



## Key elements of working towards a whole-school approach

### Make a whole-school commitment

This means developing a shared vision of improving air quality in and around the school.

This involves gaining the support, commitment and participation from all forms of governance—student governance, the principal and governing council from planning through to implementation.

### Find others within the school community to guide the initiative

Include other interested teachers, non-teaching staff, parents and students in this group so that ownership is given to all groups in the school and the workload is spread around.

### Collect base-line data about issues relating to air quality in and around the school

Students can be actively involved in this process and have the opportunity to find out more about local air quality issues. There are both social and scientific monitoring activities in the AirWatch Workbook and the School Air Quality Audit tool has been developed to assist in collecting base-line data.

At this time policies and curriculum can also be audited.

### Develop a whole-school air quality action plan

Using information from audits, surveys and monitoring, develop a plan to improve air quality in and around your school. Include goals and targets in this plan so that your school can focus on achieving measurable outcomes.

### Implement whole-school air quality action plan

This is the time to take action! It is important to develop strategies to engage the whole school in these actions. You will need to think about how you are going to promote initiatives in order to encourage participation.

### Monitor and evaluate

Monitoring and evaluation can assist your school to measure your success and continuously improve your actions. Monitoring activities in the AirWatch Workbook and the School Air Quality and Noise Guidelines can again be used at this time.

### Report on outcomes and achievements

Keep the school and local community informed of outcomes and ensure that achievements are celebrated. This communication is important to demonstrate progress made towards the school's vision.

The content above has been guided by the following Australian Department of the Environment and Heritage sources:

- *Educating for a Sustainable Future—A National Environmental Education Statement for Australian Schools*, 2005.
- *Key elements of the AuSSI in schools*, 2007, <[www.environment.gov.au/education.aussi/key-elements.html](http://www.environment.gov.au/education.aussi/key-elements.html)>.