Southern Cross Program Case Study

School Processes

Adass Israel School
Increase Cleanliness of Learning Environment

School Description

The Adass Israel School, established in 1952, provides a general education for boys and girls from Prep to Year 12. The girls' campus (Prep to Year 12) and boys' campus (Prep to Year 8) are located at Elsternwick. The senior boys’ campus (Year 9 to Year 11) is located in East St Kilda. The total enrolment of students at Adass Israel School is almost 500. The school espouses orthodox Jewish beliefs, values and lifestyle. It caters primarily for members of the Adass Israel Community in Melbourne. Throughout their school life, student involvement in community activities is strongly encouraged and facilitated.

Project

Adass Israel School wanted to provide a superior learning environment through improving the cleanliness and order of the campus. By developing a sustainable system for staff and students, the school aims to improve the appearance and spirit of the school whilst lowering the professional cleaning costs.

Process

The Adass Israel School team chose this project thinking that it would be a simple task. However, once they began to define the scope of the project they discovered that it wasn’t. The first obstacle that the team encountered was that the project was to design a process, rather than a redesign, as there were no processes in place about the cleanliness of the school.

As part of the training, the team, along with the school, had to determine how they were going to measure the project and determine a baseline. Using this data they realised the importance of challenging their assumptions and basing decisions on data and results. The collection of data was paramount to the success of the project.

As part of the implementation process, visual aids were introduced to provide an incentive for teams to keep their environment clean. The results were monitored and tracked, including the level of engagement of maintaining a clean learning environment.

The Southern Cross tools enabled the team to develop a process and implementation plan to ensure success because all the stakeholders were engaged.

Results

A survey of both staff and teachers was undertaken towards the end of the 2012 school year. The results of this showed that many students, across all campuses, saw litter as a problem but thought that it was someone else’s responsibility to clean it up. Amongst staff, many teachers did not see the litter as a problem and also did not feel it was their responsibility.
At the beginning of the 2013 school year, the monitoring of the state of the classrooms at the end of the day commenced. After the first few rounds, it was decided that as the primary classrooms were litter-free and tidy, and that it was not worth continuing to monitor them.

Adass Israel School’s future plans include:

- Putting posters in all classrooms reminding students and teachers what needs to be done at the end of each lesson, after lunch and at the end of the day.
- Each teacher and student will receive a checklist to remind them what to do.
- A graph will be put on the outside of each classroom door showing the results of the biweekly monitoring.
- A special assembly will be arranged to educate the students on the importance of cleanliness and respect for the environment.
- Teachers will be reminded of their responsibilities and given strategies for encouraging the students to Keep their Education Environment Pleasant.

Classroom Poster

![Classroom Poster](image)

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