

## Triple Bottom Line (TBL) Report

### INFORMATION FOR TEACHERS

**The Task:** Students are to use SETS (School Environment Tracking System) to produce and present an End Of Term/Year Triple Bottom Line (TBL) Report. This TBL Report will summarise the Economic, Environmental and Social sustainability achievements of the school.

**Small Team Task:** Small Teams could complete individual sections of the Report, rather than the entire Report depending on time available.

**Format:** Use any appropriate Information Technology suitable for uploading to the school Sustainability Webpage and for presentations to large audiences: e.g. Word, Powerpoint, Pod-cast with pictures...

**Pictures:**

Include pictures, graphs, tables, photographs in the TBL Report. You can copy these directly from SETS.

**Resources Required:**

- School Environment Tracking System (SETS).
- Students will need to refer to SETS for the majority of the TBL Report information.
- Staff member will need SETS User Name and Password (See your ResourceSmart AuSSI Vic staff co-ordinator).

**Other Useful Resources:**

- School Sustainability Webpage / Intranet Page
- Principal's Report (via School Newsletter, School Magazine, School Council / Board)

**Guiding Questions:** Guiding Questions are included in each section to assist students with their research on SETS.

**Presenting The Reports:**

- A critical part of Education for Sustainability is to share your achievements...and these TBL Reports are an excellent summary of all the great sustainability initiatives that have been happening at your school...so Spread The Word!!
- The TBL Report could be presented in sections by different teams of students.
- Present to School Assembly, Staff, School Council / Board, Parents...

**VELS Domains & Dimensions  
Level 4-5**

**Physical, Personal & Social  
Interpersonal**

Working In Teams, Building Social Relationships

**Civics & Citizenship**

Community Engagement

**Discipline-Based**

**The Humanities**

Economic Knowledge & Understanding

**Mathematics**

Number, Measurement, Chance & Data

**English**

Reading, Writing, Speaking

**Interdisciplinary**

**ICT**

ICT for Creating; ICT for Communicating

**Thinking Processes**

Reasoning Processing & Inquiry

**Communication**

Presenting



## STUDENT TASK

You are to work in small teams to research, produce and present a Triple Bottom Line Report.

**Triple Bottom Line Reporting:** You may be familiar with the phrase “The Bottom Line”...which almost exclusively refers to Economic reporting. Triple Bottom Line (TBL) Reporting aims to assist organisations to consider and summarise their impacts across three areas:

1. Environmental Benefits
2. Economic Benefits
3. Community / Social Benefits

Use the **Guiding Questions** and **Tables** below to help you write your report.

## ENVIRONMENTAL BENEFITS

### Resource Usage and Savings – Energy

- How much energy did your school use? kWh?
- What weight of Greenhouse Gas was produced / saved?
- How many 'buses' full of GHG were saved?
- How many trees would be needed to offset your school's GHG emissions?
- How many 'Black Balloons' did your school create?
- How many 'Black Balloons' per student were created?
- How much did your school's energy usage decrease compared to the previous year?
- What was the percentage reduction in energy usage?
- How many 'Black Balloons' per student were saved?
- What examples of Energy Saving initiatives can you include in your Report?

(Hint: Refer to SETS > Annual Energy Report > “Give Meaning to these Numbers”)

Energy Use + Savings



**Resource Usage and Savings – Waste to Landfill**

- How much waste to landfill did your school produce? (Cubic metres? Kg? Tonnes?)
- How does your school compare to the Waste Benchmark of 0.3 cubic metres per student?
- How does your school compare to other schools? (*Hint: Refer to SETS > Comparison Graphs > Waste Landfill* )
- How much did your school's waste to landfill decrease compared to the previous year?
- What was the percentage reduction in waste to landfill?
- How many kilograms per student was produced?
- How many kilograms per student was saved?
- What other Waste Savings have been made?
- What examples of Waste Saving initiatives can you include in your Report?

(*Hint: Refer to SETS > Yearly Waste Comparison Report > “Give Meaning to these Numbers”* )

(*Hint: Waste (Landfill, Recycled, Composted) can be determined by using the ResourceSmart\_ReduceReuseRecycle - Waste Manual, found in the Core Module CD > Resource Modules > Waste*)

Waste to Landfill Production + Savings

**Resource Usage and Savings – Waste Recycled**

- How much waste to recycling did your school produce? (Cubic metres? Kg? Tonnes?)
- How much Greenhouse Gas was mitigated by your school's recycling efforts?

Waste Recycled Production + Improvements



**Resource Usage and Savings – Waste Composted**

- How much waste to compost did your school produce? (Cubic metres? Kg? Tonnes?)
- How much Greenhouse Gas was mitigated by your school's composting efforts?

Waste Composted Production + Improvements

**Resource Usage and Savings – Water**

- How much water did your school use? (N.B. 1 MegaLitre = 1000 KiloLitre = 1,000,000 litres)
- How much did your school's water usage decrease compared to the previous year?
- What was the percentage reduction in water usage?
- How many litres per student was used?
- How many litres per student was saved?
- How many 'cartons of milk' equivalent of water were saved?
- What other Water Savings have been made?
- What examples of Water Saving initiatives can you include in your Report?

(Hint: Refer to SETS > Yearly Water Comparison Report > "Give Meaning to these Numbers")

Water Use + Savings



## Biodiversity - Habitat Quality Assessment and Improvements

- How many trees were planted?
- How many trees per student were planted?
- How many trees over 6 metres does your school have?
- What percentage of the school grounds are covered by soft, permeable surfaces?
- What Biodiversity improvements have been made?
- For example, have you re-vegetated any areas inside/outside the school?
- How much Greenhouse Gas has been mitigated by the Biodiversity at your school?
- Has your Habitat Quality Assessment (HQA) score improved?

*(Hint: Refer to SETS > Baseline Data > Biodiversity)*

- *(Hint: Habitat Quality Assessment (HQA) can be calculated using the Biodiversity Up Close Toolkit and the HQA Student Report Sheets, found in the Core Module CD > Resource Modules > Biodiversity )*

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Bio-diversity HQA + Improvements



## ECONOMIC BENEFITS

### Energy Cost + Savings

- How much did your school spend on energy?
- How much money did your school save compared with the previous year?
- What other economic Energy Savings have been made?

**(Hint: Refer to SETS > Annual Energy Report > “Give Meaning to these Numbers”)**

Energy Cost + Savings

### Water Cost + Savings

- How much did your school spend on water?
- How much money did your school save compared with the previous year?
- What other economic Water Savings have been made?

**(Hint: Refer to SETS > Yearly Water Comparison Report > “Give Meaning to these Numbers”)**

Water Cost + Savings

### Waste Cost + Savings

- How much did your school spend on waste?
- How much money did your school save compared with the previous year?
- What other economic Waste Savings have been made?

**(Hint: Refer to SETS > Yearly Waste Comparison Report > “Give Meaning to these Numbers”)**

Waste Cost + Savings



## SAMPLE TRIPLE BOTTOM LINE REPORT

The following TBL Report has been shared by Rolling Hills Primary School, who were part of the original 'Sustainable Schools Pilot', a precursor to ResourceSmart AuSSI Vic.

### Introduction

Rolling Hills Primary School is one of 50 schools across Victoria who have become models in safeguarding the environment as part of the **Sustainable Schools process**<sup>1</sup> which aims to make Victorian Schools the leaders in environmental practice, seeking ways not only to reduce schools' waste, but also to cut their energy and water usage whilst expanding biodiversity.

### Goal Statement:

To engage students, staff and the community in our quest to develop a sustainable school environment which models and promotes:

- Exemplary practices in decreasing consumption of energy, water and the generation of litter and dispersal of waste to landfill.
- The broadening of understanding and awareness of the need to live sustainably whilst enriching the biodiversity of our surroundings.
- The trialling of technologies and practical activities which will assist us and encourage others to achieve sustainability.

### Performance Measures:

- The module planner (See Appendix 10) establishes goals and targets over a 4 year period. Commencing midyear in 2003 we have gained accreditation with the Core Module and will shortly gain accreditation in Waste. The school has a strong commitment to the process and can already isolate indicators marking a shift in our school community's culture. (See Case Study in Appendix 11)

### Comments (Making Judgements)

- The school acknowledges the rigour of the triple bottom line reporting process as we take responsibility for the economic, social and environmental impacts of our policies and practices whilst acknowledging a number of these are systemic and not completely within our sphere of influence.
- We can already see positive environmental, economic and social impacts within our school community of our current sustainability practices and policies.

### Environmental Benefits

- Decreased rubbish going to landfill. "National Parks" policy approach adopted to lunch rubbish brought to school.
- Reduced energy consumption reducing consumption of scarce resources and lowered 'greenhouse gas' emissions. (Electricity usage drops by 14.7%).
- Increased mulching of garden areas reducing water usage and run-off.
- Reduced use of photocopier reflected in a significant drop in paper usage. All photocopy paper is made from either fully recycled stock or combination of recycle/plantation (Fuji Xerox Green Wrap).

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1

## School Environment Tracking System (SETS) Curriculum Resource – VELs Level 4-5



- More lights turned off school wide.
- Some mini hot water services decommissioned, e.g., Darkroom.

### **Economic Benefits**

- Our electricity costs have been reduced from \$14,168 to \$10,873 (Savings of \$3,295 or 23.3%)
- Photocopy paper reduced from 771 reams to 558 reams with a cost saving of \$1,521 (28.6).
- Decline in water usage, partly assisted by Level 1 water restrictions. Cost has been reduced to %1648p.a. from \$2239 giving effective savings of \$591 (26.3%).

### **Social Benefits**

- At this point, less than 12 months into the pilot we find it difficult to quantify with hard data direct social benefits.
- However, there are indicators such as:
  - high level of school community interest
  - school development subcommittee of School Council planning how they can support the program and forge partnership between parents, staff and children.
  - regular reporting through Newsletter and Sustainable Schools noticeboard.
  - forging relationships with other district schools, sharing information.
  - officially appointed Waste Wise support school.
  - working co-operatively with Canteen volunteers to improve practice.
  - working with a group of schools to gain Shire Council support for expanded collection services.
    - Traditional indicators of well being as measured by the Staff and Parent Surveys as well as “Attitudes towards Schooling” were already at a high point prior to the program’s commencement.

## **FEEDBACK?**

If you have any comments, feedback or ideas for improvement for this SETS Curriculum Resource please contact CERES, Ant Mangelsdorf at [anthony@ceres.org.au](mailto:anthony@ceres.org.au).