary of who empties which bins.

Who empties bins?	Staff/students	Cleaners	notes
INSIDE offices			
• Rubbish			
• Recycling			
• Food			
Toilets			
• Rubbish			
Other inside areas e.g. cafeteria etc			
• Rubbish			
• Recycling			
• Foods			
OUTSIDE			
• Rubbish			
• Recycling			
• Food			

Variations:

- Food scrap collections at designated eating areas
- Individual class bins for food collection
- School policy of 'all lunchbox waste to go home'.
- Staffroom/canteens - food/mixed recycling/rubbish collection

Waste component	Disposal option	Reduction/collection strategy
Paper towels	Rubbish: contractors will not accept as part of paper recycling – health & Safety School Compost ?	
batteries	Recycle at transfer station	
Lunchbox packaging	Landfill	
- Tetrapak drink containers	Landfill	
- Yoghurt pottles	Clean and recycle	
- Reusable bags	Clean reuse	
Classroom rubbish		
- Pens	Landfill	
- Glue sticks	Landfill	
other		
From staffroom		

Take away food containers + cups 1-6	Recycle	
Single use Coffee cups	Landfill	
Compostable coffee cups	Compost	
Single use packaging (staffrm)	Landfill	
Recyclable household items - Steel cans - Aluminium cans - Plastic bottles/containers Glass bottles	School has a wheelie bin for 'mixed recyclables. Items mostly from staffroom.	
- paper	Paper recycle	
cardboard	Cardboard recycle	
Toner cartridges	"The Konica Minolta Toner Recycling; 0800 180 160	
Food	Labelled food scrap containers set up at designated eating places (staffroom also).	
OTHER material	(discuss with caretaker)	Reduction strategy
Timber - Treated untreated	Rubbish Firewood	
- metals	Transfer station: local scrap metal dealer	
e-waste - electronics	Currently stored in _____. Can take to transfer station a small fee is paid. MUST NOT go to landfill.	
polystrene	Landfill.	
clothing	Returned to owners Op shop Sold at annual school Bazaar	
Broken furniture - Plastic - wooden	Some Reuse /upcycle Landfill remainder	
Excess furniture	Donate	
Plant pots		
Garden waste		