School waste system assessment

Introduction

The school waste system assessment will help you review your existing waste contract and identify new services that could help your school recover more waste and save money.

Most schools pay for the disposal of their waste. Waste charges are based on the type of waste collected (general waste or recycling), the size of the bin and collection frequency. Schools usually get charged the same amount regardless of how full the bin is that is being collected. The disposal cost for recycling is also generally lower than general waste disposal costs. The school waste system assessment helps schools to assess their bin capacity and service needs. It encourages schools look for ways to recover more waste and save money by changing the collection service, number of bins, bin size or frequency of collections.

Past waste audit results

School waste audits in Western Australia found that schools have great potential to divert waste from landfill by recycling various waste materials. The audits found that school waste consisted of:

- 40% organic waste, which could be composted or processed by worm farms at the school or taken away as a separate organics waste stream
- 37% paper and cardboard, which could be recycled
- 12% mixed recyclables (comingled)
- 11% other waste.

Up to 89% of the waste generated by the schools could be diverted from landfill and recycled.

School waste system assessment tasks

The school waste system assessment involves six tasks. It is up to you to decide how many tasks you want to do. The more tasks you do, the more opportunities there are to reduce waste to landfill and save money on your waste service contracts.

Task	Description
1. Waste service contract review	A review of the school's waste contracts to improve the way waste is managed by the school.
2. Bin capacity audit	An audit of bin capacity to determine how full waste and recycling bins are prior to collection by the waste services provider.
3. Waste stream review (optional)	
3.1 School waste audit	An audit of the school's general waste bins to identify the types of waste generated.
3.2 Recycling checklist	A checklist to identify waste that your school could recycle or recover.
4. Analysis of findings	An analysis of findings from Task 1, Task 2 and Task 3 (optional), to make recommendations to improve the school's waste system.
5. Piloting changes	A pilot of proposed changes to the school waste system.
6. Making changes	Implementation of the recommendations from the analysis (Task 4) and pilot (Task 5). This may include installation of new bin infrastructure, student and staff education programs and/or changes to waste management contracts.

When should we do it?

The waste system assessment can be done any time; however, it is recommended that you contact your waste services provider to discuss the best time to make potential changes to your contract.

How long does it take?

The process takes about 10 hours spread over two months. If a school waste audit is scheduled, then this may take an additional half day.

How often should we do it?

The assessment should ideally be conducted every three years or be aligned to your waste management contract duration.

What do we need?

You will need the following items to conduct the assessment:

- a copy of the school's current waste services contract(s)
- the waste services contract review spreadsheet
- the bin capacity audit spreadsheet
- your school waste audit results summary from a past audit, or an audit completed as part of this activity (see the WWS waste audit toolkit).

Who can do it?

Tasks are best led by a teacher with support from school administration staff. Students can assist with the waste audit (Task 3.1).

Let's get started

Task 1. Waste services contract review

Understanding your waste services contract is the first step in identifying opportunities to make changes that may save your school money and help recover more resources.

Follow these steps to complete the task:

1. Seek support from the school principal to conduct the activity.
2. Speak to the school business manager and ask for a copy of the school's waste services contract. You may have more than one contract for waste and recycling services.
3. Request assistance from the business manager/school administration staff to identify all payments made to your waste services provider(s) over one entire school year.
4. Complete the waste services contract review spreadsheet. Guidance notes on how to complete the worksheet are documented in Annex A.

Task 2. Bin capacity audit of bins collected by a waste service provider

Understanding how full waste and recycling bins are prior to collection will help you decide if you can reduce the number, size or frequency of bins collected or add additional services to reduce waste to landfill.

The bin capacity audit only looks at bins that are collected by a waste service provider. These bins can usually be identified using the school's waste services contract. For many schools, this will include large front-lift bins.

To ensure the best data is collected, audit bins as close as possible to the bin collection time. You will need to speak to your cleaner or grounds staff to identify the most appropriate days and times for the types of bins you are auditing.

It is recommended that you audit the school's bins more than once. The more audits of each bin your school does, the more confidence you will have in the results.

The table below provides some guidelines on the number and frequency of the bin capacity audits. Try to avoid times when school camps, excursions, sports days or school celebrations are planned.

Bin collection frequency	Bin capacity audit timing
Daily	Conduct five (or more) audits on different days of the week (e.g. Monday, Wednesday, Friday) spread over two different weeks.
Weekly or fortnightly	Conduct four audits in succession (every week/fortnight)
Monthly	Conduct two (or more) audits in succession

Follow these steps to complete the task.

Planning and preparation

1. Seek support from the school principal to conduct the activity.
2. Complete the bin capacity audit activity planning table (Annex B) to plan your audit.

3. Place a temporary label containing a unique number on each bin. This helps avoid skipping bins or double auditing. The use of labels is more important when conducting repeat audits or when you want to compare change over time.
4. Notify school cleaners and grounds staff about the planned audit. You many need their assistance to unlock bins or provide access to the area where the bins are located.

Completing the audit

1. Complete the bin capacity audit worksheet (Annex C). The worksheet contains instructions to follow. If your school has skip bins, you may need a tape measure to measure the bins.
2. After the audit activity, enter the results into the bin capacity audit spreadsheet.
3. Once all data is entered into the spreadsheet, you can update the reports and charts.

Task 3. Waste stream review

These tasks will help you gain an understanding of how much of the school's general waste stream could be recovered. This will help you identify if there are opportunities to introduce new recycling services at your school.

Task 3.1 School waste audit

Conduct a waste audit. See the WWS waste audit toolkit for details on conducting a school waste audit. If your school is in the Perth metropolitan area, the Waste Wise Schools team may be able to assist you. If you cannot conduct a new waste audit, then the results from a past audit may still be useful.

Once the audit is completed, staff or students should estimate the total mass and volume of waste that is produced by the school each year for each waste category. Please also calculate the total mass and volume of each type of waste for one week of the school year.

Task 3.2 Recycling checklist

Complete the recycling checklist (Annex D). Instructions are included in the checklist.

Task 4. Analysis of findings

Analysis of waste management contract review (Task 1)

First perform a high-level check on your bins. Compare the bins listed in the contract details worksheet with those actually being serviced at your school. If there are differences between what is collected and what is in the contract then you should check how much you are actually being charged to determine if you are paying for the pick-up of bins that are no longer in service.

Analysis of the bin capacity audit (Task 2)

Open the completed bin capacity audit spreadsheet and click on the 'Reports' worksheet tab. Look at Report number 6, 'Percentage of bin capacity used for each waste stream'. For each waste stream, you can look at the 'Percentage of bin capacity used' to determine if there is scope to alter your bin collection services. The table below provides some general guidance on how to interpret the different percentages.

Percentage of bin capacity used	General recommendation
Less than 60%	Strong case to investigate reductions in number of bins, bin size or collection frequency.
Between 60% and 80%	Use caution. Consider small reductions in number of bins or bin size. Ensure you do a pilot before making any changes.
Over 80%	Best not to make changes unless other waste reduction measures are being considered (e.g. introducing paper recycling or diverting organic waste to school compost or worm farms).

What if the results indicate recycling services should be reduced?

If findings indicate that the recycling bins are not being utilised, instead of reducing the number, size or frequency of collections, investigate ways to increase your rates of recycling to make better use of these bins. Examine the results from the waste stream review (Task 3) to determine your school's potential to improve student behaviours to separate recyclables from the general waste stream. Based on all the information available, determine if changes to bins (position, signage) or student education about recycling and bin usage could improve the situation.

Analysis of school waste audit (Task 3.1)

Review the results of the waste audit to identify the main items in your general waste bin that could be recovered. Pay attention to the additional calculations of estimated weekly mass and volume for each waste stream.

Estimate the total volume of comingled recyclables disposed of to landfill each week by adding up the total volume of plastic containers, aluminium, steel cans and glass. Estimate the volume of paper and cardboard and organic waste.

Determine if there is a sufficient mass or volume of any one waste stream (comingled, paper, cardboard or organic waste) to justify introducing a new recycling service. Schools are advised to discuss the results of their waste audit with their existing and/or competing waste services provider to identify new or alternative recycling service options.

How many new recycling bins, what size and what frequency?

The number of bins, bin size and frequency of collection are factors that all work together to ensure your school's waste is safely and reliably collected from the school.

Waste management service providers are best placed to help identify an ideal combination of bins for your school. Contact your service provider for advice.

Waste education campaign

Before adding any new waste services at your school, you need to ensure that all staff and students know how to use them properly. Ensure you allow for the time and costs to run an education and behavior change campaign focused on the new recycling service. Students need to know what it is, how to use it property, why it is important to use the bin correctly and what happens when misused. The campaign should be supported by appropriate signage, posters and talks at assembly. Many schools find these recycling signs helpful.

The GREAT sort campaign is another example of simple and clear messaging that can help change waste behaviours. You can view the resources online.

Analysis of the recycling checklist (Task 3.2)

Review the list of additional items you have nominated to recycle or recover. Complete the recommendations template (Annex E) for each new type of item to be recycled.

Once you have the support of all relevant stakeholders, you should seek approval from the school principal before making changes.

Decisions about waste contracts

Once you have identified changes that could be made to the waste management contract and school waste system, you can perform some basic modelling to determine what the cost implications are.

First make a copy of the existing school waste system assessment spreadsheet.

Open the new copy of the spreadsheet and update the 'Contract details' worksheet tab to reflect your proposed changes. Look at the values in the 'Estimated yearly cost' column and compare these new values with the estimates calculated in the original version of the spreadsheet. In the simple example outlined below, there are cost savings of $2,000 from reduced general waste bins and an increase of $1,000 to introduce comingled recycling. Overall, $1,000 per year could be saved from the waste management contract.

Simple example of changes to waste management contract costs:

Waste stream	Yearly estimate ($ original)	Yearly estimate ($ proposed changes)
General waste	5,000	3,000
Comingled	0	1,000

You should now have all the information needed to make a strong case for your proposed changes. You should document your findings and support your recommendations using the evidence you have gathered. Annex F provides a template you can use to help structure your recommendations and evidence.

Impacts on cleaning and grounds staff

Before making any changes, always consult with cleaning and grounds staff. Your changes may require these staff members to empty or move more bins. These tasks may fall outside of their existing contracted work.

You should share and discuss the recommendations with the relevant stakeholders at your school including the sustainability teams, finance and administration staff and cleaning staff.

Remember to get sign-off from the principal before moving on to the pilot phase.

Task 5. Piloting changes

Many schools pilot changes to their waste management contracts to ensure the adjustments made will still enable the safe and reliable disposal of the school's waste.

Examples of piloting may include:

- removing bins from service prior to a change being made permanently
- regularly monitoring bin capacity before collection if the bin size is being reduced
- making a request to the waste services provider to skip a planned collection of some/all bins if the collection frequency is being adjusted
- monitoring new recycling bins to check if they are used correctly.

At the end of this task you should have more confidence that the proposed changes will be successful. A list of recommendations should be incorporated into new waste contracts or school waste management plans.

Task 6. Making changes

Now it is time to make the required changes to your school's waste management contracts and waste management system. You should review the contents of your 'recommendations tables' to identify the smaller sub-steps and activities that need to be implemented. These can help create a timeline for you to follow. Remember to track and report your progress to all relevant stakeholders at the school.

Once the changes are completed, you can celebrate your achievements by alerting the broader school community. Remember to monitor your changes over time; this will enable you to report great success stories and identify issues which may need addressing.

ANNEX A. Guidance notes for completing the waste services contract review spreadsheet

Examine your waste services contract(s) and find the section that lists the waste collection services.

Yearly contract cost

Open the [waste services contract review spreadsheet](#) and click on the 'Contract details' worksheet tab. Calculate the actual contract cost of your school's waste services for an entire school year. You should work with your school's business manager/administration staff to identify all payments made to the waste services provider during the last full school year. The total cost may also be specified in the contract, however, there may be instances where extra services are used and paid for outside of what is specified in the contract. Enter this amount into the spreadsheet above the main data table.

Entering data into the table

The spreadsheet is prepopulated with an example entry which you can update with your details. Do not type in the yellow cells. These cells contain formulas and should not be altered.

For each waste stream (general waste, comingled waste, paper and cardboard, organic – food and garden – waste, etc.), you need to identify the number of bins, size of each bin, frequency of each bin's collection and the cost of each service. To enter a new row into the table, start by entering the next sequential number in the 'Entry #' column. A sample scenario is provided below.

Our sample contract includes:

- one three-cubic-metre skip bin for general waste, which is collected every week at a cost of $348 per collection
- five wheelie bins for comingled recycling, which are 120 litres in size and are collected each week at a cost of $4.60 per collection of each bin
- six wheelie bins for comingled recycling, which are 240 litres in size and are collected each week at a cost of $5 per collection of each bin
- one 1100 litre wheelie bin for paper, collected every month at a cost of $10 per collection.

Whilse not specified in the contract, we also note that the school has one 120 litre wheelie bin for organic food waste, which is collected and composted onsite at no cost. The data entered into the contract details worksheet would look similar to the example below.

Entry #	Waste stream	Bin size	Collection frequency	Number of bins like this one	Collected by	Fee charge method	Cost per collection per bin	Cost of collection of all bins of this type
1	Landfill	3 Cubic Metre	Weeky	1	Cleanaway	Per pick up	348	348
2	Comingled (bottles/cans/plastic)	120 Litres	Weeky	5	Cleanaway	Per pick up	4.6	23
3	Comingled (bottles/cans/plastic)	240 Litres	Weeky	6	Cleanaway	Per pick up	5	30
4	Organic waste (food or garden waste)	120 Litres	2 times per week	1	School	Other	0	
5	Paper/cardboard	660 Litres	Every 2 months	1	Cleanaway	Per pick up	5	5

Additional table filling tips

Table column	Tips
Entry #	Starting at '1' for the first row in the table, enter the next sequential number in the column. Doing this helps Excel create a new table entry ready for you to enter data into.
Fee charge method	All bins in our example are charged at a cost for each bin pick-up. Your contract may be different. You may be charged a monthly fee, or a flat fee that covers an entire year or the life of the contract. Select the option that matches your contract. If your fee charge method isn't in the list of options available, select 'Other' and add some comments in the 'Notes' column.
Cost per collection per bin	If the 'fee charge method' is 'Per pick up', then also enter the 'Cost per collection per bin' as documented in your contract. If your contract specifies a different fee charge method, then leave this column empty.
Cost of collection of all bins of this type	This will be automatically calculated if the 'Fee charge method' is 'Per pick up'. If your contracted service uses another fee charge method, then cells in this column will remain blank.
Estimated yearly cost (not shown on sample image)	The 'Estimated yearly cost' will be automatically calculated if the 'Fee charge method' is 'Per pick up'. If your contracted services use another fee charge method, then cells in this column will remain blank. Please note this is an estimated cost only based on assumptions about the number of days, weeks and months covered by the four school terms. For example, it is assumed there are 280 school days, 42 weeks and 10 months where the collection service would be active. **Note**: the estimated cost should not be relied upon to make decisions. These estimations may be useful to investigate the impact of any future changes to your contract.

ANNEX B. Bin capacity audit planning table

You will need to identify all the bins collected by your waste services provider. **Do not include classroom and general outdoor bins in your audit.** Collect required information such as bin collection dates from the school cleaner or grounds staff. Plan to conduct the audit the day before the bins are scheduled to be collected by the waste services provider. If bins are collected daily or at multiple times during the week, conduct the audit prior and close to the scheduled collection time.

Bin capacity audit						
Audit type: ☐ One-off: audit date _____ ☐ Recurring audit: audit dates _____ _____ _____ _____ _____						
Bin Location	**Bin number**	**Waste Stream**	**Bin collection date and frequency**	**Bin audit date and time**	**Person/group responsible**	**Notes**

Form filling tips

Form item	Tips
Bin location	List the areas where bins collected by the waste services provider are stored.
Bin number(s)	This is optional and does not refer to the number of bins in each location. Ideally each bin will be labelled with a unique number to help tracking. If you have put temporary labels on your bins, then write down the unique bin numbers.
Waste types	Note the type of waste stored in the bin. Use a legend if you have many bins (G = general waste, C = comingled, P = paper, C = cardboard, O = organic waste).
Bin collection date or frequency	Dates that bins are normally collected by the waste services provider. If they are collected daily or on the last day of the week, then note this instead.
Bin audit date & time	The date and time that you plan for the bin capacity audit to be done. Remember this should be close to, but before the time when the bin is collected.
Person/group responsible	List the names of people who are assigned to audit the bins in this location.
Notes	Any reminders or safety notes, or keys needed to unlock bins.

ANNEX C. Bin capacity audit worksheet

Follow these instructions to conduct a bin capacity audit of your allocated bins.

1. Complete one row of the table for each bin being audited. You can use the Bin size guide to assist.
2. Optional: take a photo of your bin to show how full it is.

Bin capacity audit				
Name(s):			Date:	Time:
Bin location	Bin number	Waste stream: ☐ General waste ☐ Paper/cardboard ☐ Comingled (bottles/cans/plastic) ☐ Organic waste (food or garden waste) ☐ Other: _____	How full: ☐ Empty or nearly empty ☐ Quarter full ☐ Half full ☐ Three quarters full ☐ Full ☐ Overflowing	Bin size: ☐ 60 Litres ☐ 120 Litres ☐ 240 Litres ☐ 660 Litres ☐ 1100 Litres ☐ Skip bin: length _____ cm, width _____cm, height _____ cm
Bin location	Bin number	Waste stream: ☐ General waste ☐ Paper/cardboard ☐ Comingled (bottles/cans/plastic) ☐ Organic waste (food or garden waste) ☐ Other: _____	How full: ☐ Empty or nearly empty ☐ Quarter full ☐ Half full ☐ Three quarters full ☐ Full ☐ Overflowing	Bin size: ☐ 60 Litres ☐ 120 Litres ☐ 240 Litres ☐ 660 Litres ☐ 1100 Litres ☐ Skip bin: length _____ cm, width _____cm, height _____ cm

Name(s):			Date:	Time:
Bin location	Bin number	Waste stream: ☐ General waste ☐ Paper/cardboard ☐ Comingled (bottles/cans/plastic) ☐ Organic waste (food or garden waste) ☐ Other: _____	How full: ☐ Empty or nearly empty ☐ Quarter full ☐ Half full ☐ Three quarters full ☐ Full ☐ Overflowing	Bin size: ☐ 60 Litres ☐ 120 Litres ☐ 240 Litres ☐ 660 Litres ☐ 1100 Litres ☐ Skip bin: length _____ cm, width _____cm, height _____ cm
Bin location	Bin number	Waste stream: ☐ General waste ☐ Paper/cardboard ☐ Comingled (bottles/cans/plastic) ☐ Organic waste (food or garden waste) ☐ Other: _____	How full: ☐ Empty or nearly empty ☐ Quarter full ☐ Half full ☐ Three quarters full ☐ Full ☐ Overflowing	Bin size: ☐ 60 Litres ☐ 120 Litres ☐ 240 Litres ☐ 660 Litres ☐ 1100 Litres ☐ Skip bin: length _____ cm, width _____cm, height _____ cm
Bin location	Bin number	Waste stream: ☐ General waste ☐ Paper/cardboard ☐ Comingled (bottles/cans/plastic) ☐ Organic waste (food or garden waste) ☐ Other: _____	How full: ☐ Empty or nearly empty ☐ Quarter full ☐ Half full ☐ Three quarters full ☐ Full ☐ Overflowing	Bin size: ☐ 60 Litres ☐ 120 Litres ☐ 240 Litres ☐ 660 Litres ☐ 1100 Litres ☐ Skip bin: length _____ cm, width _____cm, height _____ cm
Bin location	Bin number	Waste stream: ☐ General waste ☐ Paper/cardboard ☐ Comingled (bottles/cans/plastic) ☐ Organic waste (food or garden waste) ☐ Other: _____	How full: ☐ Empty or nearly empty ☐ Quarter full ☐ Half full ☐ Three quarters full ☐ Full ☐ Overflowing	Bin size: ☐ 60 Litres ☐ 120 Litres ☐ 240 Litres ☐ 660 Litres ☐ 1100 Litres ☐ Skip bin: length _____ cm, width _____cm, height _____ cm

Additional bin capacity audit worksheets

Name(s):			Date:	Time:
Bin location	Bin number	Waste stream: ☐ General waste ☐ Paper/cardboard ☐ Comingled (bottles/cans/plastic) ☐ Organic waste (food or garden waste) ☐ Other: _____	How full: ☐ Empty or nearly empty ☐ Quarter full ☐ Half full ☐ Three quarters full ☐ Full ☐ Overflowing	Bin size: ☐ 60 Litres ☐ 120 Litres ☐ 240 Litres ☐ 660 Litres ☐ 1100 Litres ☐ Skip bin: length _____ cm, width _____cm, height _____ cm
Bin location	Bin number	Waste stream: ☐ General waste ☐ Paper/cardboard ☐ Comingled (bottles/cans/plastic) ☐ Organic waste (food or garden waste) ☐ Other: _____	How full: ☐ Empty or nearly empty ☐ Quarter full ☐ Half full ☐ Three quarters full ☐ Full ☐ Overflowing	Bin size: ☐ 60 Litres ☐ 120 Litres ☐ 240 Litres ☐ 660 Litres ☐ 1100 Litres ☐ S Skip bin: length _____ cm, width _____cm, height _____ cm
Bin location	Bin number	Waste stream: ☐ General waste ☐ Paper/cardboard ☐ Comingled (bottles/cans/plastic) ☐ Organic waste (food or garden waste) ☐ Other: _____	How full: ☐ Empty or nearly empty ☐ Quarter full ☐ Half full ☐ Three quarters full ☐ Full ☐ Overflowing	Bin size: ☐ 60 Litres ☐ 120 Litres ☐ 240 Litres ☐ 660 Litres ☐ 1100 Litres ☐ Skip bin: length _____ cm, width _____cm, height _____ cm

Bin location	Bin number	Waste stream: ☐ General waste ☐ Paper/cardboard ☐ Comingled (bottles/cans/plastic) ☐ Organic waste (food or garden waste) ☐ Other: _____	How full: ☐ Empty or nearly empty ☐ Quarter full ☐ Half full ☐ Three quarters full ☐ Full ☐ Overflowing	Bin size: ☐ 60 Litres ☐ 120 Litres ☐ 240 Litres ☐ 660 Litres ☐ 1100 Litres ☐ Skip bin - Length _____ cm, Width _____cm, Height _____ cm

Bin size guide

Use this guide to help identify the size of the bins you are auditing.

| 60 litres 60cm high | 120 litres 92cm high | 240 litres 107cm high | 660 litres (120cm long x 74cm wide x 120cm high) | 1100 litres (120cm long x 100cm wide x 130cm high) |

Length

Front-lift bins come in many sizes. Measure the length, width and height in metres and write these numbers on your activity sheet. If the height of the bin changes like in the photo above, just use a measurement of the shorter height.
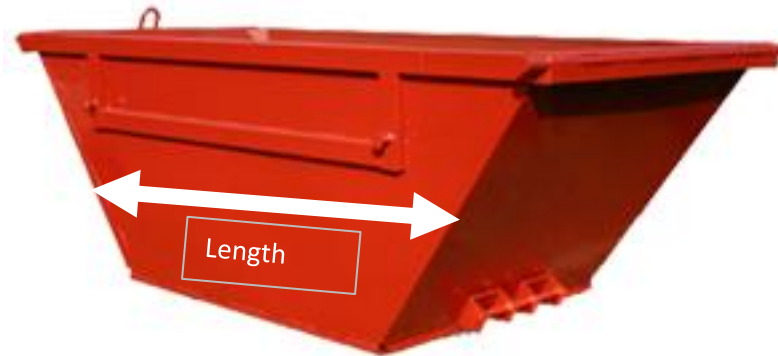
Skip bins come in many sizes. Measure the length, width and height in metres and write these numbers on your activity sheet. When measuring the long length, take your measurement about half way up the bin face.

ANNEX D. Recycling checklist

Use this table to find out what else you could recycle or recover at school.

Waste items	We already recycle (✓)	We will start recycling (✓)	How will we recycle it?
Recyclables*			Consider a waste collection service or investigate the Container Deposit Scheme for eligible containers.
Food organic waste*			Options: School compost bins, worm farm or a waste collection service.
Garden organic waste*			Options: School compost bins, garden mulch or a waste collection service.
Printer ink and toner cartridges			
Computers and IT equipment*			
Batteries			
Fluorescent tubes or CFL light globes			
Soft plastics			REDcycle is a common option, particularly in metropolitan areas.

Checklist instructions

1. Review each waste item in the checklist.
2. For items you are not already recycling, refer to the Recycling Near You website, Business Recycling website, your Regional Council or local government for more information about collection points. For waste collection services marked with an asterisk (*), the Waste Disposal and Recycling Services CUAWA2016 is mandatory for State Government schools in the Perth Metropolitan region.

The school could also act as a school community collection centre for other items, such as mobile phones, which can be recycled through various schemes.

TerraCycle has free programs for schools and communities which recycle a range of other items listed below:

- coffee pods
- toothbrushes and toothpaste tubes
- contact lenses and contact lens blister packs
- ink pens, felt tip pens, highlighters, markers and more (writing instrument recycling)
- plastic bread bag closures.

ANNEX E. Recycling recommendations summary

Complete this table of recommendations to introduce new collections such as soft plastics or worm farming. Create a new table for each item or cover similar items in one table. Share the table with others to gain their support.

If you are proposing a change to your waste management contract, please complete Annex F.

Summary topics	Information and responses
Waste items to be recycled	
Estimation of volume of waste	
Current disposal method	
Impacts of current disposal method	
Proposed new recycling method	
Collection / disposal and infrastructure/bins required	
Estimated set-up and running costs	
Additional work to set up and manage the recycling process	
Benefits of recycling this item	
Proposal supported by	

Guidelines to assist completing the recommendations summary

Summary topics	Guidance notes
Waste items to be recycled	List the items that you plan to start recycling. Give clear examples if needed.
Estimation of waste	Refer to school waste audit results to obtain an estimate of the volume of waste generated each year.
Current disposal method	Briefly outline how the waste is currently disposed of by the school. For example, in the school's general waste bin.
Impacts of current disposal method	List any current negative impacts of the current disposal practice.
Proposed new recycling method	Outline how you propose to collect and recycle the waste item in a safe and reliable manner. List who will collect the waste items.
Collection/disposal infrastructure/bins required:	List the proposed number and location of collection points, the proposed types of bins or collection stations and bin signage requirements. The Waste Wise Schools team may be able to assist through a grant or advice.
Estimated set-up and running costs	Develop a very simple budget outlining (a) one-off set-up costs (e.g. new bins/posters) and (b) ongoing recycling management (charge for collection).
Additional work to set-up and manage the recycling process	If not clear above, outline roles for staff and students. Describe the ongoing time commitment from staff and students to manage the recycling process. Providing an estimated number of hours per week or month may be required to help convince staff or decision-makers that the recycling won't create too much additional work. List any student and staff-related waste education required to raise awareness and encourage correct recycling of the item.
Benefits of recycling this item	List the benefits (educational, economic, social, environmental) of recycling the waste item.
Proposal supported by	Showing you have support helps encourage others to get on board. Start with staff and students and then reach out to your Regional Council or local government waste/sustainability officers or community groups.

ANNEX F. Waste management contract recommendations

Use this table to summarise your recommendations to adjust your waste management contract.

Topics	Information and responses
General waste	
What changes are proposed to the number, size and collection frequency of general waste bins?	
Why are you proposing to make these changes?	
What are the cost implications of making these changes?	
When do you propose to make the changes?	
What other steps or activities are required to implement the changes?	
What are the risks of making these changes?	
Recycling (comingled, paper, cardboard and/or food organics)	
What changes are proposed to the number, size and collection frequency of recycling waste bins?	
Why are you proposing to make these changes?	
What are the cost implications of making these changes?	
When do you propose to make the changes?	
What other steps or activities are required to be performed to implement the changes?	
What are the risks of making these changes?	

Guidelines to assist completing the waste management contract recommendations table

Summary topics	Guidance notes
What changes are proposed to the number, size and collection frequency of general/recycling waste bins?	Summarise the details in the existing waste management contract including the total yearly cost and number, size and frequency of collection of each type of bin. Summarise the proposed changes, making specific references to increases and decreases in the number, size and collection frequency of waste bins.
Why are you proposing to make these changes?	Document the findings from the bin capacity audit and waste audit that have informed your decision-making. When making reductions to bin numbers, sizes and collection frequency, make specific reference to the 'Percentage of bin capacity used'.
What are the cost implications of making these changes?	Estimate increased costs or cost savings based on comparison of original and revised details in the contract details worksheet.
When do you propose to make the changes?	Specify dates and timelines that align with new or revised waste management contracts.
What other steps or activities are required to implement the changes?	Identify any new bin infrastructure, signage or education campaigns needed.
What are the risks of making these changes?	Document possible risks and what you might do in response. For example, a new recycling service may be introduced and not used correctly with high rates of contamination. You might respond by creating new posters, school assembly talks and green team member patrols to encourage correct waste disposal behaviours. Reducing general waste services could result in overflowing waste bins during busy school periods such as school fairs. You can investigate the additional one-off costs of hiring extra bins or an extra collection pick-up service for that week.