# Biodiversity Improvement Annual Action Plan

*Date and valid years*

*This template is intended as an example only and will need to be modified to meet your school’s needs and formatted to correspond with the school’s existing policies.*

***All example text is represented in red and italics.***

*Please check in with your RSS school facilitator if you require any support.*

Use data from the **Biodiversity Audit** and other sources to identify areas for improvement and add these to your action plan. Have the school’s oversight group endorse the plan.

*Consider actions such as:*

*designing action plan for use of Landcare grants received;*

*continuing to revitalise vegetable garden;*

*planting out wicking boxes;*

*removing trees identified as dangerous and replant with native trees; and/or*

*creating pollinator garden.*

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| Biodiversity overarching goal (from SEMP) | | | |
| *By 2027 we will have increased the natural biodiversity of our environment.*  *To achieve this, we will:*   * *Educate the students, staff and community about the role and importance of biodiversity, habitat, local plants and animals* * *Conduct audits and monitor biodiversity* * *Develop a whole school plan to maintain and improve the school’s biodiversity* * *Link our school’s vegetation and habitats with surrounding areas* * *Revegetate with indigenous vegetation and pollinator attractors where appropriate* * *Improve food security by:*   + *Educating students, staff and community about the sources of food and how to grow your own.*   + *Growing a produce garden to provide food for school community use* | | | |
| Biodiversity Target (from SEMP) | | | |
| Habitat Quality Assessment Score benchmark for primary and secondary schools > 75  *(Add here: school’s habitat quality assessment score target based on present score)* | | | |
| Term  Example | Action (insert rows as required)  Example | Who  Example | Date  Completed |
| *Term 1*  *Ongoing* | *Communicate biodiversity actions and goals to school community*   * *Presentation at school assembly* * *Facebook post* * *Newsletter Article* * *Learning Story* | *Environment captains*  *Sustainability Coordinator*  *Sustainability coordinator*  *Environment captains* |  |
| Weekly sessions ongoing | Lesson – Design and Technology:   * Explore how plants and animals are grown for food, clothing and shelter; * *Explore how food is selected and prepared for healthy eating*   [*Curriculum Links VCDSTC015*](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC015) [*VCDSTC016*](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC016)   * *Investigate food and fibre production used in modern or traditional societies* * *Investigate food preparation techniques used in modern or traditional societies*   [*Curriculum Links VCDSTC025*](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC025) [*VCDSTC026*](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC026)   * *Investigate how and why food and fibre are produced in managed environments* * *Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene*   [*Curriculum Links VCDSTC035*](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC035) [*VCDSTC036*](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSTC036)  Produce and indigenous gardening and cooking session  Learning stories included in newsletter | Foundation, Grade 1 & 2  Grade 3 & 4  Grade 5 & 6  Gardening teacher |  |
| Term 2 annually | Complete Biodiversity Audit of the School  *Lesson: Collect and record relevant geographical data and information from the field and secondary sources, using ethical protocols*  *Curriculum Links:* [*(VCGGC088)*](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC088) | Student environment team and grade 5/6 students |  |
| *Term 2 annually* | *Revegetate areas of the school based on requirements identified in the biodiversity audit with indigenous plants and pollinating plants* | *Sustainability Coordinator, Student environment team and parent team* |  |
| *Term 3 ongoing* | *Install nesting boxes, habitat rocks and logs, bee hotels or frog bogs based on requirements identified in the biodiversity audit.*  *Photos included in newsletter* | *Sustainability Coordinator, Student environment team and parent team* |  |
| *Term 3*  *annually* | *Celebrate national tree day with local revegetation project with environment team and local environment group*  *Learning story included in newsletter* | *Sustainability Coordinator, Student environment team* |  |
| *Term 3 annually* | *Whole school Backyard Bird Count*  *Results reported in newsletter* | *Sustainability Coordinator* |  |
| *Term 4 ongoing* | *Lessons: Biological Science*  *Different living things have different life cycles and depend on each other and the environment to survive*  [Curriculum Link VCSSU058](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU058)  *Through the River Detectives Program monitor water bugs in local creek to assess water quality and biodiversity*  *Learning story included in newsletter* | *Grade 3 & 4 science* |  |
| *Term 4 annually* | *Lesson – Art*  *Create and display artwork considering how ideas can be expressed to an audience* [*Curriculum LinkVCAVAP031*](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAP031)  *Create a diorama of a natural habitat (under the sea, wetland, forest, desert, tree etc.) and show how it has been influenced by humans*  *Art show included in end of year celebrations and newsletter* | *Grade 5 & 6 art* |  |

## Endorsement

**This plan will be reviewed annually or more often if necessary due to changes in regulations or circumstances dictate.**

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| Ratified by | Click or tap here to enter text. |
| Title | Click or tap here to enter text. |
| Signature |  |
| Date | 30/01/2023 |