# 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*
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| 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)* |
| TermExample | Action (insert rows as required)Example | WhoExample | DateCompleted |
| *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 sessionLearning stories included in newsletter | Foundation, Grade 1 & 2Grade 3 & 4Grade 5 & 6Gardening 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 |