

# CQSS2030

**CENTRAL QUEENSLAND**  
Sustainability Strategy 2030

## Get Involved!

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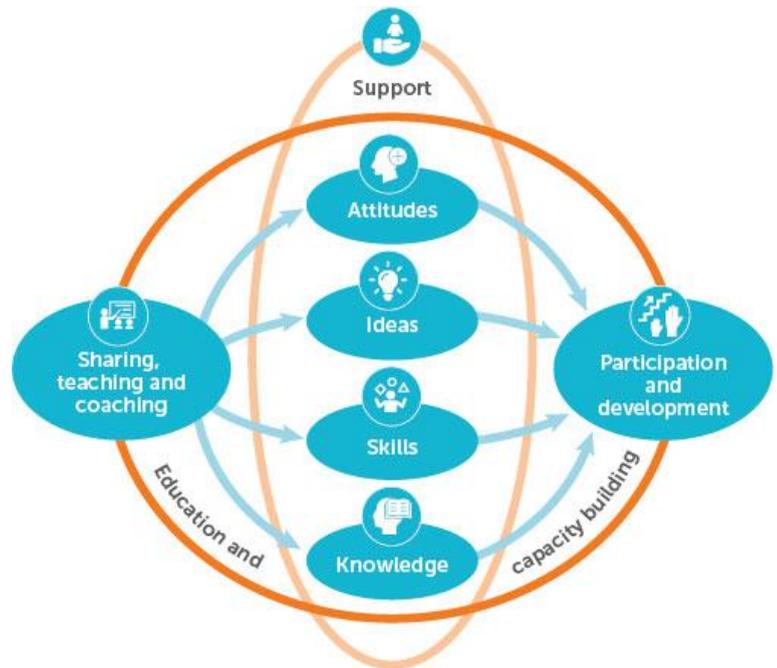
# Education and Capacity Building

Education and capacity building is central to all the other activity types because the majority of human behaviour and attitude is learnt. This means education and capacity building takes many forms beyond the basic teacher-student model.

Any activities that build skills, knowledge, and awareness, or change attitudes, goals and behaviours are education. That means things like sharing a Facebook post, running a fundraiser or even just doing something publicly, like picking up and putting litter in a bin, count as educating others.

Education forms a large part of capacity building. Capacity building however also includes services or systems that make it easier for other people to access information or activities, learn or participate. Councils providing clearly labelled rubbish and recycling bins in public places is a simple example of capacity building.

The actions in the table below outline a couple of the main ways people make a positive contribution to the CQSS2030 targets through education and capacity building. While this list doesn't cover everything, it is a useful guide to identify your contributions and find out what more you could do.



●	●	●	●	●	●	✓	✓	<b>Formal environmental education</b> <i>early childhood, school, university, other employment</i>
●	●	●	●	●	●	✓	✓	<b>Informal environmental education</b> <i>educating self, informing and upskilling others</i>
●	●	●	●	●	●	✓	✓	<b>Organising environmental community groups/events/activities</b>

**Key:**  
 ● The darker the dot the more it helps this asset  
 ✓ The action helps address climate change and looks after people

# Monitoring and Reporting

The whole point of monitoring is to measure progress towards a desired goal, and to determine early if things aren't working; that way we can change our approach and make improvements. Reporting can be thought of as sharing this information – what we found out about what worked and what didn't, so we and others can learn from our experiences. So in actual fact, monitoring and reporting also involves evaluating our progress and/or success, and identifying what improvements can be made. Because of this, 'monitoring and reporting' is crucial to informing best practice in all the other activity types.



- Monitoring and reporting is required at multiple spatial scales. For example to determine changes in which birds visit your backyard to the number of migratory birds that land on our regional beaches each year,
- It involves a diverse range of people for a diverse range of reasons. Private individuals who participate in citizen science programs for water monitoring or use reporting apps for pest animals), businesses who need to assess their economic and environmental impact, groups and organisations involved in delivering specific programs and governments who need to determine the benefits of their investments,
- It can be used to learn about singular things like where cane toads are, or to answer very complex questions like – how healthy is our Great Barrier Reef?

The actions in the table below outline how anyone can make a positive contribution to the CQSS2030 targets. While the action list doesn't cover everything, it is a useful guide to identify your contributions and find out what more you could do.



●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓

**Monitoring environmental changes/  
collecting data**

**Reporting**  
*collating information on conditions/  
changes to inform policies & proposals*

**Participating in citizen science activities**

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# On ground management

On ground management refers to organising and performing activities out in the natural environment, and includes the necessary and associated indoors or office work that makes those activities possible. On ground management has direct and observable outcomes on the environment and natural assets – sometimes good and sometimes bad, sometimes intended and sometimes by accident. In all instances, on ground management is carried out by landowners, leasees and/or those who manage or care for land on behalf of others. The range and purpose of activities that fall into on ground management are very diverse, and depend on what the area is used for. If you think about the main industries in Central Queensland – agriculture, mining, tourism and the health and services sectors – it’s easy to imagine some of the different actions and outcomes from their on ground management activities.



The key thing to remember is – if you’re responsible for or involved in looking after any patch of land, waterway, beach or ocean... then you’re involved in on ground management!

The actions in the table below are common ways people make a positive contribution to the CQSS2030 targets through on ground management. While the action list doesn’t cover everything, it is a useful guide to identify your contributions and find out what more you could do.

Soil	Water	Rivers	Birds	Vegetation	Wind	Sun	People	Action
●	●	●	●	●	●	✓	✓	Managing erosion
●	●	●	●	●	●	✓	✓	Managing fire
●	●	●	●	●	●		✓	Controlling weeds and/or pest animals
●	●	●	●	●	●		✓	Protecting, extending or improving native vegetation
●	●	●	●	●	●		✓	Managing/caring for rivers, creeks, wetlands & urban waterways
●	●	●	●	●	●		✓	Collecting rubbish/beach clean ups
●	●	●	●	●	●	✓	✓	Applying best practice in land management
●	●	●	●	●	●	✓	✓	Implementing regenerative agricultural practices

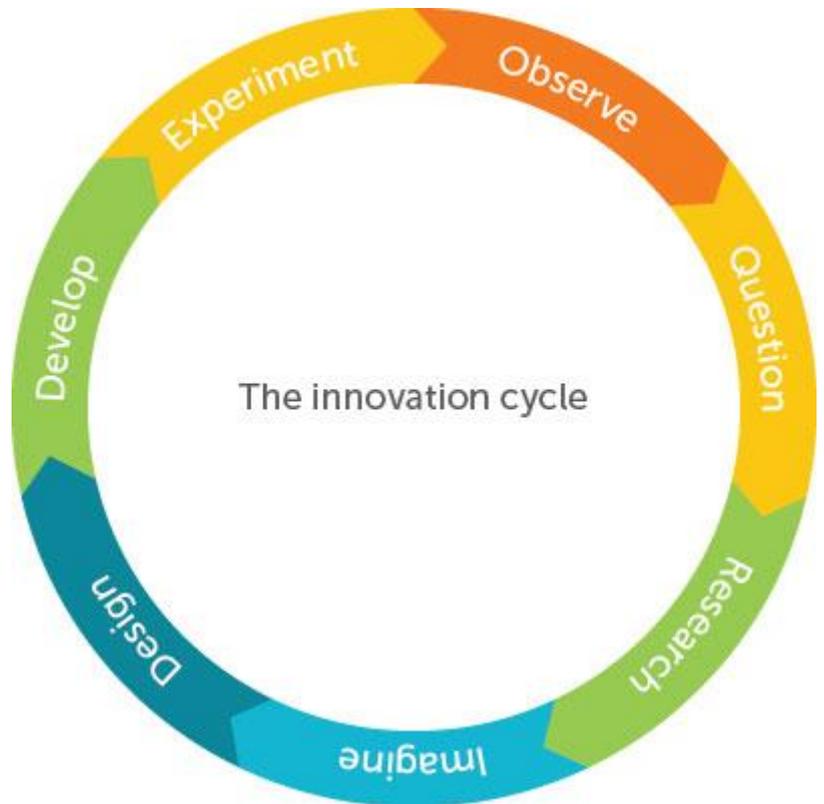
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# Research, development, and innovation

This activity type includes all the actions and activities that individuals, groups, businesses and organisations undertake to find better ways of doing things. It results in coming up with and introducing new products and services, as well as process and systems or ways of operating.

Often, it involves keeping parts of a product, service or system that worked well and modifying them by adding new parts or removing the bits that didn't work so well. These decisions result after looking at what other information and options are available (research) and based on that, making an informed guess about what would work better. Research, development, and innovation relies a lot on all the other activity types, but especially monitoring and reporting. Without access to information about what worked and what didn't, it'd be very hard to come up with better ideas. Research, development and innovation requires a willingness to make mistakes and learn from them, as well as a deep curiosity about what works and why, and the creativity to imagine what products, services, process or systems would look like.



**Conducting research**

**Development & innovation**  
*creating new technologies/  
 methods/approaches*

- Key:**
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# Personal Life Choices

This activity type covers all the actions that individuals and families choose to participate in, even though there is no law or requirement to do so.

Personal lifestyle choices are exactly that – they're personal choices about how to live, what to do, buy, eat and support.

Recycling, choosing renewable energy, volunteering, supporting environmental groups or choosing a career in

sustainability or environmental care are all examples of personal lifestyle choices that reduce negative impacts on the environment – there are however many, many more!

Personal lifestyle choices can be small and seemingly insignificant to some, while to others, those same choices are a really big deal or even impossible; it all depends on what we were brought up with, what we believe is 'normal', and what our personal circumstances allow for. Our choices are influenced by many things and change over our life for many different reasons. Below is a list of things you could try.



●	●	●	●	●	●	✓	✓	<b>Supporting environmental organisations</b> <i>donations/volunteering</i>
		●	●	●			✓	<b>Caring for wildlife</b> <i>licensed/trained carers, wildlife friendly gardening, leaving water out</i>
●	●	●	●	●	●	✓	✓	<b>Conserving water</b>
●	●	●	●	●	●	✓	✓	<b>Purchasing less/sourcing ethical products &amp; services/growing own food</b>
●	●	●	●	●	●	✓	✓	<b>Limiting chemical use/application</b>
●	●	●	●	●	●	✓	✓	<b>Limiting energy consumption</b> <i>checking energy efficiency rating, switching off appliances, going solar</i>
●	●	●	●	●	●	✓	✓	<b>Reducing vehicle emissions</b> <i>car pooling, public transport, walking/cycling, hybrid/fuel efficient cars</i>
●	●	●	●	●	●	✓	✓	<b>Reducing waste</b> <i>composting, reduce, reuse, recycle, appropriate waste disposal</i>

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## Every little action can make a big difference

Identifying which actions you take makes it easier to see which natural assets you're helping. The actions in the table below outline how anyone can make a positive contribution to the CQSS2030 targets. While the action list doesn't cover everything, it is a useful guide to identify your contributions and find out what more you could do.

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### Education & capacity building

●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓

- Formal environmental education**  
*early childhood, school, university, other employment*
- Informal environmental education**  
*educating self, informing and upskilling others*
- Organising environmental community groups/ events/activities**



### On ground management

●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓

- Managing erosion**
- Managing fire**
- Controlling weeds and/or pest animals**
- Protecting, extending or improving native vegetation**
- Managing/caring for rivers, creeks, wetlands & urban waterways**
- Collecting rubbish/beach clean ups**
- Applying best practice in land management**
- Implementing regenerative agricultural practices**



### Monitoring & reporting

●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓

- Monitoring environmental changes/collecting data**
- Reporting**  
*collating information on conditions/changes to inform policies & proposals*
- Participating in citizen science activities**



### Personal lifestyle choices

●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓

- Supporting environmental organisations**  
*donations/volunteering*
- Caring for wildlife**  
*licensed/trained carers, wildlife friendly gardening, leaving water out*
- Conserving water**
- Purchasing less/sourcing ethical products & services/growing own food**
- Limiting chemical use/application**
- Limiting energy consumption**  
*checking energy efficiency rating, switching off appliances, going solar*
- Reducing vehicle emissions**  
*car pooling, public transport, walking/cycling, hybrid/fuel efficient cars*
- Reducing waste**  
*composting, reduce, reuse, recycle, appropriate waste disposal*



### Research

●	●	●	●	●	●	✓	✓
●	●	●	●	●	●	✓	✓

- Conducting research**
- Development & innovation**  
*creating new technologies/methods/approaches*

