



School Environmental Management Plan 2020 - 2023

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

This SEMP has been developed as part of ResourceSmart Schools, which we joined in 2017. ResourceSmart Schools is a Victorian Government initiative that will help our school benefit from embedding sustainability in everything we do. Our school will take action to minimise waste, save energy and water, promote biodiversity and reduce our greenhouse gas emissions. Sustainability Victoria have funded us to participate in ResourceSmart Schools and receive facilitation support from CERES.

Our SEMP is made up of the following key documents:

- A. Education for Sustainability Vision
- B. Sustainability Policy
- C. Green Procurement Policy
- D. Sustainability Snapshot
- E. Curriculum Review

Ratified by School Council on: 22nd October 2020

Date of next review: 22nd October 2021

Date of next School Council Ratification: 22nd October 2023 (4 yearly)

A. Education for Sustainability Vision

At St Cecilia's Primary School we strive to inspire courageous learners to make a difference, respect, care for and share the earth's resources by exploring the sustainability Ethos and Catholic Social Teaching around the Stewardship of Creation.

Copy from 2020 SIP

B. Sustainability Policy

Rationale

St Cecilia's Primary School endeavours to create a sustainable system which all school members can follow and contribute to in order to care for the longevity of the environment. The system will include integrating Sustainability in to the curriculum and improving practices in waste management, water and energy use, and maintaining and improving the biodiversity within the school grounds.

Guidelines

Energy - To control energy consumption within the school so that we reduce our impact on the natural environment; use resources and equipment as efficiently as possible; include students in developing and maintaining an energy efficient school; educate students, staff and the whole community about the best practice for energy efficiency, our whole-school energy conservation plan and sustainability initiatives and ecologically sustainable design (ESD) features in our school; and conduct auditing and monitoring of energy usage around our school.

Waste - To use an integrated waste management system within the school so that we reduce our impact on the natural environment; practise the 5R's waste minimisation hierarchy, Refuse, Reduce, Reuse, Repurpose, Recycle; close the loop on organic waste onsite; manage recycled products and landfill waste daily in the appropriate manner; educate students, staff and the whole community about the best practices for waste management, and our whole-school waste and litter reduction plan; and conduct auditing and monitoring of litter and waste at our school.

Biodiversity - To improve our outdoor natural environment through implementing our sustainability master plan to continually improve biodiversity in our school; optimise the teaching of sustainability education using the natural environment; educate students, staff and the whole community about actions for improving biodiversity in our school, and linking school vegetation and habitats with surrounding areas; and conduct biodiversity auditing to improve the habitat quality at our school.

Water - To control water consumption within the school so that we reduce our impact on the natural environment; to appreciate water as a precious resource; educate students, staff and the whole community about the best practice for water efficiency, our whole-school water conservation plan, and sustainability initiatives and water retention systems in our school; and conduct auditing and monitoring of water usage and stormwater collection around our school.

C. Sustainable Purchasing Policy

Rationale

Sustainable purchasing or green procurement is when people or organisations buy products and services that minimise negative environmental impacts over their life cycle of manufacturing, transportation, use and recycling or disposal. This includes considerations such as purchasing renewable energy instead of using electricity powered by fossil fuels which are contributing to global heating; and purchasing products derived from biodegradable materials instead of using plastic products made from petroleum (oil) which are contributing to global heating and the waste crisis.

Sustainability College is committed to sustainable purchasing and practices within its community and will seek to purchase green products in order to reduce its environmental impact and support companies that have sustainable life cycles of manufacturing, transportation, use and recycling or disposal. In doing so, Sustainability College will reduce its ecological footprint and educate staff, students and families on the everyday choices we can all make to reduce our impact on the Earth and help transition to more sustainable products and services.

Guidelines

In future we are hoping to purchase the following. Some of the issues are:

Our photocopier machines have trouble with recycled paper...

The business manager is concerned that the toilet paper will be too thin...

The coffee purchased is quite selective....

The school is definitely keen to look at creating Green Events in future...

PRODUCT	COMPANY
Printer Paper - 100% Recycled and FSC certified Australian paper waste Printer Paper - 100% post-consumer recycled	Planet Ark Ethical Paper
Electronic communications - Online Newsletters Electronic visitor log in online with no receipt print out	SENTRAL Compass
Separated bins for all classrooms	Eco Bin
iCare - 100% Recycled toilet paper certified by the Forest Stewardship Council (FSC) Who Gives A Crap - 100% Recycled toilet paper	Encore Tissues Who Gives A Crap

Purchase furniture, equipment and other materials made from recycled materials Purchase high-quality second-hand items for the office and home, and recycled unwanted items	Replas GreenCollect
GreenPower - electricity usage with certified renewable energy	Powershop Diamond Energy Energy Locals
Fair trade tea and coffee for staff froom	Fairtrade Australia (directory of stockists including Woolworths)
Provide all staff with a keep cup to encourage staff to use this in school and the cafe across the road instead of single use cups	Keep Cup HuskeeCup Hario
Green Events - such as the school Fete and community morning teas to use reusable plates and cups, any single use packaging to be 100% biodegradable.	School Policy

Aims and Targets

Benchmark targets are set by Sustainability Victoria

	BIODIVERSITY	ENERGY		WASTE	WATER
		ELECTRICITY	NATURAL GAS		
SV Benchmark	Increase habitat quality assessment score every year from baseline	250 kWh per student / per year	0.9 GJ per student / per year	0.3 m ³ per student / per year	4 KL per student / per year
Baseline (2017)	58	295.59 kWh	0.16 GJ	0.36 m³	1.72 KL
2018 Actual	58	277.17 kWh	0.25 GJ	0.38 m³	3.17 KL
2019 Actual*	58	263.57 kWh	0.33 GJ	0.36 m³	1.99 KL
2020 Target	64	250.39 kWh	0.31 GJ	0.32 m³	1.89 KL
2021 Target	70	237.87 kWh	0.30 GJ	0.29 m³	1.80 KL
2022 Target	77	225.98 kWh	0.28 GJ	0.26 m³	1.71 KL
2023 Target	85	214.68 kWh	0.27 GJ	0.24 m³	1.62 KL

*Future Aims based on a 5 – 10% reduction of current resource use

D. Sustainability Snapshot

In this snapshot we are documenting our campus, curriculum and community actions and identifying opportunities for improvement. We are also identifying opportunities to shift our whole school culture to take action on climate change.

BIODIVERSITY				
CURRENT PRACTICES				
<p>Campus:</p> <ul style="list-style-type: none"> • Develop Vegetable Garden Program • Orchard • Begin Bush Tucker garden <p>Curriculum:</p> <ul style="list-style-type: none"> • Gardening fortnightly • Embedded in RE lessons through stewardship principle. • Students take action to care for the garden • Science focus in Inquiry units <p>Community & Culture:</p> <ul style="list-style-type: none"> • Growing, tending, harvesting & selling of produce to the school community including vegetables & eggs • Student monitors increase awareness at assemblies. • Student participation in fortnightly gardening lessons 				
GOAL	HOW	WHO	WHEN	ACHIEVEMENT MILESTONE
<ul style="list-style-type: none"> • Make use of Gardiners Creek and Ferndale Park to investigate habitats 	<ul style="list-style-type: none"> • Contact council to do a water quality investigation as part of the students' inquiry unit. 	Sustainability Coordinator	Term 1, 2021	<i>Water quality assessments of both sites to be conducted in 2021</i>

<ul style="list-style-type: none"> ● Complete establishment of Bush Tucker garden 	<ul style="list-style-type: none"> ● Collaborative effort between Gardening and Art specialist teachers to create bird boxes/ insect hotels/bird baths in Art and Garden classes 	Sustainability Coordinator	Term 4 2020, & Term 1 2021	<i>Bush tucker garden tubers were bought and planted in Term 4 2019 but could be expanded in the learning walk throughout 2021-2023.</i>
<ul style="list-style-type: none"> ● Student Environmental team to participate in council leadership program. Ideas to be implemented into unit & beyond through student lead hands-on projects. 	<ul style="list-style-type: none"> ● Disseminate info at staff meetings, team planning meetings & assemblies & through school newsletter & being guest speaker in other classes. 	Student Environment Team	Throughout 2020-2023	<i>Increased student leadership across sustainability at our school.</i>
<ul style="list-style-type: none"> ● Increase school involvement in community events and projects that promote biodiversity 	<ul style="list-style-type: none"> ● Garden specialist teacher to promote the Sustainability Living Festival March 2020. Liaise with local council ● Involve parent and grandparent help through lockdown and holiday chicken duty (new chickens were bought in June 2020 and this renewed interest in volunteering) ● Visit community garden ● Create community connections so program runs itself (WIP) ● Visit partner schools to share ideas for implementation 	Chicken & Garden Monitors Whole school Partner Schools	Term 2 & 3 2020 Fun run 2020 Term 4 2020<	<i>Families shared garden and chicken duty responsibilities on a weekly basis through lockdown 2020.</i> <i>Students will participate in a fun run fundraiser for the school with the aim of achieving a goal on the School's Sustainability Plan. For example, a new play area (bushtucker native garden) as part of a learning walk, modular portable veggie gardens in the courtyard, outdoor kitchen garden, bird bath in the veggie garden, revamped chicken coop. Term 4 2020.</i>

				<p>Joined Facebook ResourceSmart Program sustainability coordinators October 2020 to create sharing of ideas and link in with partner schools.</p>
<ul style="list-style-type: none"> ● Increase student leadership in sustainability with a focus on biodiversity 	<ul style="list-style-type: none"> ● Grade 5 students to be the environment leaders for 2020 and beyond. ● Environment leaders to write fortnightly articles for the school Newsletter and present items at assembly and in each classroom ● Students to attend summit to gather ideas (Nov 18 2020) ● Gardening specialist & Deputy to create a role description for the Environment leaders & meet with them regularly to discuss presentations at assemblies etc. 	<p>Chicken, Compost & Garden Monitors, and Garden Captains Sustainability Coordinator</p>	<p>Term 1 & 4 2020, throughout 2021</p>	<p><i>Increased interest and student leadership in existing and new biodiversity projects going forward. Students will be able to communicate sustainability activities in the newsletter through an easier approach to submitting articles.</i></p>

ENERGY

CURRENT PRACTICES

Campus:

- Lighting classroom.
- 150 Fluorescent double tubes lights.
- 215 Chromebook Computers - Charged in trolleys
- 60 ipads
- 8 large Reverse Cycle Electric Heater Coolers
- 4 Smaller Reverse Cycle Electric Heater Coolers
- 5 Gas Wall Heater
- A 20.500 kWp Solar System has been installed

Curriculum:

- There is a concept in Mappen that looks at energy and energy usage and sustainable sources of energy.
- Year 1 and 2 stimulating science.
- Sustainability Concepts found in Mappen Foundation to Year 6- Term 2 unit 2018.
- Discovery / Forces and Function Unit - Yr 3/4

Community & Culture:

- Some sporadic energy saving practices have been publicised over the past ten years during related Inquiry units but these were inconsistent.

GOAL	HOW	WHO	WHEN	ACHIEVEMENT MILESTONE
<ul style="list-style-type: none"> ● Replace inefficient lighting with LED 	<ul style="list-style-type: none"> ● Sustainability coordinator/leadership to compare cost of lighting between the two types of lighting. 	Grade 5 enviro team, sustainability coordinator and assistant principal	2021	<i>Bills will hopefully reflect energy saving and benchmark target.</i>
<ul style="list-style-type: none"> ● Increase student leadership in sustainability with a focus on energy, such as conducting energy audits to identify areas of 	<ul style="list-style-type: none"> ● Engage with Planet Savers or CERES to run energy audit ● Environmental leaders to take action by choosing energy saving practices to share with other students & trial ● Gardening specialist teacher and Environment team to share ideas which can be implemented 	Grade 5 enviro team and sustainability coordinator	2021	<i>The school is really keen to approach the energy unit next year as our target is above benchmark. Peers teaching ways to improve energy conservation is the ideal approach to delivering findings from audits.</i>

improvement/improve energy conservation	by the whole school community.			
<ul style="list-style-type: none"> Utilise solar generation data in teaching and learning program/in school community 	<ul style="list-style-type: none"> Reinstate a Solar Power Monitoring System - so that students and staff can see what we are generating online 	Sustainability Coordinator	2021	<i>Resource Smart bills are easier to fill now for solar with just the monthly solar measurement.</i>
<ul style="list-style-type: none"> Improve energy efficiency through practices such as closing doors, pulling down blinds, etc. 	<ul style="list-style-type: none"> Students to create signs and remind community to Keep Doors Closed while heating and cooling 	Sustainability Coordinator and Grade 5 Environmental Team	Term 1 2021	<i>Bills will hopefully reflect energy saving and benchmark target.</i>
<ul style="list-style-type: none"> Engage with local community to improve energy efficiency and implement best practice at school 	<ul style="list-style-type: none"> Guest speakers from local schools who can share their ideas about how they make their schools more sustainable. (Eg Chatham PS) Set up online chat with student from Solway to share what they have achieved and how they have gone about it. Students participate in summit. Their ideas to be implemented in to curriculum and school systems. 	Sustainability Coordinator, Boroondara Network of Schools	Term 1 2021	<i>Sustainability Coordinator to contact neighbouring schools to organise a meet to discuss.</i>

WASTE

CURRENT PRACTICES

Campus:

- Coloured bins for: paper, organic and landfill
- Paper recycling large skip
- Blue bins for recycling plastic milk containers, yoghurt etc.
- Toner and ink cartridge recycling
- Water taps turn off
- Sensor lights in new & refurbished rooms
- Second hand uniform shop
- Paper re-use trays and boxes
- Double sided printing
- Food scraps used for chickens
- Use of interactive whiteboards to reduce paper

Curriculum:

- Sustainability topic in Inquiry
- Environment Leaders in yr 5
- Each classroom has a compost monitor & monitors to empty all coloured bins
- Gardening lesson fortnightly
- Brain food with no wrappers
- Excursions (CERES, Boroondara Waste Centre etc)

Community & Culture:

- Assembly reminders & information
- Newsletter reminders and information about the garden etc.
- Collecting items for charity - St Vincent De Paul in Winter
- Fair - second hand clothing stall
- Electronic newsletter and skoolbag app
- Introduce Green/ Environment leaders

GOAL	HOW	WHO	WHEN	ACHIEVEMENT MILESTONE
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<ul style="list-style-type: none"> Develop a whole school emphasis on Nude Food 	<ul style="list-style-type: none"> Promote Nude Food through newsletters, assembly and communications Staff PD Parent information sessions Nude Food competition Nude Food awards to be given out at assemblies Nude Food picnic/celebrations All staff to promote Nude Food throughout the school. 	Grade 5 & 6 & Sustainability Coordinator	Term 4 2020 and Term 1 2021	<i>Grade 5 students have run nude food competitions in 2019. It is an ongoing problem and CoVID has reinverted attitudes to hygiene with plastic wrapping...</i>
<ul style="list-style-type: none"> Conduct waste and litter audits to identify areas of improvement/improve waste management 	<ul style="list-style-type: none"> Jess from CERES will run an audit at StC on 25/2/20 	Sustainability Coordinator and Grade 5 Environmental team	Term 1 2020	<i>A greater awareness of the need for compost bins to be effectively managed and maintained as most of the waste was organic. However CoVID restrictions are challenging for the time being.</i>
<ul style="list-style-type: none"> Reduce printing and reliance on worksheets 	Report the printing cost for teachers to gauge the expenditure	Sustainability Coordinator	Term 4 2020	<i>Ask our business manager and other schools if finding this information is available</i>
<ul style="list-style-type: none"> Introduce consistent waste segregation system in each classroom (co-mingled, paper, landfill, soft plastics, compost, etc.) 	<ul style="list-style-type: none"> Due to problems with wishcycling in 2019, new ideas about the process to be generated from the Feb audit 2020 	Sustainability Coordinator & Grade 5 students	Term 4 2020<	<i>Reinstate the soft plastics recycling for Term 4</i>

<ul style="list-style-type: none"> ● Incorporate waste education/waste management strategies in the school curriculum 	<ul style="list-style-type: none"> ● Use the Cool Australia website ● Introduce Nude food across the school 	Sustainability Coordinator & Grade 5 students	Term 1 2021	<i>Will start again fresh with CoVID safe plans for compost, paper, landfill and recycling</i>
<ul style="list-style-type: none"> ● Increase student leadership in sustainability with a focus on waste management 	<ul style="list-style-type: none"> ● Environment leaders to write fortnightly articles for the school Newsletter and present items at assembly and in each classroom ● Students to attend summit to gather ideas/network with other schools to find out what they have implemented ● All students including Environment leaders to keep raising awareness at assembly and by displays around the school ● Staff members to guide the Environment leaders & create role descriptions for them 	Sustainability Coordinator & Grade 5 students	Term 4 2020 and Term 1 2021	<p><i>November summit 2020</i></p> <p><i>Will start again fresh with CoVID safe plans for compost, paper, landfill and recycling.</i></p> <p><i>When the waste audit Term 1 2020 was done, the need was to reinstate a better compost system. Students were being careless and there was a lot of litter in the compost bins. One idea was to have smaller icecream containers for the classroom without a plastic bin liner, then they can easily be emptied once a week. Leaders were giving raffle tickets to the class with the neatest and best sorted bins.</i></p>

<ul style="list-style-type: none"> • Network with other schools, council and organisations to improve waste management and implement best practice 	<ul style="list-style-type: none"> • Students to attend summit to gather ideas/network with other schools to find out what they have implemented 	Sustainability Coordinator & Grade 5 students	Term 4 2020 and Term 1 2021	<i>November summit 2020</i>
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WATER

CURRENT PRACTICES

Campus:

- 3 Water tanks installed
- Drip feed with timer in vegetable garden
- Timed taps in bathrooms and drinking taps
- Dual flush in toilets.

Curriculum:

- Inquiry units-concept of sustainability
- Mathematics-capacity activities
- Religion-social justice- freshwater is a right for all.
- Study of main waterways in Victoria and beyond.
- Study of Indigenous people and their connections to the land and water

Community & Culture:

- Some classes have visited Ferndale Park and Gardiners creek in previous years but we have not made the most of its proximity
- Gardening class - water use in the garden.

GOAL	HOW	WHO	WHEN	ACHIEVEMENT MILESTONE
<ul style="list-style-type: none"> ● Conduct water audits to identify areas of improvement/improve water conservation 	<ul style="list-style-type: none"> ● Collect water from under the drink taps and use on the garden. ● Investigate how our tank water is currently used. ● Student to take ownership of water use- and report wastage at assemblies 	Students and Sustainability Coordinator	2020<	<i>2018, 2019, 2020 discussion in Gardening classes</i>

<ul style="list-style-type: none"> ● Increase awareness of conservation and access to water to improvement community engagement 	<ul style="list-style-type: none"> ● Curriculum leader to audit current 2 year Inquiry units ● Ensure coverage of all aspects of sustainability/access to water ● Support Australian Farmers and their water usage and needs ● Support other communities with access to clean water. ● Fundraisers? 	Grade 5 leaders Sustainability Coordinator	Term 4 2020	<i>Newsletter article Oct 2020... report water bill data in the newsletter</i>
<ul style="list-style-type: none"> ● Improve connection with local area (e.g. Gardiners Creek - investigate this local creek and make connection and ways we can protect and enhance) 	<ul style="list-style-type: none"> ● Organise Guest speakers from local council groups who could educate us. ● Access local council and see what is on offer in our local area. 	Sustainability Coordinator to contact Council	Term 1 2021	<i>Term 1 2021 – this hasn't been done yet and AP is keen to get this going. Local council has been contacted for ideas Oct 2020</i>
<ul style="list-style-type: none"> ● Include a Sustainability space in each Newsletter (or on webpage) to inform the community of current practices and change awareness of water issues. 	<ul style="list-style-type: none"> ● Whole school Inquiry unit with a focus on water 	Sustainability coordinator, Principal, office staff	Term 4 2020	<i>Term 4 2020 currently refining the process</i>

E. Curriculum Review

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.

Date of last review: February 2020

Year	Name of Inquiry Unit, Curriculum Area or Learning Activity	Biodiversity	Water	Waste	Energy
Prep	Sharing and Caring, our sustainable world, economics	*	*	*	*
1	Tiptoe through our world, celebrating multiculturalism	*	*	*	*
2	Tiptoe through our world, celebrating multiculturalism	*	*	*	*
3	Look at What we have got, In their shoes	*		*	*
4	Look at What we have got, In their shoes	*		*	*
5	Australian History, Think global, act local	*		*	*

6	Australian History, Think global, act local	*		*	*
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