

Wilson's School

ENVIRONMENT



Contents

Welcome to the second issue of the environment newsletter, put together by the Eco-Committee. We've been busy again this half-term, from working to set up Gardening Club, to filling the school's bird feeders. Read on to find out more!

1 Our environmental Action Plan

Oscar (Y13)

3 Environmental Update

Harjit (Y8)

5 The Poster Competition

7 What happened at COP 30

Nikhil (Y8)

8 Poster - the Eco Schools' Green Flag Award

Arya (Y8)

Arun (Y8)

Umar (Y8)

9 Wild Matters Poetry Anthology

Savir (Y12)

Ishaan (Y7)



IMAGE CREDITS: undraw.co

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COVER IMAGE CREDITS: Pexels

About the Eco-Committee and the Eco-Schools Green Flag Award

Oscar (Y13)

The Eco-Committee is a group of teachers and students who meet regularly to try and improve the school's actions to support the environment. The students on the Eco-Committee are dedicated and passionate, ready not only to strive for environmental change themselves, but also to encourage the rest of the school to get involved as well.

Together we have carried out an Environmental Review. This provides a baseline against which to measure our actions and helps identify areas for improvement.

After reflecting on the outcomes of the review individually, we completed the environmental assessment together. Our findings include:

- The school already has a strong emphasis on global citizenship, although actions more related to environmental issues could be enhanced.
- Transport was the best ranked category, thanks to pupils' consistent use of public transport and cycling as an alternative to driving to school.
- The areas for development were: biodiversity, healthy living, litter, and marine

In response to the review, we created an Action Plan. Some ideas include: forming a gardening club and starting a space to grow vegetables on site, and making posters to hang around the school, encouraging environmentally-friendly behaviour. There will be more events and actions coming soon, which we hope you will get involved with.

The Action Plan

Our Action Plan has been approved by the Headmaster, with some changes still to be made for the Spring term.

As it is the school's first year of applying for the Eco-Schools Green Flag award, we are focussing on a gardening club as our main project, though the plan focuses on multiple environmental themes.

Feel free to read through the list and provide feedback using this Google form: <https://forms.gle/5PcfwJK6fit2fynK8>



The Autumn Term

Environmental posters	Posters positioned in classrooms encouraging eco-friendly behaviour, and poster competitions (see page 6) for students to get involved!
Newsletter	A newsletter detailing the Eco-Committee's activities over the half term, with articles written by students. Issues 01 and 02 now available!
Maintaining bird feeders	Refilling bird feeders that are on the school site.
Begin work for a Gardening Club	Forming a Gardening Club, encouraging onsite sustainability and healthy vegetable consumption, and giving new opportunities for teamwork and a rewarding co-curricular activity.
Assemblies	Talks to year groups about the environment and the work done by the Eco-Committee.

The Spring Term

Meeting with the Headmaster regarding catering	A meeting with some students from the Eco-Committee to improve the catering company's sustainability.
Earth Day	A day where sustainability is highlighted and money raised.
Newsletter	This will continue, as in the Autumn term.
Gardening club	Construction of raised beds and planting of vegetables.
Display and provide Sustainable Development Goals	Print out the UN Sustainable Development Goals and put them on display boards.
Meet with the Estates staff	Consider placing more recycling bins around the school.

The Summer Term

Submit Eco Schools award application	If our plan is progressing well, we will apply for the award.
Meet with catering staff	Any of the discussions from Spring Term are carried out.
Informing students about local biodiversity	As summer comes around, students can enjoy the weather and find out more about local biodiversity.
Newsletter	This will continue, as in previous terms.
Gardening club	Caring for the vegetable patch and planting new crops.
The Eco Code	Creation of the Eco Code, which takes all we have done in the year, culminating in a mission statement and a call to action.
Curriculum links	Form fun, interesting curriculum links in lessons between subject content and the environment.
Assembly	Conclusion of our actions during the year, our Eco Code, and a chance for the new Environment Prefect to introduce themselves.



Progress So Far: The Autumn Term

There has been a lot of work for the Eco-Committee in the second half of the Autumn Term. Firstly, we started with laying the groundwork for our action plan, exploring how we would go about carrying it out. The poster competition was announced and several students from the Eco-Committee delivered assemblies to Year 10 and Year 8 about the environment and the Eco-Committee. It even attracted new members!

For the gardening club, the work thus far has been behind the scenes. It has involved investigating where exactly the vegetable patches could be located, the costs associated, and so on. Similar work also happened regarding the bird feeders. We currently have three bird feeders located on the school grounds but they are not maintained. We have however secured funding to fill them up and maintain the supply of bird food, enabling us to support the local biodiversity.

Lastly, we created a display board in the science corridor. This allows us to display posters encouraging eco-friendly behaviour and share updates from the Eco-Committee.

2025 Environmental Update #1

Harjit (Y8)

From Wilson's & the world!

2025 has been a significant year in geopolitics and technological advancements, but also notably for awareness of our environmental condition. Research has been undertaken to assess the threats which animals face, and many initiatives have been taken to improve cleanliness and sustainability in the UK and the rest of the world. In this newsletter, you can find all the key information about the environment - including new ideas and plans from the Wilson's School Eco-Committee!

COP30: The global environmental conference: what's been agreed for our world?

The COP30 conference was a deeply divisive discussion between many world leaders, with different countries outlining their own views about the world's climate crisis. The deal was fragile, and emerged from a bitter atmosphere. For example, many countries opposed the idea of ending fossil fuel extraction by nations such as Saudi Arabia (classified as an oil-exporting state according to the widely-taught fivefold economic division system).

Fossil fuels were also the subject of disagreement between COP president André Corrêa do Lago and Brazilian president Luiz Inácio Lula da Silva, an argument which reflected the views held by many other nations: while do Lago believed in reducing fossil fuel use, da Silva was opposed to forcing nations to switch to sustainable energy sources. This created a debate between world leaders such as the UK and the EU.



IMAGE CREDITS: UNIDO

Environmental Poster Challenge

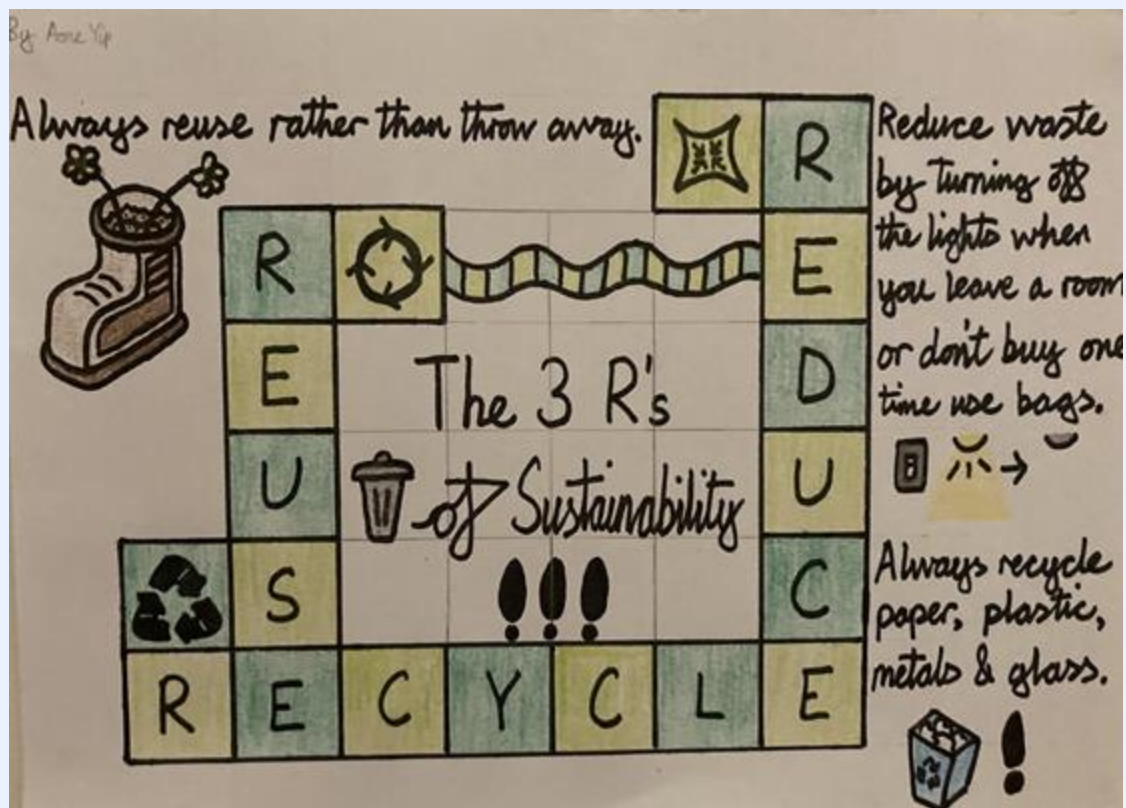
With the help of Oscar and the Eco-Committee, an environmental poster challenge was set up in order to invite the younger year groups to engage with and show their passion for the environment. We are pleased to say there were many fantastic entries which impressed the committee. However after much contention, we were able to choose some of the best ones!

The Winner



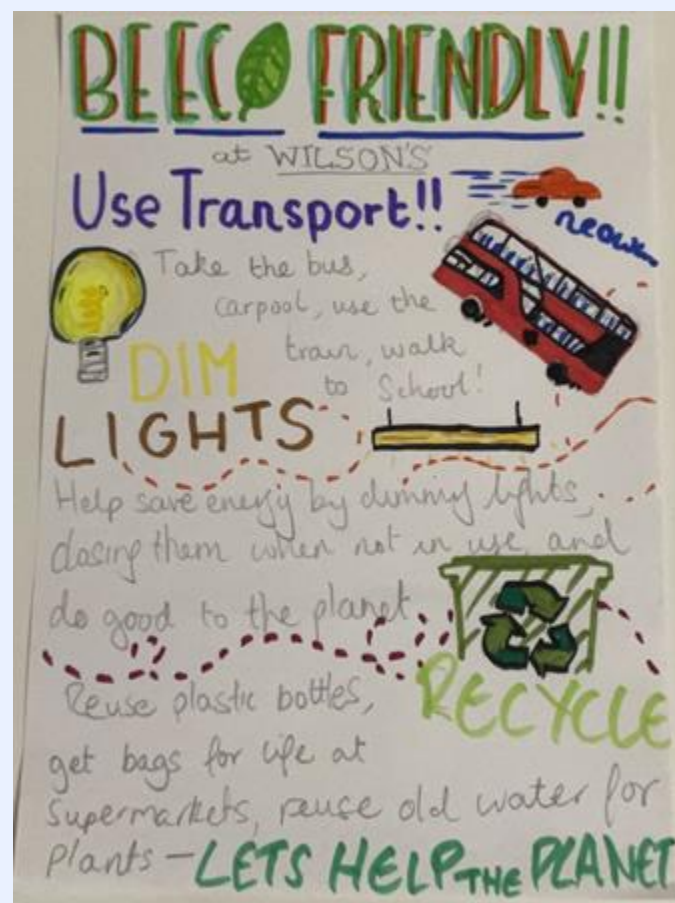
Haoran (Y8)

2nd Place



Aone (Y7)

3rd Place



Evan (Y7)

COP30: Brazil

Nikhil (Y8)

COP30 (The Conference of the Parties) is the thirtieth annual UN (United Nations) climate meeting. The “Parties” refers to the nearly 200 countries which signed the original UN climate agreement of 1992. This took place ten years after the Paris climate agreement, in which countries agreed to prevent the rise in global temperatures exceeding 1.5°C.

The chosen location for the conference, Belém, Brazil, in the Amazon rainforest, has caused some controversy. An area was cleared to construct a road for the summit, going against agreements to preserve the rainforest by reducing deforestation. There was also opposition to Brazil obtaining new licenses for the extraction of oil and gas, which is one of the main causes of global warming.

Many important officials attended, such as: the UK Prime Minister, Keir Starmer, French President Emmanuel Macron, and HRH the Prince of Wales. However, others did not attend, such as China’s President, Xi Jinping, or the US President, Donald Trump.

Areas of discussion included:

Community and youth involvement

Emphasis was placed on including community-led adaptation plans and allowing youths and indigenous people to shape climate policy.

Climate finance

Discussions were focused on how to raise money for climate actions, with emphasis on reaching the Global Goal on Adaptation, which aims to triple financing for adaptation by 2025.

Nature and forests

Countries proposed the Tropical Forests Forever Facility to provide funding for forest protection.

The Eco-Schools Green Flag Award

Arya, Arun, Umar (Y8)



The Eco-Schools Green Flag Award

What is the Eco-Schools award and how are we going to achieve it?

The Eco-Schools award is received after a school completes the Eco-Schools programme, which consists of a seven-step framework, pictured below. For the programme, a school must evaluate how sustainable and environmentally friendly it is and form an action plan, which is a guideline on what needs to be done to make the school environmentally friendly and the pupils environmentally conscious. Once the seven steps are complete, we can apply for the Eco-Schools Green Flag Award to celebrate the efforts of the students and staff involved!

Why do we want to obtain the award?

The Green Flag award is a lot more than an award! It's an opportunity for young people that are passionate about the environment to lead, learn valuable skills and make a change! An **active** change. The problem with how we approach improving sustainability and becoming more eco-friendly is that there is not enough meaningful work to make a difference. Essentially, it's "all talk and no walk". However, with this award, this frustration is not present! To be successful and receive this award, a committee (that's us writing!) will have to complete all seven steps. In these seven steps, an action plan will be formed, which will be a guideline for what steps the school should take to be more environmentally conscious and more environmentally friendly. This will be active change and will make a meaningful difference. The Eco-Schools Green Flag award ensures that we take steps to better ourselves instead of just talking about doing so! And that's why we want to win – so that we can actively improve our school!



Wild Matters Poetry Anthology

A new poetry anthology is being created by a member of the Eco-Schools committee, Savir in Year 12, to raise awareness about the abuse and complexity of the natural world. Some poems have already been submitted by enthusiastic writers, with over seventy participants thus far!

Nature by Ishaan (Y7)

Nature is wild
And the wild is full of surprises
As the hungry leopard stalks his way,
The jackal is searching for his prey
They're both thinking, what to eat today
They track down their meals
The jackal eyes an antelope
While the leopard considers the jackal
SNAP! SNAP!
One after another they feast away
The leopard is victorious
Or so he thought
A vicious cobra sought
Its death and its victory naught
In one strike, the victor was down
Or so it would sound,
The mongoose ambled his way,
Wondering what he had found
"Another fight I hope," he'd say
They battled it out,
But only one could come out on top
Upon his enemy's skill, the cobra had some doubt
But was proven wrong
When he was bitten and had to drop
This still does not mean that the mighty mongoose is the strongest of
them all
For the leopard and jackal could easily cause him to fall
Thus is the complexity of nature.

Wild Matters Poetry Anthology

In collaboration with Eco-Schools, the anthology aims to spark curiosity and enthusiasm for poetry as well as highlighting the aspects of nature which often go unnoticed.

The Leaf by Savir (Y12)

The tether weakens, its fibres drawn,
Tiny droplets slide down its waxy skin.
Like Icarus, it soars for a fleeting breath,
In love with the heights, blind to death.
As Michelangelo carved the Creation of Adam,
The leaf, as God's hands desired touch.
The stem breaks—
A brief stillness lingers in the air,
Before gravity claims what is no longer tethered.

Mother Nature graced the leaf with wind,
And folded her gentle hands around it,
Like caressing a cherub from its fall to the depths.
The leaf twirls, pirouettes in golden light,
As the world watches, helpless.

The leaf kisses the crooked earth below,
Once perched atop Nature's bountiful Elysium,
Now sinking like the sulphurous chasms of Tartarus.
It begged, it wept, for Mother Nature's hand,
But her light could not reach so far.

It struggled for breath in the pool of demise,
Suffering only to show its ignorance,
And ingratitude to Nature, who gave it life.
When it cried its final breath, Nature called,

"Under my watch, the thread and needle spin,
Under yours, your fate is stitched within."

