

School Environmental Management Plan 2018

This School Environmental Management Plan (SEMP) outlines Sandringham East Primary School's (SEPS) commitment to sustainability. It highlights our achievements to date and a plan for what we would like to achieve in the future.

A. Education for Sustainability Vision

Sandringham East Primary School (SEPS) aims to become a Sustainable School by reducing our ecological footprint through adopting sustainable practices in our everyday lives. We will achieve this by integrating sustainability into all areas of the curriculum to develop skills and values related to environmental care, responsibility and improvement. We will lead the community by demonstrating exemplary practices in waste management, water and energy usage.

B. Sustainability Policy

1. Aims and Targets

We aim to achieve the following goals and targets over the next three years:

1. To provide a safe, attractive and secure physical school environment.
2. To provide opportunities for students to develop worthwhile skills and values relating to our school's physical environment and beyond.
3. To fully utilise community expertise, and to provide opportunities for community involvement in the ongoing development and improvement of our physical environment. For example, to increase the school community's involvement in the vegetable garden and planting.
4. To reduce waste by **25%**.
5. To reduce water consumption by **10%**.
6. To reduce energy consumption by **25%**.

2. Sustainability in curriculum

Sustainability Education is a cross-curriculum priority within SEPS and the Victorian Curriculum. Resources are provided by VCAA, Cool Australia, Carbon Kids and the Primary Connectives Resources (to name a few) to facilitate this environmental focus. The Walker Learning Pedagogy enables us to integrate an environmental focus into our curriculum easily. We are committed to including a sustainability/ environmental focus into inquiry units across all year level and as part of daily classroom practices where possible.

Level	Name of Inquiry Unit, Curriculum Area or Learning Activity	Biodiversity	Water	Waste	Energy
5 & 6	Term 1 (Food Garden Program) – (Life cycle of plant, seed dispersal, chicken anatomy, history of gardening, benefits of bees, compost, daylight changes) Term 1 (Even) Science – Biological Science Term 1 (Odd) Science – Earth and Space Science Term 2 – Water Conservation (commence 2016) Term 3 – Geography – (Even) - Factors that shape the human and environmental characteristics of places (Odd) - A diverse and connected world Term 4 – (Even) – Science – Earth & Space Science – Global warming Term 4 – (Odd) – Science – Biological Science – earth habitat and systems	✓	✓	✓	✓
3 & 4	Term 1 (Even) Science – Biological Science Term 1 (Odd) Science – Earth and Space Science Term 2 – Water Conservation (commence 2016) Term 3 (Even) Humanities - Geography – Places are both similar and different Humanities Geography – The Earth’s environment sustains all life Term 4 – (Even) – Science – Earth & Space Science – Global warming Term 4 – (Odd) – Science – Biological Science – earth habitat and systems	✓	✓	✓	✓
1 & 2	Term 1 (Even) Science – Biological Science Term 1 (Odd) Science – Earth and Space Science Term 2 – Water Conservation (commence 2016) Term 3 (Even) Humanities - Geography – Places Have Distinctive Features Humanities - Geography – People are Connected to Many Places Term 4 – (Even) – Science – Earth & Space Science – Global warming Term 4 – (Odd) – Science – Biological Science – earth habitat and systems Gardening - Compost and worms Walker – Play Matters, Investigations Stations: Habitats, Reduce, Reuse, Recycle, Weather, Animals, Nude Food, Water conservation	✓	✓	✓	✓
P	Term 1 - Science – Earth and Space Science (Weather) Term 2 – Water Conservation (commence 2016) Term 3 Humanities - Geography – People Live In Places Term 4 Science - Biological Science (Animals and habitats) Gardening - Compost and worms	✓	✓	✓	✓

Walker – Play Matters, Investigations Stations: Habitats Reduce, Reuse, Recycle Weather Animal coverings/baby animals Nude Food Water conservation				
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3. Involvement of the Community

Environmental agencies, experts and interest groups will have input into the implementation of our Sustainability Policy. SEPS has engaged the services of Port Phillip Eco Centre, Cool Australia and ResourceSmart.

Environment Captains

Our Environment Captains will provide a student focus and will be the facilitators of sustainable practice.

Community Involvement

We will encourage community participation in environmental projects undertaken, as well as invite parents with expertise to help maintain and improve our school environment. We will also promote sustainable living through educating the school community through our students.

All people within our school will be informed and responsible for implementing these programs. The various committees will be responsible for keeping records and reporting on the outcomes and progress of each program to the whole school community, through school newsletters and the annual report. The parties involved will provide reports to staff and School Council outlining the goals, aims, costing, savings and other relevant issues.

4. Implementation Actions for Sustainable Practices within the 4 Modules

4.1 Waste

Nude Food

Sandringham East PS is a Nude Food school. Families are encouraged to bring a healthy lunch, in a recyclable lunch box, with zero wrappers. Any rubbish will go into student's lunchboxes to be disposed of at home. Teachers to ensure that students do not go outside with rubbish.

Recycling Station

To establish 1 Recycling Station that provides students with the opportunity to make good decisions about where their waste goes on canteen days:

- dispose of food scraps (compost/chicken food) + promote the worm farm/composting and chicken food.
- paper and bottles (recycling)
- rubbish (landfill)

WASTE	What we are doing?	What could we do better? What else could we do?
Audit Investigations Measuring landfill waste, recycling, compost, rubbish free lunches, paper usage	<ul style="list-style-type: none"> • Small landfill bins and large recycling bins • Recycle Paper • Recycling bins for containers in classrooms • Nude Food 	<ul style="list-style-type: none"> • Reduce canteen litter • Encourage more double sided printing • Reuse old worksheets • Shred used paper and put in compost • Compost bins in classrooms
Waste Systems Signage, using bins, rubbish free lunches, paper use and reuse, collecting food scraps	<ul style="list-style-type: none"> • Nude Food • Compost for garden • Container recycling • 2nd hand uniform shop 	<ul style="list-style-type: none"> • Increase signage in classrooms, corridors, offices, public places in school. • Use less paper! (students to be involved in monitoring paper being used on both sides before it is recycled) • Mobile phone recycling
Activating Our Community Educating and empowering the people in our school and local community eg. projects, campaigns, events, school tours, sharing our stories	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Share student projects more • Run more competitions with families and communities • Keep people informed of our waste use, via newsletters and Sustainability Page on website
Environment Captain Leadership & Celebration Student role models, leaders, teams, clubs Celebrating and lifting the profile of what we do		<ul style="list-style-type: none"> • Apply for ResourceSmart Schools awards • Awards for Nude Food results •

4.2 Energy

Switch off and Save

- Promote a 'switch off and save' policy for technological equipment, lighting and heating/cooling:
 - signs in every classroom and on photocopiers
 - every class will appoint an Energy Monitors to switch off lights, fans & air-conditioners as the class leaves

Maintaining Ideal Temperatures and appropriate clothing

- Educate staff and students in the ideal temperature to set heating and cooling.
- Promote layering of clothing rather than using heating.

ENERGY	What we are doing?	What could we do better? What else could we do?
<p>Audit Investigations Measuring electricity, gas and how people travel to and from school</p>	<ul style="list-style-type: none"> • SWEP monitor our energy use 	<ul style="list-style-type: none"> • More kids should be walking/riding to school • Using SWEP resources • Walk to School & Ride to School Safely
<p>Energy Efficiency Lighting, heating, cooling, computers, appliances, signage, renewable energy</p>	<ul style="list-style-type: none"> • Turning off unused appliances • Timer lights • Motion sensor lights • Energy saving photocopiers • Using natural light in classrooms • 	<ul style="list-style-type: none"> • Signs in classrooms to turn off lights • Solar panels • More efficient appliances • Encourage wearing jumpers in winter instead of having heaters on all the time • Keep heating/air con at a comfortable level • DE lamping in some areas • Solar hot water • 5 star appliances
<p>Activating Our Community Educating and empowering the people in our school and local community eg. projects, campaigns, events, school tours, sharing our stories</p>	<ul style="list-style-type: none"> • Enviro Education • Environment mentioned in school tours • Working Bees • School Grounds for Learning 	<ul style="list-style-type: none"> • Earth hour • Assembly updates on how we're going • More Environment information in the newsletter and regular updates on the website
<p>Environment Captain Leadership & Celebration Student role models, leaders, teams, clubs Celebrating and lifting the profile of what we do</p>	<ul style="list-style-type: none"> • Environment Captains • 	<ul style="list-style-type: none"> • Captains monitor energy usage • Regularly promote reduced energy usage and appropriate dress • Students enter data in ResourceSmart • Student monitors in every classroom • Teacher awareness and behavioural change

4.3 Biodiversity

Vegetable Garden & Chickens Program

- Educate students in ecological gardening practices and the use of seasonal herbs and vegetables. This program is enhanced through our cooking program.
- To use composting, worms farms and to improve soil quality.
- Chickens to be used to increase biodiversity and provide manure to improve soil consistency.

BIODIVERSITY	What we are doing?	What could we do better? What else could we do?
<p>Audit Investigations Measuring the number, health and types of plants and animals</p>	<ul style="list-style-type: none"> • Gardening classes • Extensive garden areas • Numerous established trees and native plants 	<ul style="list-style-type: none"> • More animal homes • Start monitoring • Regular replanting process • Annual National Tree Planting Day
<p>Habitat Gardens Gardens for indigenous plants and animals</p>	<ul style="list-style-type: none"> • We have plants that encourage bird life • Diverse plants • We encourage respect for the environment 	<ul style="list-style-type: none"> • Nesting boxes • Bird bath • Butterfly garden
<p>Food Gardens Vegetable and herb gardens, chickens, compost, worm farms</p>	<ul style="list-style-type: none"> • Vegetable garden & herb gardens • Planted some fruit trees • Kitchen Garden Program for 	<ul style="list-style-type: none"> • Re-do indigenous garden
<p>Activating Our Community Educating and empowering the people in our school and local community eg. projects, campaigns, events, school tours, sharing our stories</p>	<ul style="list-style-type: none"> • Nude Food Policy • Clean Up Australia Day • Newsletter articles • Staff PD • Kitchen Garden • Working Bees • I sea, I care • Regular Emu Bobs to clean up yard & Golden Bin 	<ul style="list-style-type: none"> • Enviro Ed as a cross curriculum priority • Enviro Week • World Enviro Day • Make canteen user friendly • More Nude Food promotion
<p>Environment Captain Leadership & Celebration Student role models, leaders, teams, clubs Celebrating and lifting the profile of what we do</p>	<ul style="list-style-type: none"> • Environment Captains • Clean Up Australia Day • 	<ul style="list-style-type: none"> • Classroom monitors for compost bins etc • Posters, Campaigns and student projects • Earth Hour • World Oceans Day

4.4 Water

- To reduce the water consumption within the school.
- To use resources and equipment as efficiently as possible.
- To promote a 'water-wise turn off' policy through signage in bathrooms, near taps
- To involve students and staff in the planning of water conservation initiatives.
- To assign students to monitor water usage and report wastage.
- Repair and replace faulty taps when required.

Water Tanks

- Water Tanks to be used for watering gardens.

Biodiversity & water

- Plant trees and plants that require minimal watering.

WATER	What we are doing?	What could we do better? What else could we do?
Audit Investigations Measuring our water use, our impact on our waterways, litter, soil, run off	<ul style="list-style-type: none"> • Mulch • Measuring water use through SWEP • 	<ul style="list-style-type: none"> • Put signs up to remind students to use less water • Sensors on taps • New washers • All water off our buildings goes either into our water tanks
Water Efficiency Pipes, tanks, taps, toilets, dishwashers, appliances, sprinklers, irrigation, gardens	<ul style="list-style-type: none"> • Using water tanks • Mulch/compost use • Native plants 	<ul style="list-style-type: none"> • Buckets under taps for plants • Water funnels for new trees • Toilets flushed using tank water • Reduced pressure on students taps and cisterns
Activating Our Community Educating and empowering the people in our school and local community eg. projects, campaigns, events, school tours, sharing our stories		<ul style="list-style-type: none"> • Posters in kitchen/toilet etc • Environment videos
Environment Captain Leadership & Celebration Student role models, leaders, teams, clubs Celebrating and lifting the profile of what we do	<ul style="list-style-type: none"> • Environment Captains 	<ul style="list-style-type: none"> • Discuss at assemblies • Attend Melbourne Water Kids Teaching Kids conference



5. Evaluation

This policy is to be reviewed as part of the school's four-year review cycle.

Progress relating to the strategic plan and the related targets be assessed and reported annually, to School Council and the community by the Sustainability Committee.

6. Responsibilities related to Communication

A member of the Sustainability Community will report to the School Council once a year, they will provide feedback on sustainability practices within the school community. They will report on the social, economic and environmental impact of school sustainability practices.

Next review: **October 2021**