

2019 UNAAWA GLOBAL GOALS CHALLENGE

FINALIST PROJECT

ENTRANT:

Bold Park Community School

PROJECT TITLE:

Whole School Focus: Sustainability

GLOBAL GOALS:

All of the goals, particularly SDG17 Partnerships for the Goals

DESCRIPTION:

The school is implementing the *UNAAWA Global Citizenship and Sustainability* WACE-endorsed program. The entry in the Global Goals Challenge is part of the process to assure the quality of program delivery. So far the school community has:

- Integrated Global Goals with the whole-school *Sustainability Action Plan*
- Linked the UNAAWA program with the school's Permaculture VET course.
- Established a recycling centre for a variety of different wastes.
- Established organic waste facility and schoolwide waste collection system.
- Implemented a regeneration project in the Herdsman Lake area, working with Nyungar elders.
- Developed sustainability perspectives in Humanities, Arts, Mathematics and Science programs.
- Integrated with existing events such as the 40-hour Famine Backpack Challenge and the 6K Walk for Water (both supported by World Vision).
- Workshopped collaboration and design processes.
- Student groups have designed projects based on the goals, such as Gender Neutral Bathrooms, Food Bank Donations, Stop Poverty

REFLECTIONS

WWW [*What Worked Well?*]

The challenge helped us focus and take action on the issues that are pressing in our local and global community. We tend to be focused on our immediate problems and challenges and quite often we need a perspective from the outside to allow us to be more grateful and aware of what we have and what we can do to contribute more to the benefit of others. The focus of the global goals has assisted us in focusing on this, and that we have the knowledge, courage and means to be part of significant change.

EBI [Even Better If...]

We struggled with the open-ended nature of the challenge. The gift of freedom of choice comes with a great deal of frustration as we tried to work out what all of the documentation actually meant. We took a long time to prepare students for their projects and in the future, we would benefit greatly from fast-tracking this process. Maybe an intensive period of immersion in the form of a camp in the early weeks of term one that covers the essential soft skills required to work in cooperative groups, design process as well as the global goals so that students can begin to work on their projects earlier in the year.

ADVICE:

When students were introduced to the UN 2030 Sustainable Development Goals, we did not initially receive an overwhelmingly positive response. The students were quite negative and could not seem to understand that they could in fact make a big difference in their world. We discovered that they did not see a purpose in learning about the goals and had a great deal of difficulty in making connections with the issues of concern. We had the overwhelming response of 'I don't care about that' and '...it won't make a difference'.

To support development in this area we wanted to show students that we, as significant adults in their lives, would 'walk our talk'. We did this by initiating and then leading a number of sustainability projects within the school. The result has been a significant observable shift in the students' mindsets. Involvement with sustainability programs linked to the Global Goals shows students that their individual and collective actions do make a difference.

STUDENTS:

The main driving group of students involved in the project are:

Year 9 students Annie Hazebroek, Emilie O'Shea, Darcy Roberts, Riley Smith, Alex Whitehead, Zara Yonge and Liam Richardson.

Year 10 students Thomas Dougiamas, Thomas Locher, Ella Martens, Prudence Rocca and Zachary Warburton

LEAD TEACHERS:

Tim Vidler, Ursula Prause and Johanna Riddell, Malora Rosario, Bonita Barham, Liz Marazzato



Regeneration Project Planting



6 K Walk for Water May 2019

Learning About the 2030 SDGs



