# Biodiversity Improvement Annual Action Plan

*Date and Valid Year*

*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 biodiversity*
* *Link our school’s vegetation and habitats with surrounding areas*
* *Revegetate with indigenous vegetation and pollinator attractors where appropriate*
* *Improve food security by:*
	+ *Educate 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* |  |
| Term 1 ongoing | *Lesson – Biological Science: Interactions between organisms can be described in terms of food chains and food webs and can be affected by human activity.*  [*Curriculum Link VCSSU093*](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU093)*Monitoring water quality in local creek through physical, chemical and macroinvertebrate survey. Investigate human impact on waterways*  | Year 7 Science |  |
| Term 2 2023 and ongoing | Complete Biodiversity Audit of the School *Lesson: Geography**Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols*[*(VCGGC102)*](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCGGC102) | Student environment team and year 7 Geography students |  |
| *Term 2 2023 ongoing* | *Revegetate areas of the school based on requirements identified in the biodiversity audit with indigenous plants and pollinating plants* | *Sustainability Coordinator, Student environment team, Ground Staff* |  |
| *Term 3 2023 ongoing* | *Install nesting boxes, habitat rocks and logs, bee hotels or frog bogs based on requirements identified in the biodiversity audit.**Photos put on Facebook and in school newsletter* | *Sustainability Coordinator, Student environment team and Ground staff* |  |
| *Term 3*  | *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 and ongoing* | *Whole school Backyard Bird Count* | *Sustainability Coordinator*  |  |
| *Term 3 ongoing* | *Lesson - Science: Ecosystems consist of communities of interdependent organisms and abiotic components of the environment* [*Curriculum link VCSSU121*](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCSSU121)*Investigate how matter and energy flow through these systems. The role of keystone species and the impact of their population decline* | *Year 9 Science* |  |
| *Term 4 ongoing* | *Lesson: Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience* [Curriculum Link VCAVAP044](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCAVAP044)*Create a diorama of a natural habitat (under the sea, wetland, forest, desert, tree etc.) demonstrating the impact of human influence**Art show included in end of year celebrations and newsletter* | *Year 10 visual arts* |  |

## 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 |