



## STARFISH MALAWI ENVIRONMENTAL REVIEW

School: Salima Secondary School

Date of Review: 1<sup>st</sup> November 2012

Carried out by: Environmental students group.

# LITTER

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1 How serious is the problem of rubbish/litter in the school grounds?

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

☐  
☐  
☒

2 Does your school 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?

All

How many are less than a quarter full?

none

4 Are there any areas inside the school buildings that are littered where there are no litter bins?

Yes ☒ No ☐

5 Are there enough litter bins in the school grounds?

Yes ☐ No ☒

How many of these are Full / Overflowing?

none

How many are about half full?

none

How many are less than a quarter full?

none

6 Are there any areas in the school grounds that are littered where there are no bins?

Yes ☒ No ☐

7 Are the bins generally:

Big enough?

Yes ☒ No ☐

Correct design? [holding litter in windy conditions]

Yes ☒ No ☐

Clean?

Yes ☒ No ☐

Any further comments on Litter

Litter accumulation on school grounds and in hostels reduced due to litter picking day that was introduced for each class to participate 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 ☐
- 2 Does the school have drinking water easily available? Yes ☒ No ☐
- 3 Does the school offer all pupils a minimum of 2 hours physical activity / week within and outside the curriculum? Yes ☒ No ☐
- 4 Does the school have a no smoking policy for staff?  
[if yes is this followed by all staff, parents and carers?] Yes ☒ No ☐  
Yes ☒ No ☐
- 5 Are there green plants growing in pots in any classrooms?  
[if Yes, in which classrooms – if all write ALL] Yes ☐ No ☒  
none
- 6 Do the school toilets have:
- |                     |   |
|---------------------|---|
| Doors with locks    | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| Toilet Paper        | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Water to wash hands | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| Paper Towels        | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

Any further comments on healthy living

- Healthy living is mostly learnt by the students in various subjects that are taught such as Home economics, Biology & Life skills.
- Boarding personnel also provides students with information/advice on personal hygiene at the hostels



# BIODIVERSITY

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- 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	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

- 2 Does the school have links with any local or national environmental organisations?

[if Yes, then list the organisations]

Yes ☐ No ☐

Yes ☐ No ☐

Any further comments on Biodiversity

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

# SCHOOL GROUNDS

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

Green playing field / Short Grass:	<u>45%</u>	Long Grass:	<u>0%</u>
Conservation or Wildlife area:	<u>15%</u>	Woodland:	<u>0%</u>
Tarmac / Path / Roads:	<u>5%</u>	Seating:	<u>        </u>
Flower / Vegetable Beds:	<u>2%</u>	Activity Play:	<u>        </u>
Other: <u>farm land</u>	<u>20%</u>		

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 ☐

Rarely ☐

Never ☒

4 Do you ever hold lessons outside?

Yes ☒ 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 dining area. The largest open fields are the farm areas and the school sports fields

# GLOBAL PERSPECTIVE

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- 1 Do pupils consider how actions taken within the school affect people and the environment locally and globally?

Yes ☒ No ☐

If so give examples:

Local Action	Local Effect	Global Effect

- 2 Of the Eco-Schools topics that you may have looked at in the past, have you explored how these issues might be approached in other parts of the world?

Yes ☐ No ☐

If so please give examples:

Eco- Schools Topic	Location[s] looked at

- 3 Are the opportunities for considering global environmental issues maximized through the curriculum?

Yes ☒ No ☐

Has the school made use of materials from other organisations to help with this topic?

Yes ☐ No ☐

- 4 Have the pupils considered other issues, such as:

Human rights and Ethics

Yes ☒ No ☐

Fair Trade

Yes ☒ No ☐

Conflict Resolution

Yes ☒ No ☐

Any further comments on Global Perspective



# PUPIL PARTICIPATION

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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:

- ① Litter Management
- ② Healthy Living (personal hygiene)
- ③ appropriate Utilization of School Grounds (sports fields)

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

If so then list those undertaken in the last term:

- ① visit to kuti game reserve in spring.

- 3 Are pupils involved with local waste, re-cycling or conservation projects outside school time or via links with schools abroad etc? *no*

If so then list some examples:

*none*

## Comments / Notes for Action

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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 Salim's 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.

Waste Minimisation / Recycling

Supply and Usage of Water

Any other comments