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School Environmental Management Plan



# Welcome to your School Environmental Management Plan

*The School Environmental Management Plan (SEMP) outlines your school broad strategic direction regarding sustainability. This is decided through consultation across the school and captured in this four-year plan.*

Table 1 School Environmental Management Plan endorsement

|  |  |
| --- | --- |
| School name | ResourceSmart School Eastern Metro Region Example SEMP |
| Ratified by  | Click or tap here to enter text.  |
| Title  | Click or tap here to enter text.  |
| Signature  | C:\Users\RMacLean\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\5CF576BC.tmp  |
| **Date** | 2023 |

***We’ve a range of resources to support you with improving sustainability in your school.***

*Please visit our website www.sustainability.vic.gov.au/schools or contact your ResourceSmart Schools facilitator.*

*Some of the supporting documents available include*

*Quick guides to completing modules and specific actions*

*Module Action Checklists*

*Policy templates*

*Audit tools*

# Working on your Core Module

*Complete the tables below and look for the document icon  as it means there is a template and/or a guide available to support the action. (Not all are available yet)*

***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.***

## School Vision and rationale (Action A1.6) Document icon

*Describe how the school sees its ideal future state in terms of sustainability. A school's sustainability vision must align with its mission, strategic planning, culture, and core values as the vision statement will inform the school’s sustainability goals and future actions.*

Example

*Our vision at (Name of School) is to actively engage and empower our students, staff and community to care for our environmental future by adopting sustainable practices in our everyday operations. We aim to achieve this by integrating sustainability into school infrastructure, management and all areas of the curriculum. We will educate to develop lifelong sustainable practices and instilling a sense of ownership and pride in improving the environment. We will lead the community by demonstrating exemplary practices in waste management, water and energy usage, and continue to develop the school grounds to improve biodiversity.*

## Sustainability planning team (Action C1.2) Document icon

*Add names and responsibilities of each member here. This team is ideally representative of the broader school community (staff, parents, student representatives and community) and reports to school governance bodies.*

*Examples*

*Sustainability coordinator (Name). Leads the student, staff, parents and community in sustainable practices, liaises with RSS. Reports to school community re sustainability actions and achievements*

*Sustainability team – teachers (Name). Assists the Sustainability Coordinator*

*Sustainability team – Business Manager (Name). Enters bills onto RSS site*

*Sustainability team – parents. Assist with sustainability actions, working bees, etc*

*Sustainability team – facilities and maintenance staff. (Names) Assists with sustainability actions through ground and building maintenance and works with the SC to implement sustainability practices such as waste management*

## Student action team (Action B1.3) Document icon

*Add names and responsibilities of each member here. The student action team (SAT) is composed of students. If you have a role description this could also be uploaded as supporting documentation against this action in ResourceSmart Online.*

*Two Environment Captains – Apply through written application at the end of grade five. Active for the grade six year. Role is to lead the environment team in sustainability actions and assist with resource audits, coordinated by SC. Report to school community about actions and achievements.*

*Environment Team – Open to all grade levels, apply through expression of interest at the end of each year, active for the following year. Role is to assist with resource audits and implementation of sustainability actions. Coordinated by SC and Environment Team Captains.*

## Professional development (Action B1.2) Document icon

*Briefly describe professional development opportunities for your school staff to be completed over the next four years. Check out the RSS events available on the RSS website.*

The school staff will be informed of professional development opportunities by the Sustainability Coordinator.

Professional Development includes but not limited to:

* Events and forums held by Sustainability Victoria
* Events and forums held by EASL RSS team such as the Learning for Sustainability Conference, Progress Workshops, Information sessions
* Accompanying students to meetings and presentations by Student Engagement and Voice in Environment Network (SEVEN) or other student forums
* Events, forums and meetings held by other Government Authorities and Local Councils
* Attendance at meetings and information sessions held by the Teacher Environment Network (TEN)

Staff attending Sustainability Professional Development will present at the next whole school staff meeting to ensure the continued development and growth of the school’s sustainability practices. Where applicable a summary of learnings in will be included in the school newsletter.

## Related school planning documents and policies

*Add the name of plans, key documents and policies that support and/or are aligned to the SEMP here.*

Table 2 Links and/or names for documents related to sustainability in your school

|  |  |  |  |
| --- | --- | --- | --- |
| Green Events Policy | *Link to document* | *Sustainability Policy* | *Links to document* |
| Green Purchasing Policy | *Link to document* |  |  |
| Sustainability links to curriculum | *Link to document* |  |  |

# Overarching Goals

State your overarching four-year goals for each of the resource areas. Goals should be Four-year SMART (Specific, Measurable, Achievable, Relevant, Time-bound). See Water example in table 3.

Table 3 Resources overarching goals

|  |  |  |  |
| --- | --- | --- | --- |
| **Water (example)** | **Energy** | **Waste** | **Biodiversity** |
| By 2027 we will have controlled water consumption within the school so that we reduce our impact on the natural environment. To achieve this, we will:* Appreciate water as a precious resource;
* Educate students, staff and the whole community about best practice for water efficiency;
* Make use of water retention systems in our school
* Conduct auditing and monitoring of water usage and stormwater collection around our school.
 | ***By 2027 we will have controlled energy consumption within the school so that we reduce our impact on the natural environment.******To achieve this, we will:**** ***Appreciate energy as a valuable resource***
* ***Educate students, staff and community about the sources of energy, and best practice for efficient use.***
* ***Conduct audits and monitor energy usage***
* ***Develop a best practice energy use plan for the school***
* ***Use resources and equipment as efficiently as possible,***
* ***When buying new equipment purchase the most energy efficient***
* ***Implement energy saving infrastructure where possible such as shading, solar panels, blinds etc***
 | ***By 2027 we will have implemented an integrated waste management system that will reduce the production of waste:******To achieve this, we will:**** ***Educate students, staff and community about waste and litter and best practice management***
* ***Conduct audits and monitor waste and litter***
* ***Develop a best practice plan for waste and litter management***
* ***Refuse products or activities that produce unnecessary waste, or are single use items***
* ***Reduce the amount of waste produced by the wise use of resources.***
* ***Reuse rather than dispose***
* ***Repurpose rather than dispose***
* ***Close the loop on organic items through compost***
 | ***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***
 |

# Benchmarks and Targets (Action A1.3)

*Benchmark targets are set by Sustainability Victoria. The benchmark targets for energy differ for Primary (PS) and Secondary (HS) Schools. Please delete the row that is not relevant to your school. Enter your baseline year data for each. waste, energy, water, and biodiversity. Set aims for the following years, to bring the school at or below benchmark targets, examples have been given below.*

Table 4 Resource Benchmark and Yearly Targets

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  Please delete examples and add your own targets | **WASTE** | **ENERGY****Electricity                           Gas** | **WATER** | **BIODIVERSITY** |
| m3 per student / per year  | kWh per student / per year  | GJ per student / per year  | KL per student / per year  | Habitat Quality Assessment Score  |
| Benchmark for Primary schools  | 0.3   | 250   | 0.9   | 4  | >75  |
| Baseline (Year) | 0.47  | 656  | 2.2  | 5.8  | 40 (estimate)  |
| 2023 Target  | 0.43  | 590  | 1.98  | 5.22  | 46  |
| 2024 Target  | 0.39  | 531  | 1.78  | 4.70  | 53  |
| 2025 Target  | 0.35  | 478  | 1.6  | 4.23  | 61  |
| 2026 Target  | 0.32  | 430  | 1.44  | 3.8  | 67  |
| Notes  | *Example: Possible notes may include why waste is higher for a year such as a school renovation, or water use is higher due to a broken pipe.*  |

# Current Infrastructure and Future Practices (Action A1.4)

*List your current infrastructure and sustainability practices in the tables below. Then list the future improvements the school intends to make or actions the school aspires to. The tables have been filled with a range of examples. Add or delete these in accordance to your school’s context.*

Table 5 Waste Current Infrastructure and Future Practices

|  |  |  |
| --- | --- | --- |
| Waste sections | Current Infrastructure and Practices (Action A1.4)  | Future Improvement Aspirations (Action A1.4)  |
| Campus – What has your school done at campus level? | * Waste related bill data entered into ResourceSmart School’s Online
* Compost buckets and recycling bins in classrooms
* Parents access 2nd hand uniform shop
* Digital staff newsletter used
* Digital community newsletter used
* Environmentally friendly photocopy paper purchased
 | * Continue to enter data from incoming bills to ResourceSmart School’s Online
* Purchase suitable bins for use in classrooms to streamline waste collection
* Use less paper – all printers set to double-sided printing
* Environmentally friendly cleaning products purchased
 |
| Community – What has your school done to engage your school community? | * Parents supplying recycled materials for art/craft
* Newsletter articles with waste related tips – composting food waste, multi-use containers
* Participate in Clean Up Australia Day (our school grounds)
* Collecting bread tags from the community for “Bread Tags for Wheelchairs
 | * Partner with neighbouring schools on projects relating to waste
* Student action team report in newsletter and at assemblies about student directed waste initiatives
* Hold waste free events
* More waste collection schemes to assist charities
 |
| Culture – What has your school done to encourage a whole school approach to sustainability? | * Waste Wise Weekly Competition in some grades
* Gardening program through wellbeing leader for targeted children
* Staff and students to monitor meals during designated eating times before going outside to reduce lunchbox litter
 | * Student action team to organise waste related initiatives
* Waste Wise Weekly Competition in all grades
* Expand gardening program so all grades rotate through the centre
* Waste monitors present as assemblies
* Work with canteen to develop litter and waste management strategies
* Investigate soft plastic collection for community use
* *Incursion/excursion to raise student awareness of waste and litter and ways to reduce them*
 |

Table 6 Energy Current Infrastructure and Future Practices

|  |  |  |
| --- | --- | --- |
| Energy sections  | Current Infrastructure and Practices (Action A1.4)  | Future Improvement Aspirations (Action A1.4)  |
| Campus – What has your school done at campus level? | * Energy related bills entered into ResourceSmart Schools Online
* Installation of 10Kw solar panels (NSSP and VSSP grants)
* Computers are sleep mode enabled
* Motion sensor or timer lighting in some areas
* Installation of 4.5 star energy efficient gas heaters to replace ‘boiler system’.
* Reverse cycle air conditioners
* Many light fittings replaced with LED
* Energy saving photocopiers
 | * Continue to enter data from incoming bills to ResourceSmart Schools Online
* Conduct a full energy audit
* More energy efficient appliances
* ‘Dress for the weather’ reminders to discourage excessive heater use and ensure heater/air con temperatures at recommended temperature
* Increase the use of natural light in classrooms
* Decrease electricity and gas usage and bill cost by developing an action plan
* Continue to apply for grants applicable to upgrading lighting to LED or appliances to 5 star and above
* Train staff to read the inverter for the solar panels
 |
| Community – What has your school done to engage your school community? | * Ride to School Day once a term
 | * Student action team write Energy efficiency tips in school newsletter
* Encourage community to be less reliant on cars for travel to school
* Build community knowledge about being zero net carbon
 |
| Culture –What has your school done to encourage a whole school approach to sustainability?  | * Student ‘Energy Monitors’ responsible for ‘switching off’ in classrooms, educating and encouraging class mates and meeting with staff mentor.
* Energy Monitors report at assemblies on the school’s energy usage
* Switch Off Competition
 | * Develop a plan to become zero net carbon
* Professional learning for staff on zero net carbon plan
* Allocate staff/students to check heating and cooling temperatures on thermostats
* Student action team organise more energy related initiatives
* *Incursion/excursion to increase student’s knowledge about saving energy and alternative energy sources.*
 |

Table 7 Water Current Infrastructure and Future Practices

|  |  |  |
| --- | --- | --- |
| Water sections  | Current Infrastructure and Practices (Action A1.4)  | Future Improvement Aspirations (Action A1.4)  |
| Campus – What has your school done at campus level? | * Water related bills entered into ResourceSmart Schools Online
* Measuring water use through SWEP
* SWEP water alerts allowed us to trace and repair leaks
* Toilets flushed using tank water
* Push taps in toilets
* Drought tolerant plants in some gardens
* Mulch / compost use
 | * Continue to enter data from incoming bills to ResourceSmart Online
* Conduct a water audit and water infrastructure audit
* Install watering systems into some vegetable beds to conserve water
* Install rain sensors for irrigated areas
* Drip watering system with timer for fruit trees
 |
| Community – What has your school done to engage your school community? | * Awareness of water as a precious resource
* Seedlings purchased through local charity scheme
* Applied for and received two $500 VSGA garden vouchers for drought tolerant plants – working bee to develop garden
* Watering roster (parents/staff) for holiday periods
 | * Call on more parents to assist with watering roster
* Call on parents to assist with rain garden project
* Encourage water saving at home via newsletter items and student action team presenting at assemblies
 |
| Culture –What has your school done to encourage a whole school approach to sustainability? | * Student water monitors identify leaks in bubble taps etc
* Classes log on to SWEP to track school water usage.
 | * Work to increase the amount of non- toxic cleaning products used
* Staff, students and parents commit to adopt water saving initiatives at home and at school
* Build relationships with local Water Authority
* Student action team to organise more water related initiatives
* *Incursion/excursion to increase student’s knowledge about saving energy and alternative energy sources.*
 |

Table 8 Biodiversity Current Infrastructure and Future Practices

|  |  |  |
| --- | --- | --- |
| BiodiversitySections | Current Infrastructure and Practices (Action A1.4)  | Future Improvement Aspirations (Action A1.4)  |
| Campus – What has your school done at campus level? | * We have plants that encourage birds and pollinators
* We have insect hotels.
* We have a student action team focussed on our school environment
* ‘Produce Garden Time’ Monday at lunch time. F-6.
* Raised vegetable beds and miniature fruit trees
* Annual Biodiversity Audit by 5/6 students to ascertain our Habitat Quality Assessment Score
* Grade 3 and 4 complete “enviro science program”
 | * More animal habitats
* Start monitoring animal habitats
* Build nesting boxes
* Construct a bird bath and worm farm
* Students continue to care for Biodiversity Garden area.
* Monitor Habitat Quality Assessment Score annually
 |
| Community – What has your school done to engage your school community? | * Sustainability coordinator to work closely with parent volunteer and maintenance staff member.
* Newsletter articles containing biodiversity updates.
* Parent Working Bees for school gardens
* Many plants gained through grant applications
* Clean Up Australia Day
 | * Students contribute newsletter articles containing biodiversity updates.
* Increase parent participation in Working Bees.
* Increase network of community contacts for advice, shared projects and sponsorship
* Create strong links with local environmental groups and local council biodiversity staff
 |
| Culture –What has your school done to encourage a whole school approach to sustainability?  | * Student action team and team leader role focus on school environment
* Sustainability Team in place with staff and parent volunteers
* Classroom monitors for compost
* Staff attend RSS Professional Development workshops
 | * Survey whole school community (staff, students and parents) to determine understanding of biodiversity issues.
* Distribute leadership roles amongst staff and students
* Student action team to present biodiversity updates at assembly
* *Incursions/excursions with relevant biodiversity education groups*
 |