



SANDRINGHAM EAST PRIMARY SCHOOL

Sustainability Policy

Rationale:

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.

Aims:

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 **20%.***
6. To reduce energy consumption by **25%.***

(* These figures are over a three year period and will vary in accordance with student numbers).

Implementation:

Curriculum

Environmental is a Cross Curriculum Priority within SEPS and the Australian Curriculum. Resources are provided by ACARAA, Carbon Kids and the Primary Connectives Resources.

Involvement of Experts

Environmental agencies, experts and interest groups will have input into the implementation of our Sustainability Policy.

SEPS has engaged the services of CERES Community Environment Park and ResourceSmart AuSSI Vic.

Environment Club

There will be a team of Level 6 students involved in developing ways to sustain and improve our environmental practices.

Energy

- Reduce energy consumption and greenhouse gas emissions within the school.
- Use resources and equipment as efficiently as possible.
- Include students in the process of developing and maintaining an Energy Efficient school.
- 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
 - educate staff and students in the ideal temperature to set heating and cooling. Promote layering of clothing rather than using heating.

Waste

- To include the school community in the process of developing a Waste Wise school.
- To establish Recycling Stations that provide students with opportunities to make good decisions about where their waste goes - dispose of food scraps (compost/chicken food), paper and bottles (recycling) and rubbish (landfill) in the appropriate manner.
- To promote the worm farm/composting and chicken food.
- Assign students to monitor rubbish free lunches and each term award the class who has the most rubbish free lunch boxes; this will be achieved under the 'Nude Food' Program.
- Use recycled paper for printers, photocopiers and Eco-Pads.
- Promote the reuse principle of paper in classrooms, staffroom and office.
- Purchase 'green products' in order to reduce its environmental impact.

Biodiversity

- To use a garden plan to ensure regular replanting of the school grounds. Replanting to be linked to National Tree Day in July annually.
- To utilise our sanctuary area to its full extent.
- To involve community members in the maintenance (Working Bee maintenance and watering) of school grounds.
- To continue to ensure that each year level has ownership in the upkeep of an area of school grounds (Golden Bin areas).
- Vegetable Garden program – used to 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.
- To maintain and enhance the native garden at the front of the school and increase it's usage.
- Chickens to be used to increase biodiversity and provide manure to improve soil consistency.

- Consult our Gardener and local community members on ways to improve our garden (e.g. Where to plant, what to plant).

Water

- To reduce the water consumption within the school.
- To involve students and staff in the planning of water conservation initiatives.
- To promote a 'water-wise turn off' policy through signage in bathrooms, near taps
- To assign students to monitor water usage and report wastage.
- Water Tanks to be used for watering gardens.
- Prevent water leakage and wastage, promote water catchment and usage. Investigate ideas for example:
 - Capture water from drinking taps to water garden beds.
 - Rain garden.
- Plant trees and plants that require minimal watering.

Community Involvement:

We will encourage community participation in all projects undertaken, as well as, invite parents with expertise to help maintain and improve our school environment.

Responsibilities/Communication:

A member of the Sustainability Committee will report to the School Council once a term, 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.

Action Plan:

We will undertake the Core Module during the year 2014.

The Core Module is as follows: The Core Module sets the groundwork for your sustainability journey. It helps you evaluate where you are, where you want to get to, and how you will get there. It involves three key areas:

1. **Workplace/operational:** Create a snapshot of how your school is approaching sustainability by gathering baseline data, reviewing curriculum, infrastructure and daily operations and recognising prior achievements and opportunities for improvement. Use this data to plan how you will embed sustainability principles throughout the school and to set up a framework to track your school's progress and achievements.
2. **Learning and teaching:** Create a plan to build sustainability into teaching and learning and support teachers to embed sustainability into the curriculum.
3. **Whole school community engagement:** Tell the whole school community about the fantastic work you are doing and share your learning to demonstrate leadership in sustainability.

The Core Module has 24 actions. To complete the module, you need to complete all 24 actions. See <http://www.resourcesmartschools.vic.gov.au/about/completing-modules/>

Therefore, as part of the Core Module, base line data for SEPS is still being collated. Most of the 2013 data for gas and electricity, as well as some of our waste data has been collated as at May 2014.

Evaluation

This policy will be reviewed annually. Progress relating to the strategic plan will be annually reported to School Council and the community by the Environment sub-committee.

This policy was ratified by School Council – May 2014