



ADOPT - A - VERGE

A HOW-TO GUIDE FOR SOUTH
AUSTRALIAN SCHOOLS



TABLE OF CONTENTS



2-3

What is Adopt-a-Verge?

4

Application checklist

5

Example verge project

6

Examples and sources of verge design

7-8

Links to local council verge applications

9

Draft application letter

10

Suggested plants

11-12

Links to school curriculum

13

Acknowledgements

WHAT IS ADOPT-A-VERGE?

‘Adopt-a-Verge’ is a community-based initiative where individuals, schools, organisations or groups come together to take on the responsibility of maintaining and caring for a specific verge. ‘Verges’ are typically defined as a strip of land that borders a path or separates a road from adjacent properties. The primary aim of Adopt-a-Verge is to increase greenspace by taking a vacant verge and transforming it into one that is covered with vegetation, ranging from native plants, trees, flowers or shrubs.

SO, WHY SHOULD YOUR SCHOOL ADOPT-A-VERGE?

- 1. Community Engagement:** Adopting a verge encourages the community to get involved in improving neighbourhood landscapes and fosters a sense of pride in the local environment. For schools, participating in an Adopt-a-Verge initiative can help strengthen student bonds by encouraging students to work cohesively and collaboratively to achieve a common goal.
- 2. Environmental Benefits:** A verge that is well maintained can help support local biodiversity by providing a habitat for various insects, birds, butterflies and bees. By planting South Australian native shrubs or trees, it can assist with restoring or enhancing local ecosystems.
- 3. Safety:** Some Adopt-a-Verge initiatives might improve road safety by trimming overgrown vegetation. This helps to improve visibility at intersections or roads, allowing for both drivers and pedestrians to have a clear line of sight.



WHAT IS ADOPT-A-VERGE?

MORE REASONS WHY YOUR SCHOOL SHOULD ADOPT-A-VERGE!

- 4. Sustainability:** Promoting sustainable landscaping practices such as planting native plants, allows the community to do their bit for the planet! For example, planting native species often requires less water when compared to non-native species. Overall, this requires less maintenance and is both environmentally and economically beneficial.
- 5. Local Identity:** Well maintained verges can be a source of local pride and can contribute to a school's identity by showcasing its commitment to sustainability.

THE IMPORTANCE OF GREENSPACES

Access to greenspaces has been linked to improved mental and physical health by promoting both mindfulness and physical activity. Spending time in natural settings has been found to help reduce stress, boost mood and enhance overall quality of life.

Schools across South Australia are able to promote activities in greenspaces such as walking or meditation which can reduce mental fatigue and promote a sense of calm amongst students. Schools are encouraged to increase their greenspace and take on the challenge of adopting a verge!



APPLICATION CHECKLIST

1

Identify a vacant verge near your school

- Consider what you'd like the space to look like by drawing a plan.

2

Consider local council requirements

- Review council websites for specific information and think about funding.

3

Lodge an application with your council

- Seek approval from your local council and start choosing plants.

4

Start developing your verge!

- Get students involved in the planting and maintenance process.

EXAMPLE VERGE PROJECT: ST MARGARET MARY'S SCHOOL



St Margaret Mary's School ADOPT-A-VERGE

This project is funded by Green Adelaide

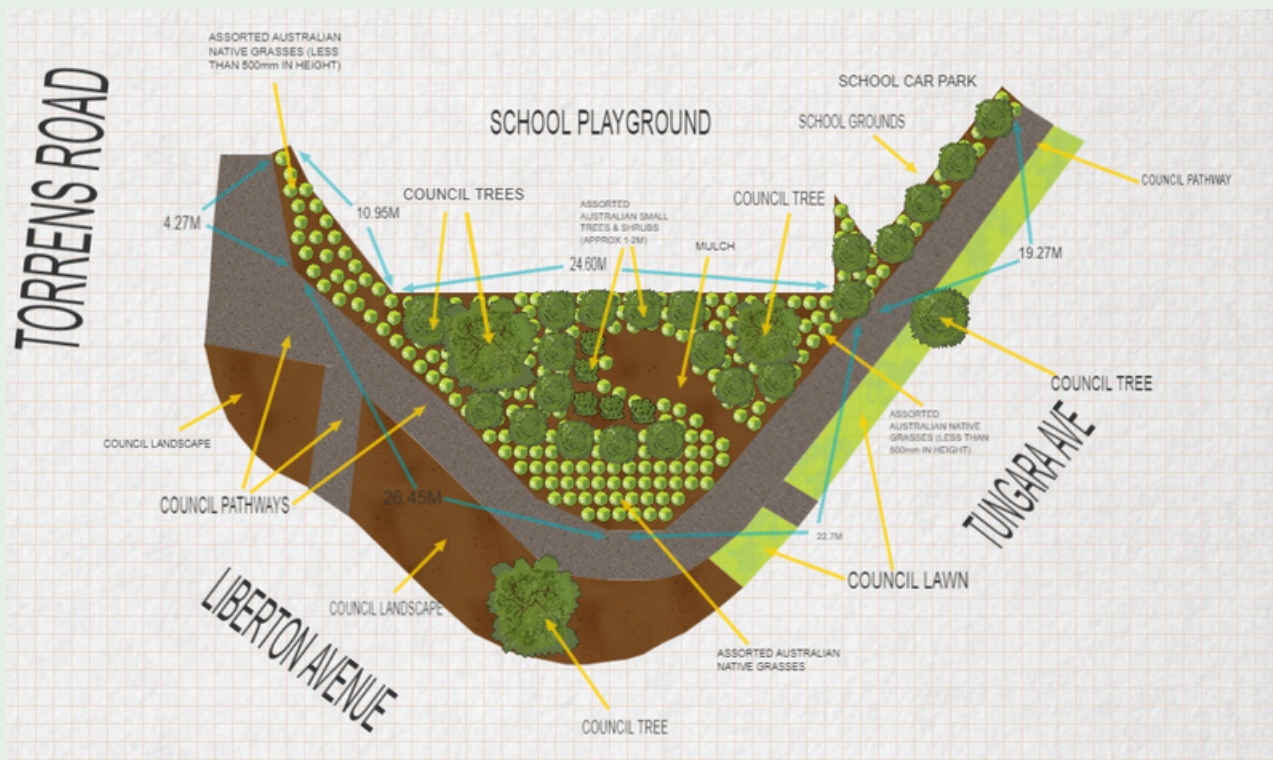


For more information



EXAMPLES AND SOURCES FOR VERGE DESIGN

VERGE DESIGN EXAMPLE: ST MARGARET MARY'S SCHOOL



LINKS TO VERGE DESIGN TOOLS

Gardena

- <https://my-garden.gardena.com/int>
- <https://www.gardena.com/int/garden-life/garden-planner/>

LINKS TO LOCAL COUNCIL VERGE APPLICATIONS

NORTHERN SUBURBS

City of Playford

- <https://cdn.playford.sa.gov.au/general-downloads/Verge-Landscaping-Application.pdf>

City of Prospect

- <https://www.prospect.sa.gov.au/council/city-maintenance/nature-strips>

Port Adelaide Enfield Council

- https://www.cityofpae.sa.gov.au/___data/assets/pdf_file/0026/411695/Form__VergeDevelopmentApplication.pdf

City of Salisbury

- <https://www.salisbury.sa.gov.au/services/vehicles-parking-transport-and-roads/footpaths-and-verges/verge-development-by-residents>

EASTERN SUBURBS

City of Burnside

- <https://www.burnside.sa.gov.au/Planning-Business/Development/Undertaking-Work-on-Council-Land/VergeRoad-Reserve-Landscaping-or-Planting-Application>

Campbelltown City Council

- <https://www.campbelltown.sa.gov.au/environment/get-involved/vibrant-verges-verge-development-program>

Town of Walkerville

- https://www.walkerville.sa.gov.au/___data/assets/pdf_file/0030/960816/Section-221-Road-and-Verge-Application-Form-2023-24.pdf

Mount Barker District Council

- https://www.mountbarker.sa.gov.au/___data/assets/pdf_file/0014/113117/Verge-Landscaping-Guidelines-and-Application-2017.pdf

LINKS TO LOCAL COUNCIL VERGE APPLICATIONS

SOUTHERN SUBURBS

City of Marion

- <https://www.marion.sa.gov.au/verge-development-application-form>

City of Mitcham

- <https://www.mitchamcouncil.sa.gov.au/build-and-develop/works-on-public-land>

City of Onkaparinga

- <https://www.onkaparingacity.com/Planning-and-development/Development-applications/Lodge-an-application>

City of Victor Harbor

- https://www.victor.sa.gov.au/___data/assets/pdf_file/0026/286145/Guidelines-and-Application-for-nature-strip-alterations.pdf

WESTERN SUBURBS

City of Holdfast Bay

- <https://www.holdfast.sa.gov.au/assets/general-downloads/Services/Verge-Application-Form.PDF>

City of Charles Sturt

- https://www.charlessturt.sa.gov.au/___data/assets/pdf_file/0024/159225/Community-Verge-Nature-Strip-Development-Guidelines-and-Checklist.pdf

City of West Torrens

- <https://www.westtorrens.sa.gov.au/Services/Streets-roads-footpaths-and-restrictions/Verges/Verge-application-form>



DRAFT APPLICATION LETTER

[Insert School Letterhead]

Re: Verge Development Application

To whom it may concern,

I am writing on behalf of **[insert School name]** to express our interest in participating in the verge development initiative.

We recognise the importance of preserving and enhancing our school environment as well as our neighbouring areas. The verge development initiative offers an ideal opportunity for our students to actively contribute to the community whilst simultaneously learning valuable skills.

Participating in the verge development initiative would offer our students a hands-on learning experience that can be tied to various curriculum standards and educational outcomes in environmental science, civic studies, safety and agriculture. Our school believes that engaging in the development of a verge will strengthen our students' sense of community and civic responsibility.

We are eager to contribute to the preservation and enhancement of local biodiversity as well as elevating the aesthetic appeal of our community. By planting and maintaining a verge, we aspire to create a lasting and positive impact on our local community.

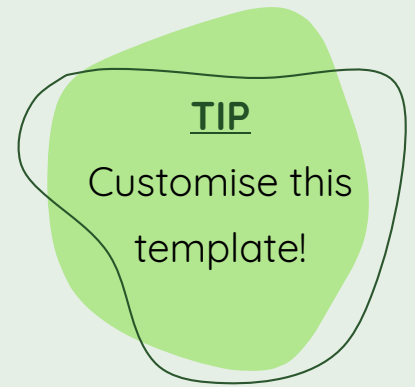
We have attached within this letter the following documents for our verge application:

- council application; and
- labelled verge plan.

We kindly request any additional information on the application and approval process, as well as any specific guidelines or regulations that are associated with the verge development initiative.

Please feel free to contact our school at **[insert details]** if you would like to discuss further. Thank you for considering our request and we look forward to your response.

Kind regards,
[Insert name]



SUGGESTED PLANTS

SPECIES	COMMON NAME	DESCRIPTION
<i>Acacia acinacea</i>	Wreath Wattle	Hardy shrub to 1.5m. Often weeping branches. Yellow ball flowers spring.
<i>Banksia marginata</i>	Silver Banksia	Medium shrub or tree 2 metres high with yellow cones of flowers. Great for birds.
<i>Callistemon rugulosus</i>	Scarlet Bottlebrush	Rounded shrub up to 2m with red bottlebrush flowers. Attracts large birds.
<i>Callitris gracilis</i>	Southern Cypress Pine	Native pine. Large tree approx. 15m.
<i>Chrysocephalum apiculatum</i>	Common Everlasting	Summer flowering daisy to 50cm. Yellow, orange from late spring well into summer.
<i>Correa glabra</i>	Rock Correa	Medium sized shrub with pink and green tube flowers 1.5m.
<i>Enchylaena tomentosa</i>	Ruby Saltbush - pink fruit	Tall groundcover to small shrub. Berries are edible Great bird food too.
<i>Goodenia albiflora</i>	White Goodenia	Sprawling low plant with white flowers in early summer. Loved by blue-banded bees.

LINKS TO SCHOOL CURRICULUM



Examples of how verges can be linked to the Australian Curriculum

RECEPTION

Science Understanding:

Observe external features of plants and animals and describe ways they can be grouped based on these features (AC9SFU01)

- observing fruits and vegetables and identifying them as parts of plants such as roots, flowers, fruits or leaves;
- using magnifying glasses or digital cameras to observe and identify external features of plants including seeds, flowers, fruits and roots, or of animals such as eyes, body covering, legs and wings.

YEAR 1/2

HASS: Knowledge and understanding - Geography

The natural, managed and constructed features of local places, and their location (AC9HS1K03)

Design and Technologies: Knowledge and understanding - Technologies context - Food and fibre production; Food specialisations

Explore how plants and animals are grown for food, clothing and shelter (AC9TDE2K03)



Thank you to Mr Matthew Harrison for developing this section

LINKS TO SCHOOL CURRICULUM

YEAR 3

Science Understanding:

Observe external features of plants and animals and describe ways they can be grouped based on these features (AC9SFU01)

- classifying a collection of objects as living, once living or non-living and explaining their reasoning;
- observing and describing differences between metamorphic (such as butterflies, beetles or frogs) and non-metamorphic life cycles of animals, including humans;
- comparing the physical characteristics of an animal such as a frog or moth with its activity at different stages of its life cycle;
- representing stages of a plant or animal's life cycle using drawings, digital photographs, graphic organisers or concrete materials.

YEAR 3/4

HASS: Knowledge and understanding - Geography

The importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent (AC9HS4K05)

YEAR 4

Science Understanding:

Explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships (AC9S4U01)

- observing living things in a local habitat and categorising them as producers, consumers or decomposers;
- researching the different types of decomposers and their importance within a habitat;
- representing feeding relationships of producers and consumers as a food chain and comparing food chains across different habitats.

ACKNOWLEDGEMENTS

This guide was prepared by Eri Miyasato with support from Sharyn Gromitsaris and Matthew Harrison

A big thank you to the following for their contributions to this E-Booklet:

- Adelaide Exposure Science and Health
- Green Adelaide
- St Margaret Mary's School

This project is funded by Green Adelaide

