

Templestowe Park Primary School

School Environmental Management Plan

2018 - 2021



This School Environmental Management Plan (SEMP) outlines Templestowe Park Primary's commitment to sustainability. It highlights our achievements to date and a plan for what we would like to achieve in the future.

This SEMP has been developed as part of ResourceSmart Schools, which we joined in 2018. ResourceSmart Schools is a Victorian Government initiative that will help our school benefit from embedding sustainability in everything we do. Our school will take action to minimise waste, save energy and water, promote biodiversity and reduce our greenhouse gas emissions. Sustainability Victoria and Manningham Council have funded us to participate in ResourceSmart Schools and receive facilitation support from CERES.

Our SEMP is made up of the following key documents:

- A. Education for Sustainability Vision
- B. Sustainability Policy
- C. Green Procurement Policy
- D. Implementation
- E. Curriculum Review

Ratified by School Council on:

Date of next review:

A. Education for Sustainability Vision

At Templestowe Park Primary School, we are committed to educating our students about the importance of being environmentally sustainable and embedding practices that will reduce our school's impact on the environment. We believe that children highly benefit from interacting directly with their environment and should be provided with opportunities to engage in outdoor learning to develop a sense of responsibility for their natural world.

In addition to embedding sustainability into our classroom curriculum through our Inquiry investigations and lunchtime activities, TPPS students are also given the opportunity to partake in weekly workshops run by a sustainability educator from Eco Ed Australia. The workshops are designed to provide students with a deeper understanding of how to adopt sustainable habits into their daily lives and to support the students in becoming environmentally responsible leaders of the school.

Our vision is for sustainability to be embedded into everything that we do at Templestowe Park Primary School. We are working towards establishing an educated student, staff and parent community that understands the necessity for being environmentally conscious citizens in the hope to create a better future for all.

B. Sustainability Policy

Rationale

Templestowe Park Primary School is focussing on becoming a school that is continually working towards becoming more conscious of the ways in which we dispose of our waste, a school that is constantly being aware of the energy and water we use and a school that promote biodiversity. We believe that it is essential that sustainability is embedded in curriculum are educating our staff, students and parent community about the importance of reducing our ecological footprint and adopting sustainable habits for the future.

Guidelines

Energy -

At Templestowe Park Primary we are aware that we are using much more energy than we need to and have not been considering the environmental implications of our energy choices. Although we have the means to be more energy efficient through the means of energy saving appliances, we need to shift the culture of the school community to include simple practices like switching off appliances when they are not in use, using appropriate settings on our heating and cooling devices and considering the necessity of our energy use choices.

We aim to bring about change through the education of our students, staff and parent communities to develop better habits when it comes to energy use.

Waste -

At Templestowe Park Primary we have not been considering how we can best reduce the amount of waste that we send to landfill. While we have paper recycling in all classrooms, we are working towards adopting new practices to recycle as much waste as we can and to dispose of our organic waste appropriately through the use of composting bins, worm farms and chickens.

We aim to reduce the waste that we create at our school by promoting waste-free days, to ensure that we are recycling all recyclable materials and dispose of our organic waste in ways that can benefit our school gardens and biodiversity.

Biodiversity -

At Templestowe Park Primary we are fortunate in having extensive school grounds and gardens. We are working towards improving the biodiversity of our school grounds through the planting of more indigenous trees and shrubs, the development of a functioning school vegetable garden and orchard, continuing to use sustainable building materials and by introducing composting, worms and chickens.

We aim to improve our school's natural environment and encourage students to engage in learning experiences in the outdoors so that they can begin to appreciate and care for nature.

Water -

At Templestowe Park Primary we take for granted our easy access to water and use much more water than that which is needed per student and staff. We need to shift the culture of our student, staff and parent community to adopt more water efficient practices including using half flushes on toilets, collecting excess water from drinking taps, using efficient irrigation systems and utilising the tanks that we have in our school.

We aim to reduce our water usage by educating our students and staff about the importance of becoming water conscious and utilising the water we do have as we look to improve our school's biodiversity. We will put more water saving practices in place and ensure that our staff and students use these practises to reduce our water usage.

Aims and Targets

Benchmark targets are set by Sustainability Victoria

| BIODIVERSITY | ENERGY | WASTE | WATER |
|---|--|---|--|
| Increase habitat quality assessment score: Every year from baseline year | To achieve benchmark of: 250 kWh – electricity 0.9 GJ – natural gas 0.4 tonnes CO₂ per student / per year | To achieve benchmark of: 0.3 m³ per student / per year | To achieve benchmark of: 4 KL per student / per year |

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| <p>Current Level: 57/100 (2018)</p> <p>Aspirational Target:</p> <p>75/100</p> | <p>Current Level: 212.49KW/student (2018)</p> <p>Aspirational Target:</p> <p>150kWh/student</p> <p>2019 - 2021 Reduce by 25 kWh/year</p> | <p>Current Level: 0.4m3/student (2018)</p> <p>Aspirational Target:</p> <p>0.3m3/student</p> | <p>Current Level: 1.41kL/student (2018)</p> <p>Aspirational Target:</p> <p>1kL/student</p> |
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C. Green Purchasing Policy

Rationale

Templestowe Park Primary School is committed to sustainable practices within our community. We will endeavour to purchase 'green products' in order to reduce our environmental impact. Templestowe Park Primary School wishes to reduce its ecological footprint and to educate students on making environmentally friendly choices for life.

Guidelines

Wherever possible and practical the school will:

- purchase 100% recycled paper products
- purchase recycled and sustainable products for student supplies
- use natural cleaning products with lower quantities of chemical additives
- purchase equipment made from recycled materials and furniture when they need to be replaced.
- source recycled products for book orders.
- use paper-free communication with parents via Compass.
- promote waste-free lunches.
- promote waste-free school events .

Wherever possible and practical the school will avoid the following:

- using products which are harmful to the environment or whose production process is harmful to the environment or not sustainable
- sending an excess amount of advertising materials home to students
- creating excess paper wastage by setting printers to double sided printing as default.

Our school wishes to promote:

Waste minimisation by staff and students through zero waste events, Green Purchasing and nudge-food principles.
Improvement of the understanding and action for living more sustainably at school and at home

D. Implementation

In this snapshot we are documenting our campus, curriculum and community actions and identifying opportunities for improvement. We are also identifying opportunities to shift our whole school culture to take action on climate change.

| BIODIVERSITY | Current Practices | Future Goals | How we will achieve our future goals (who & when) |
|--|--|---|--|
| <p style="text-align: center;">Campus</p> <p style="text-align: center;">Audit Investigations, Habitat Gardens, Food Gardens, Maintenance & Protection</p> | <p>Food Gardens Big Rocks, in prep playground Plastic to protect young plants Outside bins with lids</p> | <ul style="list-style-type: none"> -Signs and Posters across school -Sensory Garden -Nesting Boxes/ Bird Baths -Save the Bees -Pond -Chickens -Plant more native trees | <ul style="list-style-type: none"> -Nesting box making workshop to be run by Graydon (term 2/3) -Chickens to be introduced (term 3) -More trees planted during stage 2 and 3 building of the outdoor eco centre and on the National Tree Day 2018 (Organised by Carly & Clare 27th July 2018) |
| <p style="text-align: center;">Curriculum</p> <p style="text-align: center;">How Biodiversity is embedded into learning and teaching and creating opportunities for students to participate in hands-on projects.</p> | <p>See Curriculum Review</p> | <p>Embed into everyday curriculum through reading activities, maths investigations etc.</p> | <p>All teachers to consider possible activities in lesson planning</p> |

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| <p style="text-align: center;">Community</p> <p>Building links with the school community and local community organisations and groups.</p> | <p>Tree Planting Day (Working Bee) Local group that does Gardening (Connecting Skills)</p> | <p>-Community groups assisting with gardening -Westerfolds or Templestowe Reserve Community Day- Picking up rubbish, planting trees. -'Plogathon'- Walking and picking up rubbish. Adopting a threatened species. E.g Bees</p> | <p>-Clare is to meet with Anna Genat and community group (term 1)</p> <p>-Prep classes (term 2)</p> |
| <p style="text-align: center;">Culture</p> <p>Whole-of-school approach to increase awareness and knowledge of biodiversity issues.</p> | <p>Nude Food Go Green Award Assembly Presentations</p> | | |

| ENERGY | Current Practices | Future Goals | How we will achieve our future goals (who & when) |
|---|--|---|--|
| <p style="text-align: center;">Campus</p> <p>Audit Investigations, Computers and Electronic Equipment, Lighting, Heating and Cooling, Renewable Energy</p> | <ul style="list-style-type: none"> In some classes we have monitors to turn the lights off and shut the door when they leave the classroom. | <ul style="list-style-type: none"> Temperature guidelines for air-conditioners and heaters. Tree shade. Changing the doors in the main building. Natural light in the classroom. Less clutter on the windows. Solar panels. Sensor lights in photocopying room and staff room | <p>-Sustainability leaders to determine guidelines and implement in classroom (term 2)</p> <p>-reminder signage for lights and air conditioners to be created by Sustainability leaders for all classrooms (wk 8 Term 1)</p> <p>-(Term 2 leadership)</p> |

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| | <ul style="list-style-type: none"> • We leave lights and air-conditioners on. We put the the air-conditioners very low. We leave doors and windows on. • We use sensor lights lights in the Gr 5/6 building and Prep classrooms. | | |
| <p>Curriculum</p> <p>How Energy is embedded into learning and teaching and creating opportunities for students to participate in hands-on projects.</p> | <p>See Curriculum Review</p> <ul style="list-style-type: none"> • At least one inquiry will have a sustainability focus. • Sustainability leaders and team has begun. • Undertaken Maths activities based around growing plants. | <ul style="list-style-type: none"> • Embed into everyday curriculum through reading activities, maths investigations etc. | <p>All teachers to consider possible activities in lesson planning</p> |
| <p>Community</p> <p>Building links with the school community and local community organisations and groups.</p> | <ul style="list-style-type: none"> • Not a lot at the present time. • Walk to school initiative | <ul style="list-style-type: none"> • National Tree Day. • Earth Hour. • Enviro week. • Continue walk to school initiative. • Assembly performances and presentations. • Signage and poster around the school. • Article in the school newsletter. | <ul style="list-style-type: none"> • will participate by planting trees at school (July 27th) • Will switch all power off for an hour for Earth Hour (23rd March). All classes to |

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| | | | <p>participate in environmental awareness activities during this time</p> <ul style="list-style-type: none"> • Sustainability leaders to make signage reminders for school (Term 1) |
| <p>Culture</p> <p>Whole-of-school approach to increase awareness and knowledge of energy issues.</p> | <ul style="list-style-type: none"> • We love POWER! | <ul style="list-style-type: none"> • Present energy usage reports to whole school. • Encourage behaviour change. • Student and staff ownership, leaders. | <ul style="list-style-type: none"> • Clare to inform teachers of energy usage via compass regularly |

| WASTE | Current Practices | Future Goals | How we will achieve our future goals (who & when) |
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| <p>Campus</p> <p>Audit Investigations, Green Purchasing, Waste Systems for: Landfill & Recycling, Electronic Waste, Paper, Reusing, Litter</p> | <p>Most students bring packaged food to school and use our rubbish bins.</p> <p>All classrooms have recycle paper bins but they are not used correctly by many (teachers and students).</p> <p>Each classroom has a blue wheelie bin for cardboard and plastic bottles.</p> <p>Just starting a trial with the Grade 5/6s with the Sustainability student groups to collect food scraps for composting.</p> <p>Not sure if we purchase recycled paper reams for photocopier?</p> | <p>Nude food brought to school permanently.</p> <p>Teachers and students to be vigilant about the right bin to put all products in.</p> <p>Composting to be a natural and daily process.</p> <p>Investigate purchasing recycled paper reams for photocopying.</p> <p>Chickens</p> | <p>-Bringing back 'No Waste Wednesdays' (term 2)</p> <p>-Teachers to educate students about bins and ensure students use the bins correctly (term 1)</p> <p>-Composting process to be tested and implemented across the school with the guidance of the sustainability leaders (term 1)</p> |

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| | Recycle toner containers. Electronic newsletter and notices. | Worm farms Make all flyers from the Office electronic - no paper Paper recycling to be merged with general recycling and collected by the Sustainability Leaders/grade 5 students fortnightly for collection by the council | -Chickens to be introduced (term 3) -Worm farms set up (term 2) -Changing recycling process and getting more council recycling bins (grade 5/Clare/Sustainability Leaders term ½) |
| Curriculum How Waste is embedded into learning and teaching and creating opportunities for students to participate in hands-on projects. | See Curriculum Review | <ul style="list-style-type: none"> • Embed into everyday curriculum through reading activities, maths investigations etc. | All teachers to consider possible activities in lesson planning |
| Community Building links with the school community and local community organisations and groups. | sustainability awards presented at assembly. Sometimes students/leaders present some information to the school and community through assembly | Students to educate parents and have a say in packing their own nude food. | -grade 5 to interview students who bring waste free lunches on TPTV (term 1) |

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| <p>Culture Whole-of-school approach to increase awareness and knowledge of waste issues.</p> | <p>various bins in classrooms - recycling, paper and waste. Teachers encourage student to use these appropriately and occasionally this is addressed at assembly etc.</p> | <p>-All staff and students to know how to use all the bins correctly -Inquiry units - sustainability focus to learn about the statistics etc.</p> | <p>-Sustainability leaders to educate classes on how to use the recycling and composting bins (term 1) -</p> |
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| WATER | Current Practices | Future Goals | How we will achieve our future goals (who & when) |
|---|---|--|--|
| <p>Campus Audit Investigations, Water Systems for: Mains Water, Water Collection, Storm Water, Gardens</p> | <p>Regular maintenance to avoid leaks Dual flush toilets Flow controller hot water temperature adjusted to appropriate settings 3 water tanks Timer flush urinal</p> | <p>use water tanks more effectively- toilet lock could be connected to water tanks which collect rainwater (Prep and entrance to building) Collecting extra water run off Water awareness posters Water efficient fittings</p> | <p>-conduct water efficiency audit to identify where water could be saved (Graydon term 2) -buckets to be put in place under drink taps and used by sustainability leaders for the garden(term 2) -sustainability leaders to make water awareness posters (term 1)</p> |

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| <p>Curriculum How Water is embedded into learning and teaching and creating opportunities for students to participate in hands-on projects.</p> | <p>See Curriculum Review</p> | <ul style="list-style-type: none"> • Embed into everyday curriculum through reading activities, maths investigations etc. | <p>All teachers to consider possible activities in lesson planning</p> |
| <p>Community Building links with the school community and local community organisations and groups.</p> | <p>No education about saving water in the classrooms and are not currently promoting awareness in the greater community</p> | <p>Make parent community aware of the importance of water saving practices</p> | <p>-grade % to do a TPTV focus on water saving practices at TPPS- using half flushing, collecting excess water from drinking taps to use on the garden etc (Term 2)</p> |
| <p>Culture Whole-of-school approach to increase awareness and knowledge of water issues.</p> | <p>No education about saving water in the classrooms and are not currently promoting awareness in the greater community</p> | <p>-All classes to consider efficient water saving practices</p> | <p>-Sustainability Leaders to participate in water awareness workshop (Term 2) -Sustainability Leaders to create water saving posters for the bathrooms (Term 2)</p> |

E. Curriculum Review

We are committed to including a sustainability/environmental focus into inquiry units across all year level and as part of daily classroom practices where possible.

| Year | Name of Inquiry Unit, Curriculum Area or Learning Activity | Biodiversity | Water | Waste | Energy |
|----------|---|--------------|-------|-------|--------|
| P | sustainability- recycling (sorting waste), growing food, compost. | | | X | |
| 1 | farm to table, why are gardens so important? | X | X | X | |
| 2 | as above | | | | |
| 3 | protection of natural environments - gardens and wilderness | X | X | X | |
| 4 | as above | | | | |
| 5 | science units and why is design important for sustainability? | X | X | X | X |
| 6 | science units and why is design important for sustainability? | | | | |

