

## Karrinyup Primary School sustainability roster (example)

Year level	Class job	Responsibilities	Learning area outcome	Frequency
Pre-Primary	Worm warriors	<ul style="list-style-type: none"> <li>Collect school fruit and vegetable bins and add to worm farm and compost (suggested using an Education Assistant).</li> </ul>	<p><b>Science understanding</b></p> <ul style="list-style-type: none"> <li><i>Biological sciences:</i> Living things have basic needs, including food and water.</li> </ul> <p><b>Science as a human endeavour</b></p> <ul style="list-style-type: none"> <li>Science involves observing, asking questions about and describing changes in objects and events.</li> </ul> <p><b>Science inquiry skills</b></p> <ul style="list-style-type: none"> <li>All of them.</li> </ul>	<ul style="list-style-type: none"> <li>Collect bins twice a week (must be before Friday at the end of each week).</li> </ul> <p>Commencing week 3, Term 1</p>
Year 1	Batteries, aluminium cans, and recycling mobile phones	<ul style="list-style-type: none"> <li>Making fliers to encourage the community to bring in batteries and old mobile phones.</li> <li>Collecting old mobile phones for recycling and monitoring the battery recycling bin.</li> </ul>	<p><b>Science understanding</b></p> <ul style="list-style-type: none"> <li><i>Chemical sciences:</i> Everyday materials can be physically changed in a variety of ways.</li> </ul> <p><b>Science as a human endeavour</b></p> <ul style="list-style-type: none"> <li><i>Use and influence of science:</i> People use science in their daily lives, including when caring for their environment and living things.</li> </ul> <p><b>Science inquiry skills</b></p>	<ul style="list-style-type: none"> <li>Fliers to be added to the sustainability community board twice per term.</li> <li>Collect and store old mobile phones as needed until collected by sustainable committee to drop off.</li> </ul> <p>Commencing week 4, Term 1</p>

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Year level	Class job	Responsibilities	Learning area outcome	Frequency
Year 2	Waste-free Wednesday monitors	<ul style="list-style-type: none"> <li>Classroom teacher records waste-free lunch boxes in class before recess (canteen ordered lunch is not waste-free).</li> <li>Year 2 waste monitors collect classroom data and collate it for the fortnight.</li> <li>Winner announced at the end of term assembly.</li> </ul>	<p><b>Science understanding</b></p> <ul style="list-style-type: none"> <li><i>Earth and space sciences:</i> Earth's resources are used in a variety of ways.</li> <li><i>Chemical sciences:</i> Different materials can be combined for a particular purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Collect waste-free data from classroom teachers each Wednesday and collate.</li> <li>Announce at assemblies the waste wise progress. If competing, share who is in the lead.</li> </ul> <p style="color: blue;">Commencing week 4, Term 1</p>
Year 3	Compost carers	<ul style="list-style-type: none"> <li>Turn compost.</li> <li>Add brown (carbon) material as needed.</li> <li>Add water as needed.</li> </ul>	<p><b>Science understanding</b></p> <ul style="list-style-type: none"> <li><i>Biological sciences:</i> Living things can be grouped on the basis of observable features and can be distinguished from non-living things.</li> </ul> <p><b>Science as a human endeavour</b></p> <ul style="list-style-type: none"> <li>Making predictions and describing patterns and relationships, and knowing science helps people understand the effect of their actions.</li> </ul> <p><b>Science inquiry <u>skills</u></b></p>	<ul style="list-style-type: none"> <li>Check compost on an as needed basis throughout the day.</li> </ul> <p style="color: blue;">Commencing week 3, Term 1</p>

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Year level	Class job	Responsibilities	Learning area outcome	Frequency
Year 4	Community news and organising events	<p><i>Publicity:</i></p> <ul style="list-style-type: none"> <li>• Create news posts to inform the community about sustainability and progress towards goals.</li> <li>• Create graphs and records.</li> </ul>	<p><b>Science understanding</b></p> <ul style="list-style-type: none"> <li>• <i>Chemical sciences:</i> Considering how the properties of materials affect the management of waste or can lead to pollution.</li> <li>• <i>Earth and space sciences:</i> Earth's surface changes over time because of natural processes and human activity.</li> </ul> <p><b>Sustainability</b></p>	<ul style="list-style-type: none"> <li>• Fortnightly community posts and updates about sustainability on the sustainability board.</li> <li>• Daily checking of the sustainability board to keep it tidy and orderly.</li> </ul> <p>Commencing week 4, Term 1</p>
Year 5	Recycled paper bins	<ul style="list-style-type: none"> <li>• Monitor and empty classroom recycled paper bins.</li> <li>• Call the bin pickup service when recycling bins need emptying.</li> <li>• Set up a roster to collect and weigh bins from each classroom.</li> <li>• Analyse and represent data in graph form and draw conclusions from the data.</li> </ul>	<p><b>Science inquiry skills</b></p> <ul style="list-style-type: none"> <li>• <i>Processing and analysing data and information:</i> Construct and use a range of representations, including tables and graphs, to present and describe observations, patterns or relationships in data using digital technologies as appropriate.</li> <li>• Compare data with predictions and use as evidence in developing explanations.</li> </ul>	<ul style="list-style-type: none"> <li>• Empty bins each week, before Friday.</li> <li>• Teacher to call bin pickup service when all big bins are nearly full.</li> </ul> <p>Commencing week 3, Term 1</p>
Year 6	Farm garden	<ul style="list-style-type: none"> <li>• Overall maintenance and ensuring all roles are being carried out by each class.</li> <li>• Fertilising.</li> <li>• Composting.</li> <li>• Watering.</li> <li>• Weeding.</li> <li>• Research what is needed for a healthy garden bed.</li> </ul>	<p><b>Science understanding</b></p> <ul style="list-style-type: none"> <li>• <i>Biological sciences:</i> The growth and survival of living things are affected by the physical conditions of their environment.</li> <li>• <i>Elaborations:</i> Investigating how changing physical conditions for plants impacts their growth and survival, such as salt water, use of fertilisers and soil types.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily watering and fertilising as needed.</li> <li>• Update notes to classes weekly/fortnightly.</li> </ul> <p>Commencing week 3, Term 1</p>

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		<ul style="list-style-type: none"><li>• Notes to classes on how to care for their plants.</li><li>• School roster of plants and garden beds.</li></ul>	<p><b>Sustainability</b></p> <p><b>Science inquiry skills</b></p> <ul style="list-style-type: none"><li>• All of them.</li></ul>	