

Marymede Primary Campus

Care for Creation: School Rubbish Management and Sustainability Routines

1. Purpose

This policy outlines the school's commitment to sustainable waste management practices and provides clear guidelines for staff, students, and families to reduce rubbish, protect the environment, and foster stewardship of creation.

2. Scope

We aim to develop a school-wide culture of caring for creation by promoting environmental responsibility, waste reduction, student leadership in environmental action, and strong partnerships with families.

3. Rationale: Catholic Social Teaching and Care for Creation

At the heart of our school's approach to environmental stewardship is the Catholic Social Teaching principle of *Care for Our Common Home*. Grounded in Scripture and the tradition of the Church, this teaching invites all people to live in respectful relationship with the Earth, recognising it as God's creation — a gift to be shared and cared for.

As Catholics, we believe caring for creation is both a moral duty and a reflection of our faith. The way we treat the environment is deeply connected to how we treat one another, particularly those most affected by environmental harm — often the poor and vulnerable. For this reason, environmental care is also an act of justice.

Pope Francis, in *Laudato Si'*, reminds us:

"Living our vocation to be protectors of God's handiwork is essential to a life of virtue; it is not an optional or a secondary aspect of our Christian experience."

By teaching and modelling care for creation at school, we are helping students understand that looking after the environment is a meaningful way to live out their faith, contribute to the common good, and stand in solidarity with those affected by climate change and ecological damage.

This also reflects the principle of subsidiarity — giving students real, age-appropriate opportunities to take action in their own school and community — and the call to stewardship, where we each play our part in caring for God's world.

The following routines and practices provide a whole school approach that supports our commitment to living justly, acting with compassion, and walking humbly with God through everyday choices that honour life and protect the Earth we've been entrusted with.

4. Leadership

Staff Leadership

Staff representatives from the Catholic Identity, Social Justice and Primary Campus Leadership teams are involved in the leadership and implementation of these routines, collaborating with student leadership groups described below, the College Leadership team, the Maintenance team, the Health and Physical Education team and families.

Year 6 Student Action Team – Environmental Leadership

The Year 6 Student Action Team – Environmental plays a key leadership role in promoting sustainable habits across the school, with a special focus on nude food. TBC – Meet with the student leaders to find out if they are interested in this or have a different suggestion.

Together with initiatives that they may design, their responsibilities may also include:

- **Leading Nude Food Wednesdays:** Encouraging school-wide participation in weekly rubbish-free lunch days.
- **Peer Mentorship:** Supporting younger students in understanding waste sorting and making sustainable lunch choices.
- **Monitoring and Reporting:** Gathering data on packaging waste and sharing it with the school to track progress.
- **Creative Campaigns:** Designing posters, digital content, and presentations to raise awareness about waste reduction.
- **Family Engagement:** Writing articles or speaking at school events to involve parents in the nude food movement.

Through these initiatives, the team models environmental stewardship and empowers others to take action.

Care for Creation – Student Leadership (Grades 1–4)

At the heart of our approach is a desire to encourage young students to care for our planet. Students in Grades 1 to 4 are invited to join a “Care for Creation” team, which will lead initiatives such as:

- **Additional rubbish collection drives:** Care for Creation group may organise additional rubbish collection drives to occur during recess or lunch time.
- **Rubbish Audits:** Students help monitor and report on waste in lunch areas and playgrounds.
- **Education Campaigns:** The team creates posters, presentations, and announcements about recycling and reducing waste.
- **Litter-Free Challenges:** Monthly challenges to encourage rubbish-free lunches and clean play areas.
- **Composting & Recycling Projects:** Students participate in managing school compost and recycling systems with the support of staff. (Is this an option to support gardening club?)

This involvement fosters a sense of responsibility and leadership in young learners.



5. Rubbish Prevention Routines

Family Involvement – Nude Food Routines

Families are vital partners in our sustainability goals. Their support reinforces the lessons learned at school and strengthens our community's environmental commitment.

To reduce packaging waste, our school encourages all families to adopt a *nude food* approach:

- **Nude Food Definition:** Food that comes without disposable packaging – no plastic wrap, chip bags, or single-use containers.
- **Recommended Practices for Parents:**
 - Use reusable containers and drink bottles.
 - Pack whole or homemade snacks instead of packaged ones.
 - Involve children in packing their own lunchboxes with waste-free choices.
- **Communication:** The school will regularly share tips, lunchbox ideas, and success stories in newsletters and on the school website. TBC – Can the school maintain this practice, who would write these etc.?

Waste Sorting and Disposal

All members of the school community are expected to use the designated bins correctly:

- **Compost bins:** For fruit, vegetables, and compostable food scraps. TBC Is this achievable?
- **Recycling bins:** For paper, cardboard, and clean plastics.
- **Landfill bins:** For items that cannot be composted or recycled.

Clear signage and student leaders will help guide correct use of these bins.

<May insert section here around fundraising through collection of plastic bottles>

Eating Routines and Rubbish Reduction

To proactively reduce rubbish in the schoolyard and minimise food-related litter, structured eating routines are implemented across all year levels. These routines not only support better waste management but also foster responsibility and awareness among students.

By ensuring students eat before going outside and keeping eating time focused, we significantly reduce the amount of food packaging and waste taken into the yard.



Marymede Primary Campus

Student Eating Routines

Purpose:

To maximise learning time while ensuring eating occurs in a clean, supervised environment. This routine helps to minimise food-related waste in the yard and supports our shared care for creation.

Prep – Year 4

Break	Pack Up From	Eating Time
Fruit Snack	10:00am	While teaching continues
Recess	10:50am	10:50am – 11:00am
Lunch	1:20pm	1:20pm – 1:30pm

Note: Prep students in Term 1 will gradually build toward these timeframes.

Year 5


Break	Pack Up From	Eating Time
Fruit Snack	10:00am	While teaching continues
Recess	10:55am	10:55am – 11:00am
Lunch	1:20pm	1:20pm – 1:30pm

Year 6 – Terms 1, 2 & 3

Break	Pack Up From	Eating Time
Fruit Snack	10:00am	While teaching continues
Recess	10:55am	10:55am – 11:00am
Lunch	1:20pm	1:20pm – 1:30pm

Year 6 – Term 4 (Transition to Secondary School)

Break	Pack Up From	Eating Time
Fruit Snack	10:00am	While teaching continues
Recess	10:55am	Students eat outside during break
Lunch	1:30pm	Students eat outside during break

 In Term 4, Year 6 students practice eating outside, simulating secondary school routines. This fosters independence and continues our commitment to respecting the environment.



Picnics and eating outside

From time-to-time classes will choose to picnic outside their classroom. For example, the class may wish to eat on the communal lawns or students may be attending a sports event such as an athletics day at school or off site.

Where this is the case, students are required to sit down to eat and to dispose of rubbish prior to moving off. Students are entirely responsible for ensuring that any rubbish generated from their snack or lunch is disposed of with respect and care for creation. This may mean that it is collected in their lunch box to dispose of at home, placed in their classroom bin or placed in one of the College outdoor bins.

Class teachers are responsible for supervising their students throughout the picnic and ensuring that students remain seated while eating and that they dispose of their rubbish responsibly. This could include teaching students where to place their rubbish, reminding the students about their responsibility for their own rubbish, or calling on students to pick up rubbish left in the area – whether that be their own rubbish or perhaps even rubbish that has been dropped by another classmate or that has blown into the area.

Additional Preventative Measures

In addition to structured eating routines and rubbish collection rosters, further preventative actions are essential to ensure the ongoing cleanliness and sustainability of the school environment. These daily practices reinforce student accountability, model respectful behaviour, and significantly reduce waste in the schoolyard.

Classroom-Based Expectations and Routines (Prep – Year 6)

Supervised Eating:

*Teachers are to **keep students inside** until they have finished eating. This ensures waste is disposed of appropriately before students move outdoors.*

Rubbish Reminders:

*Before leaving the classroom for breaks, teachers will **remind students from Prep to Year 6 to place all rubbish in the correct bins**. They can place their rubbish in the bins as they leave the classroom - this helps prevent litter from being taken outside.*

***Older students** may wish to take their food with them if they have not finished it. Teachers reminding these students to dispose of any litter thoughtfully may assist students with taking responsibility for the disposal of their litter.*

Playground Expectations and Routines (Prep – Year 2)

Courtyard Eating Area:

Students in Prep to Year 2 are required to remain seated in the courtyard until they have finished eating.

Bin Use Before Play:

*These students must **dispose of their rubbish in the designated courtyard bins** before heading to play. This routine builds independence and reduces yard litter.*

Yard Supervision Practices (Prep to Year 6)

Active Monitoring: Yard duty supervisors are expected to remind students to place any rubbish in the appropriate bins during break times.

Positive Reinforcement: Supervisors and staff are encouraged to praise students who demonstrate care for the environment by picking up rubbish or helping others dispose of it correctly.

Redirection of students with food in areas where food is not permitted: Staff on duty are asked to remind Prep to 2 students to move to the courtyard to finish their snacks or lunch. They are also asked to remind older students to move out of areas where food is not permitted, to finish their food and dispose of litter in rubbish bins, before returning to these spaces.

Playground Areas where food is not permitted

Food is not permitted in the following primary playground areas:

- Under the Big Top
- On any playground equipment
- While playing with the blocks and other equipment in the courtyard and on the prep lawn
- In sandpits
- On the Primary Oval
- On the South Soccer pitch
- On the South Oval
- Any others TBC?

6. Rubbish Collection Routines

Class Involvement in Rubbish Collection

All classes at Marymede Primary Campus play an active role in caring for our school environment through scheduled, whole-class rubbish collection. This occurs after lunch each day, on a rotating roster, outlined below.

This system not only maintains a clean and respectful yard for all, but also gives students a real and regular opportunity to engage in **Catholic Social Teaching**.

By participating in rubbish collection, students live out:

- **Care for Creation:** Respecting the Earth as God's gift, and acting in ways that sustain its beauty and resources.
- **Stewardship:** Taking shared responsibility for the spaces we use and ensuring they remain clean, safe, and welcoming for others.
- **Subsidiarity:** Empowering students to take ownership of change at their level — in the playground, in their peer groups, and in their own habits.

These regular acts form part of a greater culture of service, justice, and shared responsibility. They also nurture a sense of pride and agency in students, reminding them that even simple tasks can contribute to the common good and a more just and sustainable world.

This system also promotes responsibility, teamwork, and pride in a clean school environment, each class participates in **after-lunch rubbish collection** on a rotating schedule. This initiative:

- **Fosters Accountability:** Encourages all students to take part in keeping the yard clean
- **Builds Teamwork:** Classes share the task collaboratively
- **Reinforces Environmental Learning:** Links with sustainability education across year levels
- **Prevents Waste Buildup:** Immediate rubbish collection reduces litter and food waste

Safety and Support

- **Tongs and buckets** will be provided to each year level to ensure rubbish is collected safely and hygienically. Staff in each year level House are asked to find a discreet storage area and support students to stow the buckets and tongs away tidily following the duty.
- **Anaphylactic students** are not required to handle rubbish. Instead, they are encouraged to support in alternative ways, such as **monitoring bin usage, assisting with equipment collection, or recording data for rubbish reduction efforts.**
- After each collection session, students are required to **wash their hands** thoroughly to maintain good hygiene and personal health.

Weekly Roster – After Lunch Rubbish Collection*

Classes would be expected to spend a few minutes cleaning up their area and then move to class. This should not take more than 5-10 minutes max each day.

*Class groups who have specialist classes after lunch will collect rubbish in their area after recess instead. If a class has specialist classes after both recess and lunch on their scheduled day, a swap will be organised with another class in their level.

Classroom teachers will supervise their roll class to ensure safety and correct waste disposal practices.

Classes will participate in rubbish collection according to the following roster:

<i>Marymede Primary Campus Class Rubbish Collection Roster</i>	
Day	Rostered Classes
Monday	All "A" classes (e.g., Prep A, 1A, 2A, 3A, 4A, etc.)
Tuesday	All "B" classes (e.g., Prep B, 1B, 2B, 3B, 4B, etc.)
Wednesday	All "C" classes (e.g., Prep C, 1C, 2C, 3C, 4C, etc.)
Thursday	All "D" classes (e.g., Prep D, 1D, 2D, 3D, 4D, etc.)
Friday	All "E" classes (e.g., Prep E, 1E, 2E, 3E, 4E, etc.)



Year level areas of responsibility

Classroom teachers are asked to organise their class groups to collect rubbish in the following areas:

Prep	<ul style="list-style-type: none">• Prep Lawn• Prep playground
Year 1	<ul style="list-style-type: none">• Primary Courtyard• If safe, then ramp up to front reception
Year 2	<ul style="list-style-type: none">• Primary oval• along the front of staff room• front of music room• around to the front of first aid
Year 3	<ul style="list-style-type: none">• Big top• year 1 and 2/3 playgrounds
Year 4	<ul style="list-style-type: none">• Year 4 lawn,• around the perimeter of House 4 including behind house 4• pathway to House 6.
Year 5	<ul style="list-style-type: none">• Year 5 lawn• the perimeter paths of the House 5 building (including the courtyard side)
Year 6	<ul style="list-style-type: none">• The lawn outside House 6,• House 6 locker bays,• perimeter of House 6 including indigenous gardens,• along the pathway to and around the portable (room 620).

Community Service – Rubbish Collection

At Marymede Primary Campus, our approach to behaviour is grounded in our **Catholic identity** and the belief that every student is capable of growth, responsibility, and restoration. Our expectations around rubbish and environmental care are not just about cleanliness—they are part of our call to live out **Catholic Social Teaching**, especially the principle of **Care for Our Common Home**.

When students act in ways that are inconsistent with our expectations—such as **deliberate littering**, **refusing to follow rubbish routines**, or **disrespecting shared spaces**—responses are guided by our whole-school **Behaviour Management Policy**. Consequences are restorative and aim to help students reflect, repair, and grow.

One such consequence is **community service**, which may include:

- **Supervised rubbish collection** during break times
- **Helping to tidy and organise outdoor bins or collection equipment**



- **Working alongside student leaders to promote sustainable practices**
- **Assisting with signage, posters or classroom presentations on environmental care**

These actions are not punitive in nature, but are designed to:

- **Restore relationships** with the school community and environment
- **Reinforce the dignity and responsibility** of each student
- **Connect faith with action**, in line with our commitment to justice and stewardship

As we remind students through scripture and teaching,

“Whoever is faithful in a very little is faithful also in much” (Luke 16:10)—
even small acts of responsibility contribute to a greater good.

By engaging students in meaningful, reflective consequences, we honour their potential and help form young people who take active responsibility for themselves, others, and creation.

7. Monitoring and Improvement

The “Care for Creation” team, the Year 6 Student Action Team – Environmental, and staff representatives from the Catholic Identity, Social Justice and Primary Campus Leadership teams will review this policy where relevant, using feedback from students and families. Adjustments will be made to improve effectiveness and community engagement.