



**Australian Government**



## **The Stephanie Alexander Kitchen Garden National Program 2008 DEMONSTRATION SCHOOL APPLICATION FORM**

### **Instructions for completing this form**

- In considering responses to the questions, applicants should read the Stephanie Alexander Kitchen Garden National Pilot Project **Information Pack** provided at <http://www.kitchengardenfoundation.org.au/grants-national.shtml>.
- Download this form and save it as an MS Word document.
- Fill in the form by typing or selecting in the grey sections as indicated. Please observe word limits provided.
- Each attachment should be itemised in the checklist on the last page of the form.

### **Submission of the completed form: must be posted to Department of Health and Ageing**

- Two signed copies of the application should be sent to:  
Sue McHutchison,  
Department of Health and Ageing  
MDP 15  
GPO Box 9848  
CANBERRA ACT 2601

### **Key dates**

- **Applications must be sent and date stamped prior to 5pm Friday 7 November, 2008.**
- Successful applicants will be notified by the end of Term 2, 2008.

### **School information**

<b>Name of school</b>	Majura Primary School
<b>Street address</b>	
<b>Line One</b>	Knox Street
<b>Line Two</b>	Watson
<b>STATE</b>	ACT
<b>Postcode</b>	2602

**Postal address****Line One** Knox Street**Line Two** Watson**STATE** ACT**Postcode** 2602**School telephone number** 62055711 **Name of Principal**  
Coralie McAlister**Principal telephone number** 62055711 **Principal email address**  
coralie.mcalister@ed.act.edu.au**Information about the *projected* school enrolment in 2009****Estimated total student enrolment (Prep – Year 6):** 364**Estimated total enrolment in Years 3 – 6:** 235**Estimated number of classes in Years 3 – 6:** 11**Please estimate the maximum class size for each class included in the Kitchen Garden Program (ie each class in Years 3 – 6) and list in the table below.**

<b>Years included in KG Program</b>	<b>Estimated size of class</b>					
Year level	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
Year 2–3 (composite)						
Year 3	20	20	20			
Year 3–4 (composite)						
Year 4	22	22	20			
Year 4–5 (composite)						
Year 5	22	24	20			
Year 5–6 (composite)						
Year 6	20	25				

**Criterion 1** *Demonstrate an understanding of the philosophy underpinning the Stephanie Alexander Kitchen Garden Program and how it will benefit your students and school community.***1.1 Why does your school want to implement a Kitchen Garden Program?**

(Maximum 150 words)

Majura School prides itself on its commitment to providing a learning environment that is holistic, inclusive, sustainable and environmentally responsible. We actively promote community involvement and the optimum development of all children now and for the

future. Establishing a Kitchen Garden Program at Majura sits perfectly with our philosophy and builds upon our educational approach to fully engage children in a participatory cycle of learning (Cambourne).

Immersing children in the process of growing, harvesting, preparing and sharing food will equip them with skills (and passion) for life of good eating and sustainable, responsible living. Additionally, the process of developing a Kitchen Garden Program will further bring together the efforts of the children, parents, and other partners within the Majura community. The Program will enable Majura to realise and build on our full ambitions for our new, community built, Environment Courtyard.

**1.2 Please provide details of other related programs or initiatives in your school**  
(Maximum 150 words)

Majura has embraced numerous programs & initiatives that complement the Kitchen Garden Program. These include:

Revitalisation Project (2006) - based on a Master Plan to revitalise the school and its environment to incorporate interesting play and learning spaces and community art;

Environment Courtyard (2007) - as an outdoor teaching space (orchard, vegetable garden, chook shed, compost system and worm farm) partially integrated into the curriculum and school community (eg. Canteen);

Community Vegetable Garden (2008) - to harness the efforts of community members to communally grow food and to enhance the school as a community asset;

Commitment to be an active Waste Wise Sustainable School (2007) with student-led and integrated environmental programs (eg. Waste Warriors, Energy Auditors and Compost Kids) - see [www.sustainableschools.act.gov.au](http://www.sustainableschools.act.gov.au); and

Refocussing the parent-managed Canteen towards healthier food options.

**1.3 How will the Kitchen Garden support your school's strategic plan?**  
(Maximum 150 words)

The development of a Kitchen Garden Program will strengthen the school's existing curriculum and programs (see above), maximise and dramatically enhance the Environment Courtyard and Revitalisation Project, while extending children's learning into the vital areas of gardening, food, cooking, nutrition, all within a culture of respectful, enjoyable, and communal sharing.

Tending a Kitchen Garden as part of the school's curriculum, children will be immersed in their learning and surrounded by a positive sense of community, thus working towards the school's philosophy and plan of creating a school environment that is welcoming, supportive and nurturing for all children.

In essence, the Kitchen Garden Program will integrate and dramatically boost our recent efforts to become a more holistic, inclusive, environmentally responsible, community-

connected and sustainable school, one that facilitate children’s lifelong learning and development.

**1.4 Why does your school want to be a Demonstration School?**  
(Maximum 150 words)

Majura is a school that punches above its weight, modelling its commitment to social justice, community participation & excellence in educational learning. We are rapidly growing and centrally located,

Majura consistently models its leadership through its committed Principal, excellent teachers, dynamic students and engaged community. Becoming the ACT demonstration school will strengthen Majura’s ability to show excellence & leadership, facilitate learning & professional development and increase volunteer & community participation.

The Majura population is diverse and includes families from non-English speaking backgrounds, senior citizens, Indigenous communities, pockets of public housing interspersed with established suburbs & developing new estates. Working across a community with these diverse characteristics will not only benefit the Majura community directly but will also provide examples & leadership for other schools & communities to emulate.

**Criterion 2** *Demonstrate the capability to fund the associated staffing and Program costs for a minimum of two years.*



**Please attach a Program Management Budget for a two year period which details how you will fund ongoing costs of the Program, including staffing costs. Please do not include building costs in this budget. It is recommended that you use the sample Program Management Budget in the Information Pack as a guide. Please attach written commitment of sponsored items included in this list.**

**Criterion 3** *Allocate the required space to establish a productive vegetable garden and a room or building that can be converted to a home-style kitchen classroom.*

**GARDEN**

**3.1 Please provide the following details about your existing and proposed vegetable garden space. Please note that *garden* space includes space taken up by water tanks, composting bins, chooks etc, not just *growing* space. (If you have no existing garden, enter 0 Square metres in the first field.)**

Existing vegetable garden space	150 square metres
Proposed new vegetable garden space	550 square metres
Total vegetable garden space	700 square metres
Area of garden per child in Program	3 square metres
Distance to water supply from garden/proposed garden space	5-10 metres
Distance to power supply from garden/proposed garden space	5-10 metres

Greenhouse	No
Shed	Yes
Orchard	Yes
Class meeting area	Yes
Tanks	Yes
Irrigation	No
Chook house	Yes

**3.2 Provide a brief description of the existing garden space, including labour and material used to build it. (If your school currently has no garden space, please proceed to next question.)**

(Maximum 150 words)

Majura's existing Environment Courtyard and garden is sited at the front of the school, bordered on two sides by classrooms with the rest of the area enclosed by a secure wire fence. The proposed kitchen and dining room will open out onto this space. There are two sculptured gates that were commissioned with P&C and school funds (see photographs).

It presently contains a small orchard (3 apples/2 plums), a chook shed and run, compost bays, a worm farm and 6 vegetable garden beds, This area was created through the labouring and fundraising efforts of parents under the auspices of the P&C Association. The majority of materials used are recycled, reflecting the school's commitment to environmental sustainability.

The existing vegie beds are raised using timber sleepers to counter the poor soil quality & dry Canberra climate. 2 water tanks (10,000 & 1,000 litres) are installed with a new roofed bike rack (from which water will be collected) under construction.

**3.3 Provide a brief description of the proposed new garden space, including labour and material which will be used to build it. (If your school has no plans to extend garden space, please proceed to next question.)**

(Maximum 150 words)

Majura will maximise the productivity & use of the Environment Courtyard & whole school site by:

- greatly expanding the number and size of vegetable garden beds for both the Kitchen Garden & the community vegetable garden;
- greatly increasing the plantings of fruit trees and shrubs;
- expanding the composting and recycling system;
- maximising space through espaliering trees and using climbing plants eg.growing grapes and passionfruit on the bike shed;
- creating a greenhouse, potting area, storage shed, barbeque nook, instruction area with white/black board;
- incorporating spaces to sit, ponder and rest within the garden; and
- filling the space with children's artwork .

Garden expansion will be undertaken by students and through working bees of parents & community members (including Hall Rotary and Bunnings Staff). Resources will be sourced from recycled building materials, P&C fundraising, donations & sponsorship.

**3.4 Outline the water management plan for your existing or proposed vegetable garden space:**

(Maximum 150 words)

Majura will create a sustainable and water-efficient permaculture garden by:

- using mulch to minimise water loss and feeding the soil with organic matter;
- installing and maintaining more large water tanks and downpipe diverters to redirect rainwater onto the garden;
- installing dripper watering systems and hand watering at appropriate times
- building water efficiency into the curriculum using our ‘Waste Warriors’ as water auditors and advocates; and
- drawing on the expertise of water conservation experts eg. ACT Water Conservation Office;

GardenSmart Service (formerly Outdoor Water Tune-up); [www.actew.com.au](http://www.actew.com.au) and the Xeriscape garden [www.actewagl.com.au/environment/xeriscape](http://www.actewagl.com.au/environment/xeriscape).



**Please attach an A3 to-scale 1:100 plan with dimensions of the existing/proposed garden, addressing the guidelines provided in the Stephanie Alexander Kitchen Garden National Program Information Pack provided at [www.kitchengardenfoundation.org.au/grants.shtml](http://www.kitchengardenfoundation.org.au/grants.shtml)**

**KITCHEN CLASSROOM**

**3.5 Please provide the following details:**

Existing or new building	Existing building
Access to power supply	Yes
Electricity upgrade required	Yes
Access to water supply	Yes
Access to gas supply*	No
Distance of kitchen to existing gas supply*	metres
Area of proposed kitchen classroom	42.5 square metres
Number of workstations	4
Total area per workstation	Approx 5 square metres
Length of preparation space per workstation	2.5 metres
Number of sinks	4
Number of stove tops	4
Number of ovens	2
Harvest Table	Yes
Dining Table	Yes
Pantry/washing machine area	Yes

\*Only complete these questions if your kitchen works *include* the installation of gas fittings.

**3.6 Provide a brief description of the new kitchen and/or fit-out, including labour and material which will be used to build it.**

Maximum 150 words)

We will convert the community room & adjacent storage rooms into an inviting kitchen & dining room split over two levels – with the dining room looking out over the kitchen. A covered deck will be built along the outside wall allowing for an outdoor eating & teaching space. Large glass doors & windows will be installed to connect the indoors with the deck and garden. We will also install an internal viewing window so people in the corridor can watch the food preparation.

The community room is already connected to electricity & water & has a sink. Conversion of the room will involve removal of non-structural walls, installation of windows & doors, & kitchen fit out. Some flooring replacement may be required. A kitchen designer will assist with planning the kitchen space, with a professional builder doing the fit out using recycled or low cost building materials eg. IKEA. Non-structural work, eg. painting will be done through working bees.



**Please attach an A3 to-scale 1:100 plan with dimensions of the proposed area in which kitchen classes (food preparation and dining) will be held, including workstation layout, addressing the guidelines provided in the Stephanie Alexander Kitchen Garden National Program Information Pack provided at [www.kitchengardenfoundation.org.au/grants.shtml](http://www.kitchengardenfoundation.org.au/grants.shtml)**



**Please attach a copy of a school plan (such as an Asset Management System) which indicates the location of the kitchen classroom.**

**Criterion 4** *Demonstrate a commitment by the Principal, staff, school council, school community and community partners to build/establish the required infrastructure to support a Stephanie Alexander Kitchen Garden Program.*

**4.1 Please list your allocated Project Manager for the garden construction and their relevant experience.**

A P&C Kitchen Garden Sub-Committee of parents and teacher representatives has recently been established to oversight the development of the Kitchen Garden Program. The skill and experience base of these representatives are extensive, ranging from qualified chef, organic gardeners, artists, teachers, landscape architect, project manager, social workers, health promotion officers, food writer, environmental historian, and other parents who are civic-minded and keen gardeners and eaters.

The parent landscape architect is developing a garden plan that will be constructed by students, teachers, parents and community volunteers. Majura has already demonstrated its capacity to harness community input and business partnerships through its development and implementation of the Revitalisation Masterplan.

Project Management oversight will be provided by the Principal Ms Coralie McAlister and her executive team in consultation with the Kitchen Garden Sub Committee.

**4.2 Please list your allocated Project Manager for the kitchen construction and their relevant experience.**

The Kitchen Garden Sub-Committee will provide support to Ms Barbara Wheeler, parent, restaurateur and cook who will project manage the kitchen construction and fit out. Ms Wheeler has been project managing the Revitalisation Project over the last three years and has managed renovations to her own home and restaurant.

**4.3 Please detail your proposed timeline for planning and building the infrastructure for both your garden and kitchen as detailed in your attached plans and budget. The following templates can be used as a starting point. Headings in the left-hand column can be ignored if they are not relevant to your project. Additional items can be inserted in the blank cells.**

<b>Kitchen infrastructure Tasks</b>	<b>Date</b>
Permits approved	End February 2009
Demolition kitchen/site preparation	
Plumbing fit-out	Mid March 2009
Electrical fit-out	Mid March 2009
Joiner – order cabinets, doors, windows, splashbacks	End March 2009
Plastering	Mid April 2009
Flooring	End April 2009
Painting	End April 2009
Tiling	End April 2009
Pantry stocked with dry goods and equipment	Early May 2009
First kitchen classes	Term 2, Week 3, 2009

<b>Garden infrastructure Tasks</b>	<b>Date</b>
Planning infrastructure	November 2008
Final plans complete for kitchen and garden	
Site preparation – earthworks	Early December 2008
Garden bed construction	Mid December 2008
Irrigation	Early February 2009
Tanks	Early February 2009
Compost bays built	Mid February 2009
Outdoor seating area	Late February 2009
Shed erected	Early March 2009
Fencing (if required)	August 2008
Green house	Mid March 2009
Chook house	August 2008
First garden classes	February 2009



**Please attach an infrastructure building budget which corresponds to your garden and kitchen plans. It is recommended that you use the sample infrastructure**

building budget as a guide. Please also include written commitment of sponsored items included in this list.

**Criterion 5** *Demonstrate a commitment by the Principal, staff, school council, school community and community partners to introduce a Stephanie Alexander Kitchen Garden Program into the school curriculum.*

**5.1 Please list the allocated Program Coordinator of the operational Program, and their current role in the school.**

Coralie McAlister, School Principal, will be the Program Coordinator with the support of her executive team and the Kitchen Garden Sub-Committee and the P&C.

**5.2 How many hours per week will be allocated to Program Coordination?**  
6 hours per week

**5.3 How will the school integrate the specialist staff into the school community and teaching program?**  
(Maximum 150 words)

The specialist staff will become an integral part of the school community and teaching program and will:

Form part of the Majura teaching team;

Contribute to whole-of-school programming & curriculum development;

Participate in teacher meetings, professional development and other staff related activities;

Link in with the 2 Student Representative Council groups and other sustainability & education programs eg. Compost Kids, Energy Auditors, Art, Science etc;

Work in partnership with the P&C and its sub-committees eg. Canteen, After School Care, Revitalisation Project ;

Contribute to the school's volunteer and community participation program; and

Regularly report through the school newsletter & other communication channels.

**5.4 Please describe how you would integrate the Kitchen Garden Program into your school curriculum.**  
(Maximum 150 words)

The Majura Kitchen Garden Program will be integrated into the Key Learning Areas of the ACT Government's Every Chance to Learn - Curriculum Framework for ACT Schools.

Practical integration & implementation of the program would occur by:

- working with children from each class who would then take a leadership role by sharing their learning and expertise with peers;
- working with whole class groups and their teachers; and
- targetting small groups of children who require additional support (in conjunction with Majura's 'social justice groups).

Opportunities will emerge for informal discovery and learning in a diverse range of topics - including history, cross-cultural understanding, science and nature, maths, philosophy and art - as students engage with the garden and kitchen and with the volunteers, parents, and teachers who will help them there.



**Please attach a proposed timetable for the Kitchen Garden Program indicating how kitchen and garden classes will be scheduled. It is recommended that you use the sample timetable as a guide.**

**Criterion 6** *Demonstrate prior successful implementation of integrated curriculum programs.*

**6.1 Please provide details of prior successful implementation of integrated curriculum programs in your school.**  
(Maximum 150 words)

The central teaching focus at Majura Primary involves an integrated inquiry approach to all planning and delivery of learning. For example, a "Writers Festival" literacy program this year included inspirational classes in letter writing and stamp design, and excursions to the post office and a tour of a local mail sorting centre.

On the environmental side, the accreditation process of becoming a Water Wise & Sustainable school has provided leadership opportunities for students, including:

- Compost Kids & Recycling Warriors in every class who coordinate & monitor recycling & take a leadership role with sustainability education concepts in the classroom;
- Introduction of Energy Auditors in each class who work with the principal and specialist staff to host community events such as Earth Hour; &
- Teachers programming whole-of-class & corridor activities that complement the work of the Compost Kids, Recycling Warriors & Energy Auditors.

**Criterion 7** *Demonstrate prior successful community engagement in order to support school initiatives.*

**7.1 What is the extent of current volunteer activity in your school? How does the school propose to source and retain sufficient volunteers to support the Program?**  
(Maximum 150 words)

Majura is proud of its extensive volunteer and community contributions (over 6,400 hours per year in 2006 & 2007). These contributions cover a broad array of academic and non-academic support:

- Parental assistance with classroom reading groups;
- Parent leadership & participation in the P&C Association & the following Sub-Committees: After School Care, Walking School Bus, Canteen, Revitalisation Project, Kitchen Garden Program, Uniform Shop and Fundraising;
- Regular working bees to redevelop and maintain the garden, Environment Courtyard & school environments;
- Regular fundraising activities, eg. Spring Carnival;
- Multiple daily Walking School Bus routes across Hackett, Watson and Downer; &
- Commitment of 25 non-school locals to the emerging Community Garden.

Majura will build upon and harness the existing volunteer infrastructure and will work with Volunteering ACT to ensure a supported & sustainable volunteer program.

**7.2 Please list your school's existing community partners.**

(Maximum 150 words)

Ainslie Football Club, Belinda's Hair and Beauty, Book Passion, Blockbuster Video, Café Sfogliola, Capelli Hair Studio, Canberra Thoroughbred Park, Canberra Indoor Rockclimbing, Canberra Southern Cross Club, Canberra City Gymnastics Club, Capital Chilled Foods, Carlo's Café, Coco's Hairdressing, Cockington Green, Cosmorex, CPS Credit Union, Dickson Newsagency, DUC Instant Marquees, Fernwood Gym, FFD, Hellenic Club, LJ Hooker, Magnet Mart, Peters Ice Cream, Rockinghorse Music, Satis Café, Oven Door Bakery, Watson IGA, Watson Medical Practice, Watson Take Away, Watson Pharmacy, Woolworths, Yawani Golf Club, Bunnings, Menslink (Inc), The Paint Shop.

The Kitchen Garden Sub-Committee is developing a Sponsorship & Support Program (attached) in order to expand the number and range of partners who will support the school in its endeavours.

**Criterion 8** *Indicate a preparedness to take part in a formal evaluation of the Program.*

**8.1 Please indicate your school's preparedness to take part in a formal evaluation of the Program.**

Yes

**Criterion 9** *Indicate a preparedness to collaborate with Program staff from other schools and representatives from the Stephanie Alexander Kitchen Garden Foundation to contribute to Kitchen Garden Program curriculum.*

**9.1 Please indicate your school's preparedness to collaborate with Kitchen Garden Program staff from other schools and representatives from the Stephanie Alexander Kitchen Garden Foundation to contribute to Kitchen Garden Program curriculum.**

Yes

**Criterion 10** *Commit to enabling garden and kitchen specialist staff and other appropriate school staff members to attend training workshops as required.*

**10.1 Please indicate your school's commitment to attend:**

**Group Training session** Yes  
(To be held at metropolitan locations in each state and territory in Term 1 2009.)

**Other training/PD as required** Yes

**Criterion 11** *Indicate your preparedness to welcome visitors to your Kitchen Garden Program.*

**11.1 Why does your school wish to be the State Demonstration School?**

(Maximum 150 words)

The process of revitalising the school environments has reinforced to Majura parents the all round benefits of engaging with the community beyond the school gate. Energy and enthusiasm has blossomed, children have prospered, partnerships have been formed, teachers have inspired and been inspired, and parents have contributed and become friends. In essence, the social capital of the school and this small Canberra region has been enhanced.

Becoming the ACT demonstration school will allow Majura to engage more extensively with our neighbours and partners and the wider ACT school community and to showcase the value and benefits of growing, harvesting, preparing and sharing together.

We are looking forward to our children and teachers being leaders in this process, welcoming visitors to explore our Kitchen Garden Program and our love of all things creative, nurturing and sustainable.

**11.1 If selected, your school will receive regular visitors from other schools, media, government and the public. How will your school manage this?**

(Maximum 150 words)

Majura welcomes the opportunity to showcase its achievements and learning, acting as a catalyst for the development of other Kitchen Garden Programs in ACT and beyond. In order to balance this broader educative and marketing function of our Kitchen Garden Program with the day-to-day operation of the school, Majura will establish a regular timetable of scheduled visits and open days consistent with staff and student availability.

School administration staff will manage the booking system for these visits and training opportunities. Ad hoc and non-scheduled visits would be negotiated on case by case basis.

Additionally, the Kitchen Garden Sub-Committee and the specialist staff will publish a website to provide online information about our learnings and challenges, and to exchange ideas and stories with our local and wider community. To achieve this, we will draw on existing website development and blogging skills in our school community and beyond.

**Criterion 12** *Indicate your preparedness to provide office space and access to internet, telephone and general office equipment for the State SAKGF Project Officer, and to welcome them into your school community.*

**12.1 Please indicate your school's preparedness to provide office space to the SAKGF Project Officer.**  
Yes

**Criterion 13** *Indicate the availability of space for State group training sessions*

**13.1 Please indicate your school's preparedness to host 4 annual group training sessions of Kitchen Garden schools, plus other training sessions as required.**  
Yes

**Criterion 14** *Demonstrate your capability to have infrastructure completed early 2009.*

Please check your timeline in Question 4.3 to make sure that it meets this criterion.

### Checklist of Attachments

Garden plan	<input checked="" type="checkbox"/>
Kitchen plan	<input checked="" type="checkbox"/>
School plan	<input checked="" type="checkbox"/>
Infrastructure Building Budget	<input checked="" type="checkbox"/>
Proposed timetable	<input checked="" type="checkbox"/>
Program Management Budget	<input checked="" type="checkbox"/>
Written commitment from listed sponsors	33 pages
Photographs	<input checked="" type="checkbox"/>
(optional, maximum 2 garden area, 2 kitchen area)	

### Signatures

Principal

School Council President

Date 06/11/08