1. An overview or description of your project and its outcomes

The project has been a very effective means of engaging with the Margaret River community and examining waste management practices and how they can be improved to reduce the waste entering landfill. The project has helped to promote solutions to an expensive and on-going problem.

The three local primary schools in the area were initially engaged to be the drivers of the project. It was seen that by educating and involving students they could inform their school community and through the various activities engage with community members to question and bring about change.

After some initial in class workshop sessions the project started with school and community tours of the catchment. The three tours involved meeting landholders who were utilising sophisticated means to reduce the amount of waste produced on their property and also to manage it so it did not enter the major waterways or landfill. Parents and community members were invited along to the tours. A dairy farm, which utilised an efficient effluent management system, the waste water treatment site that is recycling the water to use on local football ovals was visited. An olive and cattle producer were visited, where completely organic practices were implemented, meaning no hazardous waste or chemical waste were produced. Tour participants also saw examples of illegal dumping at reserves and the damage this caused. Cape Mentelle winery was the last stop on the three tours. The winery provided an excellent example of how a local business can be successful while also adopting sustainable practices to limit their impact on the environment and manage their waste. This included recycling over 90% of winery and cellar door waste and actively developing measures to process waste on site specifically the winery waste water system.

Clear Outcomes for this part of the project were:
Identifying community role models who are reducing, re-using and managing their waste and demonstrating that you can be a successful landholder/agriculturist while also caring for the environment.

Identifying and promoting through ‘hands on’ observations the practices which enable people to effectively manage their waste and are working in a local context.

These outcomes can be evidenced by the attached newspaper article about the tour and the attached “Catchment Column” identifying and promoting community heroes.
A second component of the project involved students learning about the practices implemented by local businesses to manage their waste. This meant actively engaging with business owners to survey them about their understanding of the issues and their current waste management practices. All the businesses (including two major building sites) along the two main streets of town were contacted (approximately 20) and interviewed to find out primarily what waste they produced, how they disposed of their waste and what further education or information did they need to ensure that less waste entered stormwater drains or landfill.

This component was very successful in engaging with a large proportion of the key businesses in town. Clear outcomes were:

- Business owners were made to be accountable for how they manage their waste
- Students prodded businesses to think more about how they could recycle and manage their waste particularly for things like food scraps, oil, cardboard and packaging. Many businesses admitted to not recycling at all and were made to confront these decisions or suggest how they could be helped to engage in recycling.

These outcomes can be evidenced from the attached newspaper article.
The third component of the project was three tours to the local waste disposal site. Students and teachers were amazed to view the facilities that the site had to effectively re-use or recycle waste; these included a baler, a glass aggregate machine and the ability to produce compost for green waste. The most sobering element was however viewing the landfill area. For all participants the sheer size and amount of landfill provided a very visceral view of just how much waste the Shire residents produce and why it is such a problem.

Outcomes of this part of the project were clearly:

- Information disseminated about what happens to the waste that is sent to the waste disposal facility and why it is essential to decrease what is entering the landfill area.
- Promotion of these facilities and information to the community of what they can do to improve the situation.

This can be evidenced from the attached newsletter for Montessori Primary School and photo.
**Casa del Fiori**

On clean up Australia Day—all full timers went to the nudie pool and picked up rubbish. There were lots of bottles and plastic bags!

We have been harvesting veggie from the garden & selling them for a gold coin donation to help our garden grow.

Thank you to Cindy Hayes for coming in and showing us how to make yummy green smoothies, with lots of greens from our garden. More edible greens for salads or smoothies are as follows:

**GREENS:** Arugula, Asparagus, Beetroot greens (blew), Fok Choy, Broccoli Leaves, Carrot Tops, Celery, Cos Lettuce, Collard greens, Curled, Edible flowers, Kale (3 Varieties), Mizuna, Mustard greens, Radicchio, Radish tops, Parsnip tops, Rainbow lettuce, Spinach, Silver-beet, Watercress, Yandina, Youghal green, Varous Asian greens.

**WEEDS:** Chickweed, Cleavers, Dandelion (leaves & flowers), Lambs quarters, Malva, Miners lettuce, False Dandelion, Plantain, Purslane, Stinging nettle, Gota kola.

**HERBS:** Aloe Vera Baby Dil, Basil, Coriander, Fenugreek, Mint, Parsley, Peppermint, Spearmint, Brahmi, Self Heal.

**SALADS:** Alfalfa, Broccoli, Cabbage, Ferngreens, Radish, Sunflower.

We would also like to welcome Jasset Drury into our class.

Jan, Rose, Corinda and Janine

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**Casa del Cielo**

We are enjoying our preparations for Harmony Day. The children have been discussing the various continents, cultures and foods from around the world. We are looking forward to seeing the beautiful costumes on Friday.

Funny comments: Charlie “I have two headaches, one in my back and one in my knee.”

Alohat is working with the Cultural folders, learning about Uluru and its significance to Aboriginal people. Alona “I know why people like that big red rock, so they can hide behind, if any baddies come.”

Stef and Sam

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**Casa delle Stelle & Casa del Mare**

We would like to welcome Navash Drury to our class and we are all looking forward to our Harmony Day celebrations.

Carmelina, Meghan, Jasmine and Janine

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**Casa del Sole**

Hello,

We have had a busy last week in the classroom. The children have been interested in various topics, including Metal Insects, Polishing jobs, Sand Paper Letters and Pin picking.

Thank you to those parents who have already helped their child in collecting the names of their class mates and saying “goodbye and good afternoon” to each child, as they leave the classroom for the day. This routine has really helped to have a settled and a happy morning. It allows me to ensure that all children who are picking up appropriate materials in our classroom. Thank you!

I am looking forward to seeing everyone tomorrow in their cultural outfit. Please come in for our Naiai and parade at 11am, then a shared lunch at 12 noon.

My thoughts for the fortnight are:

1. Keep regular but don’t impose affection.
   Persevere the difference.

2. Assign regular household tasks that need to be done in the household to your child as age appropriate. Perhaps setting cutlery and table setting on the table, sorting, recycling, dusting, feeding pets, washing plants, etc.

Regards Raylene

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**Hello from Casa della Luna**

We have had a busy couple of weeks. Last week we visited the Enviros Waste Disposal Site (alias “The Tip”) and found it to be quite inspiring to see how our recyclable material is dealt with.

There is an impressive compactor machine that compacts all matter of materials. It also has the 2nd only glass recycling machine in the State. This machine breaks down glass to aggregate to be used in bricklaying and concrete, all the way to as fine as 1mm to be used in golf course sand traps. Only 1% of our recyclables need to go to landfill whereas the average is 25%. The only disturbing fact was that each family produces 1 tonne of regular waste to go to landfill each year! On Tuesday, this week, we went to the River Mouth where Sir-Bill (National Environment Centre) reconstructed a healthy coastal environment and then introduced human impacts to demonstrate how we damage our natural environment—these included inappropriate placement of roads and drainage, 4WDing in sensitive areas and littering rubbish. We then did some dune rehabilitation and revegetation with the Coastal Residents Association which is ongoing work.

Yesterday, we hit Surfers’ Point for the Drug Aware Pro—we were taken on a guided tour around the contest area; got posters and “shoc chips” as a sponsor! and watched the surfers carve up the huge waves. The children got autographs from many surfers including current World Champion, Mick Fanning. Unfortunately it was too big for our scheduled surf lesson with Josh Palmateer—hopefully soon.

A great day was certainly had by all.

That’s all for now folks John.
The final culmination of the project was a community presentation from the three schools on the results of the waste project. This involved a colourful exhibition of posters, reports from students and an opportunity for everyone to get together afterwards and share what they had learnt and enjoyed at a morning tea. Invites were sent to all councillors and Shire staff, all businesses and landholders involved, throughout the school community and to nearly 400 email database members and associates of the Cape to Cape Catchments Group. Thirty adults registered to come along these included the Shire of Augusta Margaret River CEO (Gary Evershed) along with key planning and infrastructure staff. Local ward and Shire Councillor Brian Middleton, local landholders, parents and interested community members were also in attendance.

Outcomes of the final exhibition/presentation were:

- Students presenting the Shire of AMRSC with a letter outlining how they could help local businesses more effectively recycle and manage their waste. This included further educating businesses about their responsibilities in waste management and the services available to effectively do this. The Shire has agreed to report back on the recommendations.
- Effective waste management practices being promoted and recognised.
- Children’s posters to be displayed in shop windows to promote effective waste management practices.

These outcomes can be evidenced by the attached newspaper article and photographs.
Hands-on program goes beyond classroom walls

It seems age is no barrier when it comes to protecting the environment.

Year 6 students from Margaret River St Thomas More and Montessori primary schools have been taking part in a program run by the Cape to Cape Catchments Group.

The focus was on waste management and ways the community can reduce pollutants from entering the Margaret River.

Students interviewed businesses in the area and examined how industry, commercial and building practices can be managed to minimise environmental impacts.

Project co-ordinator Tracyn Muir said students also visited several landholders who were re-using their waste in innovative ways.

The schools came together last week to share their findings with the community and suggest improvements.

One of the resulting recommendations from the students was the need for a recycling service in the CBD.

The group from Margaret River Primary School presented the CEO Gary Evershed with a letter detailing their findings and proposed solutions to problem areas.

Mr Muir praised the work of the students and the solutions they had suggested.

"These kids are our future and we need to listen to their views," she said.

"We are very grateful to the hard working teachers, landholders, parents and businesses that have helped to make the project possible."

As part of the project students also helped rehabilitate dune areas by planting pig face.
2. **Was your project successful in the way you expected? (if not, why not?)**

The project was most definitely very successful in educating students and the broader community about how we can all reduce the waste that enters landfill. In many ways it was more successful than I had anticipated as the school groups who we worked with were particularly engaged and were able to achieve the targeted aims.

3. **What lessons were learned through the project? Please describe any strengths or weaknesses of the project and what, if anything, you would do differently if you were to do the project again.**

As I will describe we had to modify the project significantly from the original structure to ensure we could actually implement it and achieve our aims. This meant working very quickly to establish new relationships and a clear outline or program of activities with discrete outcomes and an organised structure.

In completing the project it is clear that some sections of our community are proactive about managing waste however there are many, particularly small businesses who need further education and support to more effectively manage the waste that they produce.

A clear strength of the project was collaborating with schools to be the drivers of the project. Landholders and businesses were much more likely to participate in tours, surveys and education when they were approached by schools or saw it as benefiting local students.

Working through schools also meant that we (Cape to Cape Catchments Group) had access to a large audience. The activities students were engaged in and their learnings were communicated not only to parents but the whole school community through means like newsletters and assemblies.

Another fundamental strength of the project was providing students and community members with the hands on ability to actually view how people in a local context successfully manage waste to visit the ‘behind the scenes of a winery’ or olive farm. This included visiting the land fill site which provided a very clear example of why we as a community very clearly need to reduce what enters landfill.

Another particular strength of the project was the strong working relationships developed with the key stakeholders in the project. This
included the teachers who were then very engaged in the project and worked very hard to make it successful. Shire staff were also engaged with and supportive of the project providing further in-kind support as needed and working quickly to ensure we had access to sites or information.

Due to circumstances we had a limited time frame and limited budget to fit everything in to. This could be viewed as perhaps a weakness. There is definitely scope to follow up with businesses and perhaps provide more individualised information to help them improve their ability to manage their waste.

**4. Were you able to complete your project in the approved timeframe?**

We were however able to fit the whole project into the timeline. This was achieved because of the dedication of the teachers to the project, the enthusiasm of the students and willingness of a variety of members of the community to help out with the project.

**5. If there were variations, what were the cause(s)?**

There were significant variations as outlined once we received notification about achieving funding. This primarily meant changing the project from an arts based project to more directly a community education focus on waste. That enabled us to more efficiently achieve the Grant outcomes.

The key reason for the change was that we were not successful in receiving the Catalyst Arts Funding; this meant the arts component of the project could not be funded. In addition the team member who was going to be the arts co-ordinator had to leave town due to her husband receiving a transfer. Therefore without the arts coordinator and the arts funding it was clear that we would need to vary the structure and nature of the project.

**6. How did you acknowledge the Community Grants Scheme funding you received?**

The Community Grants Scheme funding was recognised in every communication about the project. This included our organisational emails, newsletter, press releases and media, posters and finally at the culminating event. Copies of these are included in the report.

**7. Was any promotional material produced for your project? (if so, please attach copies of flyers, posters etc)**

A copy of the flyer/poster is attached.
8. Was there any promotional opportunities for your project? (if so please attach copies of newspaper articles, photos etc)

There were promotional opportunities, as mentioned we received good media coverage and activities and messages were promoted through schools.

9. Do you feel your project has made a positive difference in your community? (If so, how? if not, why not?)

The project has undeniably made a positive difference in our community. The number of media articles and promotion of messages through the community about examples of good practice for waste management both by organisations, businesses, landholders and even local townspeople have ensured more people are informed about how to reduce what enters landfill.

In addition it has helped foster new relationships and enthusiasm for effective waste management. This was clearly visible at the final morning tea where local landholders were seen gathered together talking about their practices. Dairy farmer Kerry Cain noted “It’s great to meet other landholders and learn new ideas about what we can do on our property. The children have really inspired me to do even more”.

Parents and teachers also commented on just how much they had learnt from the project and how they were changing the practices within their own home to reduce and recycle.

In speaking to business owners who had been surveyed by students, many noted how they had been prompted and prodded to think more about how they could recycle and ensure less waste was just thrown into large skip bins.

Collaborating with the Shire of Augusta Margaret River and students presenting their findings to the CEO has meant that we have also sparked change within our local government.

This was evidenced by the fact that the three tours of the waste disposal facility were the first by local schools to view the recycling facilities and to actually see what landfill is. The tours made a significant impact on all participants.

The managers of the facility noted that they are very enthusiastic about encouraging more tours and any educational opportunities that may arise based on the success of the project.

The ideas presented to the Shire of AMRSC by students (with a request for a response) also encourage change and new policies to support rate payers in reducing the waste that enters landfill.
The project has generated a great deal of positivity about good waste management practices and the sense that within our own community we all can make a large difference in reducing the waste that enters landfill.

10. Did any opportunities or ideas arise during the project?
In completing the project some ideas for making further impact were discussed and could be further developed. An opportunity also arose from the Shire to work with them to help educate local builders about their responsibilities in regards to managing their building sites and production of waste.

11. Do you now have ideas for other future projects?
There are a number of opportunities for further projects.

All schools involved are very enthusiastic about being involved in a similar project at a later date. All evaluations from teachers indicated they found the project very valuable, well organised and successful in achieving a variety of learning outcomes. There is therefore the scope to broaden the scope of the project to more classes and schools, improving on data collection and engagement with the community on the key issues.

It is also clear that there is definitely the need for some sort of project to conduct an education project with local small business holders about effective waste management. This could involve re-surveying businesses about their practices and perhaps helping to provide simple solutions to enable them to more effectively reduce what enters landfill. This could occur by connecting businesses that are next to each other to share recycling facilities as many have mentioned they don't have the financial capability to have their own large scale recycling bins or perhaps working with the Shire to develop other solutions.

It would also be useful to provide further community tours. These could include not only to businesses or landholders who are role models but also local householders. For instance homes where people have introduced very effective composting heaps, worm farms and gardens or have innovative ideas on how to re-use the waste that their household produces. These tours would be valuable educational opportunities and provide real solutions in a local context.

FEEDBACK

Did the website and information pack provide you with enough information?

I found the information pack and website succinct and useful.
Did you find the advice provided by WARRA staff useful?

I found WARRA staff to be very helpful friendly and efficient. Bianca King always answered any queries I had and was very helpful in ensuring that despite the changes we needed to make to the initial project we could still deliver a project which achieved the stated aims.

Do you have any other comments about the CGS scheme?

I think the CGS scheme is a particularly powerful means of gaining financial support to enact projects which make a large scale difference within a community. We were very grateful to receive the grant and found it very useful in achieving a number of valuable outcomes.

Appendix

Poster and Flyer