

STARFISH MALAWI ENVIRONMENTAL REVIEW

School: Sallma	Secondary School
Date of Review:	1 st November 2012
Carried out by:	Environmental Students group.

1 How serious is the problem of rubbish/litter in the school g	grounds?
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		Very serious, the place is a mess most of the time Not too bad but could be improved The grounds are more or less litter free	COLUMN TO SERVICE OF THE SERVICE OF
2	Does your scho	ool have a clear anti-litter policy?	Yes No
3	Are there litter	bins inside the school buildings?	Yes No
		How many of these are Full / Overflowing?	none
		How many are about half full?	_A11
		How many are less than a quarter full?	NONE
4	Are there any a	areas inside the school buildings that are littered	
	where there ar	e no litter bins?	Yes V No
5	Are there enou	gh litter bins in the school grounds?	Yes No
		How many of these are Full / Overflowing?	NONE
		How many are about half full?	DONE
		How many are less than a quarter full?	none
6	Are there any a	reas in the school grounds that are littered	
	where there ar	e no bins?	Yes No
7	Are the bins ge	nerally:	
	I	Big enough?	Yes E No
		Correct design? [holding litter in windy conditions]	Yes No
		Clean?	Yes UNO
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Any further comments on Litter

Litter accomplation on school grounds and in hostels reduced due to litter picking day that was introduced for each class to pareicipate every week, once a week.

HEALTHY LIVING

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1 Does the school include education on healthier eating and basic food/personal hygiene practice in the curriculum? Yes No Yes No 2 Does the school have drinking water easily available? 3 Does the school offer all pupils a minimum of 2 hours physical activity / week within and outside the curriculum? Yes No Does the school have a no smoking policy for staff? 4 Yes No [if yes is this followed by all staff, parents and carers?] Yes No 5 Are there green plants growing in pots in any classrooms? Yes No > [if Yes, in which classrooms – if all write ALL] none 6 Do the school toilets have: Doors with locks Toilet Paper Nov Water to wash hands Yes No **Paper Towels** No

Any further comments on healthy living

- Healthy living is mostly learnt by the students
in various subjects that are tought such as
thome economics, Blology & Life Skills.

- Boarding personel also provides Students
with information/advice on personal hygiene
at the hostels

1	Does the school have a wildlife or conservation area? [if Yes, is the area protected by fences or school rules or both?] [if Yes, are the children involved in looking after them?]	Yes No Yes No
2	Does the school have links with any local or national environmental organisations?	Yes
	[if Yes, then list the organisations]	Yes No

Any further comments on Biodiversity

The school conservation area is natural hence school rules only keep people from cutting down the trees.

1 What proportion [percentage] of the school grounds are:

Green playing field / Short Grass	45 %	Long Grass:	08
Conservation or Wildlife area:	15 %	Woodland:	0%
Tarmac / Path / Roads:	5 %	Seating:	arrowald of Original VI. Value (College of R. Del
Flower / Vegetable Beds:	2 %	Activity Play:	
Other: Farm land	20 %		

2 What proportion [percentage] of the school boundaries are:

Hedges & Trees 10% Wire or Railing 0% Open Ground 90%

3 Does the school recycle garden or fruit/vegetable waste in a composter or wormery?

Always		Occasionally	Constitution of the Consti
Rarely	Control of the Contro	Never	Land Land

4 Do you ever hold lessons outside?

Yes V No

5 Have pupils looked into the heritage of the school grounds?

Yes No

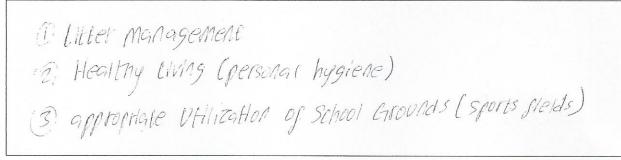
Any further comments on School Grounds

Most land is occupied by buildings
Including staff houses, classrooms, hostels
and dimins green. The largest open stelds
are the farm greas and the school sports
stelds

	If so give examples:		
	Local Action	Local Effect	Global Effect
2	Of the Eco-Schools tonic	s that you may have looked at in th	e past,
_	have you explored how t	these issues might be approached in	n other
	parts of the world?		Yes
	If so please give example	es:	
	Eco- Schools Topic	c Locatio	on[s] looked at
3		or considering global environmental curriculum?	issues Yes No
3	maximized through the	curriculum?	Yes No
3	maximized through the Has the school made use		Yes No
3	maximized through the	curriculum?	Yes No
3	maximized through the Has the school made use help with this topic?	curriculum?	Yes No
	maximized through the Has the school made use help with this topic?	curriculum? e of materials from other organisati	Yes No No Yes No
	maximized through the Has the school made use help with this topic?	curriculum? e of materials from other organisati ered other issues, such as:	Yes No No Yes No
	maximized through the Has the school made use help with this topic?	curriculum? e of materials from other organisations of materials from other organisations of materials from other organisations. Fred other issues, such as: Human rights and Ethi	Yes No Yes No Yes No
4	maximized through the Has the school made use help with this topic?	e of materials from other organisations of materials from other organisations of materials from other organisations. Human rights and Ethic Fair Trade Conflict Resolution	Yes No Yes No Yes No Yes No
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1 Do any of the issues considered in this environmental review feature in school assemblies? yes

If so then list those topics covered in the last term:



2 Are special environment-related lessons or visits undertaken by classes or groups eg paper making, visits to environmental venues etc?

If so then list those undertaken in the last term:

1) Visit to kuti game reserve in saling.

Are pupils involved with local waste, re-cycling or conservation projects outside school time or via links with schools abroad etc?

If so then list some examples:

none

On completion of the Environmental Review, fill in the following boxes with any comments relating to each topic and list possible actions that could be taken.

Some of these actions can then be used in your Action Plan.

Energy
Litter
There is a vision to see Saling secondary
School litter free. This can be made possible by the use of bins in class rooms and conducting awareness using posters/signs on school playing fields.
by the use of bins in class fooths and conducting
awareness using posters Isigns on sence playing fields.
Waste Minimisation / Recycling
Supply and Usage of Water
Any other comments