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# 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** | 2024 |

# Working on your Core Module

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

Describes how the school sees its ideal future state in terms of sustainability. The school's sustainability vision aligns with its mission, strategic planning, culture, and core values as the vision statement informs the school’s sustainability goals and future actions.

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

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

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 – Principal (Name) Supports sustainability actions and policies

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

*The student action team (SAT) is composed of students. Responsibilities and role description of each member here*

*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.*

*Class room monitors – Monitor energy use and turn off program and manage compost and recycling*

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

*Professional development opportunities for school staff to be completed over the next four years. .*

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 the Eastern Alliance for Sustainable Learning (EASL) RSS team such as the Learning for Sustainability Conference, Progress Workshops, and other professional development sessions.
* Accompanying students to meetings and presentations *STELA (Student Environment Leadership and Action) or other student forums*
* Events, forums and meetings held by other Government Authorities and Local Councils

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

*Plans, key documents and policies that support and/or are aligned to the SEMP*

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

Overarching four-year goals for each of the resource areas. Goals should be Four-year SMART (Specific, Measurable, Achievable, Relevant, Time-bound).

Table 3 Resources overarching goals

|  |  |  |  |
| --- | --- | --- | --- |
| **Water** | **Energy** | **Waste** | **Biodiversity** |
| By 2028 we will have controlled and reduced water consumption within the school so that we minimise our impact on the natural environment (see targets below).  To achieve this, we will:   * Appreciate water as a precious resource. * Have water education embedded in the curriculum. * Educate students, staff and the school community to demonstrate 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 *annually.* * *Develop a best practice water use action plan for the school*. | ***By 2028 we will have controlled and reduced energy consumption within the school so that we minimise our impact on the natural environment (see targets below).***  ***To achieve this, we will:***   * ***Appreciate energy as a valuable resource*** * ***Have energy education embedded in the curriculum.*** * ***Educate students, staff and the school community, to demonstrate knowledge about the sources of energy, and demonstrate best practice for efficient use.*** * ***Conduct audits and monitor energy usage annually*** * ***Develop a best practice energy use action 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 2028 we will have implemented an integrated waste management system that will reduce the production of waste and litter so that we minimise our impact on the natural environment (see targets below:***  ***To achieve this, we will:***   * ***Have waste and litter education will be embedded in the curriculum.*** * ***Educate students, staff and school community, to demonstrate best practice waste and litter management.*** * ***Conduct audits and monitor waste and litter annually*** * ***Develop a best practice action 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 2028 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.*** * ***Conduct audits and monitor biodiversity*** * ***Develop a whole school action plan to maintain and improve the school biodiversity*** * ***Revegetate with indigenous vegetation and pollinator attractors where appropriate.*** * ***Improve habitat with nesting boxes, insect hotels and frog bogs.*** * ***Remove environmental weeds.*** * ***Link our school’s vegetation and habitats with surrounding areas.*** * ***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*** |

# Benchmarks and Targets (Action A1.3)

*Benchmark targets are set by Sustainability Victoria. (Name of School) baseline year data for waste, energy, water, and biodiversity. With aims set for the following years, to bring the school at or below benchmark targets.*

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 of current infrastructure and sustainability practices in the tables below.*

*List of 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 | * Continue to enter data from incoming bills to ResourceSmart School’s Online * Conduct a waste and litter audit. * Decrease waste and litter by creating an action plan * Streamline waste collection in classrooms with monitors for distribution * Create collection point in each classroom for paper that can be reused. * *Create a waste station for items such as batteries, pens, ink cartridges etc. and arrange for volunteer to deliver to collection points* * Use less paper – all printers set to double-sided printing. * *Environmentally friendly photocopy paper purchased.* * 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) | * Student action team report in newsletter and at assemblies about student directed waste initiatives. * Hold waste free events. * Participate in waste collection schemes to assist charities |
| Culture – What has your school done to encourage a whole school approach to sustainability? | * Designated eating times before going outside to reduce lunchbox litter * Encourage nude food * *Waste Monitors present at assembly* * *Staff attend professional development on waste and litter reduction* | * Student action team to organise waste related initiatives * Waste Wise Weekly Competition in all grades * Waste monitors present as assemblies * Work with canteen to develop litter and waste management strategies * *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 Reverse cycle air conditioners to replace gas heaters * 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 * Decrease electricity and gas usage and bill cost by developing an action plan * 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 * Continue to apply for grants applicable to upgrading lighting to LED or appliances to 5 star and above |
| Community – What has your school done to engage your school community? | * Ride to School Day once a term * Participate in ‘School’ Earth Hour * Newsletter articles about energy efficiency | * Student action team write Energy efficiency tips in school newsletter * Encourage community to be less reliant on cars for travel to school |
| 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 * *Staff attend Professional development on energy conservation* | * *Switch Off Competition* * 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 * Develop a water conservation action plan * Install watering systems into some vegetable beds to conserve water * Install rain sensors for irrigated areas * Drip watering system with timer for fruit trees * Use non toxic cleaning products |
| Community – What has your school done to engage your school community? | * Newsletter articles about the awareness of water as a precious resource and water conservation. * Seedlings purchased through local charity scheme * Watering roster (parents/staff) for holiday periods | * *Encourage water saving at school and at home via newsletter items and student action team presenting at assemblies* * Call on more parents to assist with watering roster * Apply for grants to improve water infrastructure * Install wicking beds to save water and time involved in watering |
| 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. * Staff attend Professional development workshops on water | * 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

|  |  |  |
| --- | --- | --- |
| Biodiversity  Sections | Current Infrastructure and Practices (Action A1.4) | Future Improvement Aspirations (Action A1.4) |
| Campus – What has your school done at campus level? | * Student garden club focused on native habitat and kitchen gardent * We have plants that encourage birds and pollinators * We have insect hotels.  . * Raised vegetable beds and miniature fruit trees * Annual Biodiversity Audit by students to ascertain our Habitat Quality Assessment Score | * Continue to monitor biodiversity through annual audit. * Develop a biodiversity action plan * Increase biodiversity through improved animal habitats * Monitor animal habitats * Build nesting boxes * Construct a bird bath and worm farm |
| 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 | * Participate in Backyard Bird count annually to monitor bird population * Student action team to present biodiversity updates at assembly * *Incursions/excursions with relevant biodiversity education groups* |