# Biodiversity Improvement Annual Action Plan

Date

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| Biodiversity overarching goal (from SEMP) | | | |
| **By 2030 we will have increased the natural biodiversity of our environment (see targets below).**  **To achieve this, we will:**   * **Have biodiversity education will be embedded in the curriculum.** * **Educate students, staff and school community, to understand the role and importance of biodiversity, habitat, local plants and animals.** * **Include First Nation perspectives in biodiversity learning** * **Provide opportunities for student leadership and participation on biodiversity actions** * **Provide professional learning opportunities for teachers and staff** * **Conduct audits and monitor biodiversity annually** * **Develop a whole school action plan to maintain and improve the school biodiversity** * **Revegetate with indigenous vegetation and pollinator attractors** * **Improve and increase habitat with nesting boxes, insect hotels and frog bogs.** * **Remove environmental weeds.** * **Link our school’s vegetation and habitats with surrounding areas.** * **Create networks with school community and beyond for improved biodiversity** * **Apply for grants and other funding to support biodiversity projects** * **Improve food security by:**   + **Students, staff and community will understand about the sources of food and how to grow their own.**   + **Grow a produce garden to provide food for school community use** | | | |
| Biodiversity Target (from SEMP) | | | |
| Habitat Quality Assessment Score benchmark for primary > 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 * Shared Learning Story | Environment captains  Sustainability Coordinator  Sustainability coordinator  Environment captains |  |
| Term1 | Lesson – Health and Sustainability   * 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)A  Produce and indigenous gardening and cooking sessions weekly  Learning stories included in newsletter | Foundation, Grade 1 & 2  Grade 3 & 4  Grade 5 & 6 |  |
| 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 | Weed removal program in preparation for revegetation | Sustainability Coordinator, Maintenance, Student environment and parent team |  |
| Term 2 annually | Revegetate areas of the school based on requirements identified in the biodiversity audit with indigenous plants and pollinating plants | Sustainability Coordinator, Maintenance, Student environment and parent team |  |
| Term 2  ongoing | Lesson: Science  Earth and Space Sciences – observe changes in landscape, use guided investigation to make observations  Water Wise – learn about the importance of water, water environments, how water is used, and the impact of change in the availability of water | Foundation, Grade 1 & 2 |  |
| Term 2 Ongoing | Lesson: Science  Diversity and significance of places and environments, changes over time as a result of natural and human activity. How can we live sustainably. | Grade 3 & 4 |  |
| 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, Maintenance, Student environment 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 | Whole school Sustainability Coordinator |  |
| Term 3  ongoing | Lesson: History  Personal Histories: Investigate how we live and the changes overtime and the varying impact on the environment | Foundation, Grade 1 & 2 |  |
| Term 3 ongoing | Lesson: History  Historical knowledge – Change over time - The types of natural vegetation and the significance of the vegetation to the environment | Grade 3 & 4 |  |
| Term 3 ongoing | Lesson: Science  Environmental and human influence on location and the characteristics of places and the management of spaces within them. How natural disaster events impact the environment and communities | Grade 5 & 6 |  |
| Term 4 ongoing | Lesson: Geography  Maps of my community: How people connect to place, how they impact their environment and how it changes over time. What is natural and what is not. | Foundation  Grade 1 & 2 |  |
| 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  Ongoing | Lesson: Geography  Where in the world. The environmental and human influences on places. Investigate the characteristics of place | Grade 5 & 6 |  |
| Term 4 ongoing | 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 | Whole school |  |
| Term 4 Annually | Garden watering roster and animal care established for school holidays | Sustainability Coordinator and parent team |  |

## Endorsement

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

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| Date | 6/09/2024 |