

Kingswood Primary School



School Environmental Management Plan 2017-2021

This School Environmental Management Plan (SEMP) outlines Kingswood Primary School'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 2011. 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 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: 12/11/2018

Date of next review: 2021

A. Education for Sustainability Vision

Kingswood Primary School is safe, friendly and organised. We working as a whole school community to achieve common goals so that we will become the most sustainable we can be. Staff and students are positive role models for sustainability in our community and will strive towards preservation of a healthy environment for all inhabitants. Kingswood Primary School educates responsible citizens who make informed decisions to reduce their impact on the environment.

B. Sustainability Policy

Rationale

Kingswood Primary School cultivates a teaching and learning environment that is flexible, caring and focused on what is best for the students. As part of Kingswood Primary School's sustainability commitment, we will endeavour to practise waste wise initiatives, promote energy efficiency, reduce water usage, increase biodiversity in the school gardens and encourage community practice in sustainability. We will also include the environmental plan in the curriculum.

Guidelines

Energy -

To control energy consumption so that we reduce our impact on the natural environment; avoid unnecessary costs associated with wasting energy; educate students, staff and whole community about the best practice for use of energy-consuming equipment and services and to conduct an energy audit and maintain records of energy consumption.

To ensure that we are buying more sustainable alternatives when we replace appliances around the school such as fridges, dish washers, lights etc.

Waste -

To continue the development of a waste wise ethic within the whole school community; to provide and maintain a healthy and aesthetically pleasing learning environment through the reduction of waste and litter; to practise waste wise principles of reduce, reuse and recycle; ensure the school undertakes green purchasing and to reduce the cost of waste and litter management.

Targets:

- No waste regularly going to landfill from the school by the end of 2021- as shown by our KSE environmental bin pick up bills.
- Achieve a continued reduction in the amount of litter in the yard according to our regular litter audits with a target of no litter in the yard by 2021.

Biodiversity -

To improve our outdoor natural environment by planting trees that are conducive to a healthy, sustainable environment; upgrading the play areas and making them environmentally friendly; using natural materials that reduce the impact on the environment; to educate the school community about incorporating biodiversity in our everyday school life.

Water -

To prompt actions that will reduce water usage; to appreciate water as a precious natural resource; to plant trees that are conducive to a sustainable environment and don't need much water; to educate the whole school community about ways to reduce water usage both indoors and outdoors and to conduct a water audit and maintain records of water consumption.

Aims and Targets

Benchmark targets are set by Sustainability Victoria

BIODIVERSITY	ENERGY	WASTE	WATER
<p>Increase habitat quality assessment score:</p> <p>Every year from baseline year</p>	<p>To achieve benchmark of:</p> <p>250 kWh – electricity 0.9 GJ – natural gas 0.4 tonnes CO₂ per student / per year</p>	<p>To achieve benchmark of:</p> <p>0.3 m³ per student / per year</p>	<p>To achieve benchmark of:</p> <p>4 KL per student / per year</p>
<p>Aspirational Target:</p> <p>75</p>	<p>Aspirational Target:</p> <p>175 kWh</p>	<p>Aspirational Target:</p> <p>0.1 m³ per student per year</p>	<p>Aspirational Target:</p> <p>4 KL per student per year</p>

Baseline: ?	Baseline: 243	Baseline: ?	Baseline: 3
2017 Actual: 60	2017 Actual: 273	2017 Actual: 0.21	2017 Actual: 3.75
2018 Actual: 69	2018 Target: 250	2018 Target: 0.17	2018 Target: 3.6
2019 Target: 71	2018 Actual: 233	2018 Actual: 0.13	2018 Actual: 5.72
2020 Target: 73	2019 Target: 225	2019 Target: 0.12	2019 Target: 5.4
2021 Target: 75	2020 Target: 200	2020 Target: 0.11	2020 Target: 4.9
	2021 Target: 175	2021 Target: 0.10	2021 Target: 4

C. Green Purchasing Policy

Rationale

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

Guidelines

When feasible, Kingswood Primary School will aim to:

- Purchase 100% recycled paper for printers and photocopiers.
- Purchase a percentage of certified GreenPower.
- Purchase furniture, equipment and other materials made from recycled materials.
- Source recycled products for book orders.
- Purchase fair trade tea and coffee for the staff room.

- Use reusable and/or biodegradable packaging in the canteen and at events.
- Ensure the following groups are actively involved in using environmentally friendly and recycled products: cleaning staff, garden and grounds staff, building and maintenance staff, students and school staff.
- Replace appliances with energy-efficient star rated appliances.

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 (incl When, e.g Term & Year)	How we will achieve our future goals
<p style="text-align: center;">Campus</p> <p>Audit Investigations, Habitat Gardens, Food Gardens, Maintenance & Protection</p>	<ul style="list-style-type: none"> ● Classroom composting ● Use of composted soil on SAKG ● SAKG Fruit and Vegetable Garden with greenhouse ● Indigenous garden near oval ● New Prep/Grade One eating area has indigenous plants (2016) ● Chicken coop with chickens ● Mulching to prevent weeds in garden ● Lids on rubbish bins ● Worms in compost bin ● HQA audit completed annually 	<ul style="list-style-type: none"> ● Bird bath (Term 4 2018, Liz) ● Bird/animal boxes (2017-18) ● Native Plants planted for tree planting day (yearly, Braeside Park and volunteer staff) ● Every grade to have its own garden (2018-20, volunteer school community and each grade) ● Worm farm (2017-21) ● Animals in classrooms (2019-21, Alex and Elise) ● More natives planted (ongoing, Liz and Green 	<ul style="list-style-type: none"> ● Apply for Junior Landcare Grants to fund projects – achieved in Term 3 2018 ● Encourage the Green Team to drive projects ● Use the Sustainability budget to fund projects ● Work to get school staff onboard with their own garden and class pets ● Collaborate with the Kingston Council for information ● Continued partnership with Braeside Park ● Continue to support the Green Team

		<p>Team)</p> <ul style="list-style-type: none"> ● Labelling plants and trees in our school grounds with scientific names on ceramic plaques and QR codes for further information (Term 2, 2019, Green Team and Alex and Elise) 	
<p>Community Building links with the school community and local community organisations and groups.</p>	<ul style="list-style-type: none"> ● Grade 6 Environment Leaders ● Green Team lunchtime club involved in biodiversity initiatives e.g. planting, weeding ● Parent helpers in kitchen and garden classes 	<ul style="list-style-type: none"> ● Education towards more frequent and successful rubbish free lunch days (ongoing, Alex and Elise) ● Veggie gardens available for classes to use - each class could have a veggie plot to take care of (Term 2 2019, Alex, Elise and wider school community) 	<ul style="list-style-type: none"> ● Collaborate with the Kingston Council for information and incursions. ● Collaborate with the SAKG garden specialist about ongoing gardening projects ● Collaborate with the local Indigenous community to educate us on sustainable natives

		<p>volunteers)</p> <ul style="list-style-type: none"> ● Tree Planting Day (annually, teacher volunteers and Braeside Park) ● Make stronger connections to 'Friends of Braeside Park' community group to be involved with planting etc. (Term 4, 2019, all staff) ● Plant native plants during parent working bees (ongoing) ● Wall garden (vertical gardening) (Term 2, 2019, parent community and Alex and Elise) 	<ul style="list-style-type: none"> ● Communicate with the school community via the newsletter and Compass ● Contact Bunnings and local nurseries about plant donations ● Collaborate with Kingswood wider community to complete projects such as the vertical gardens
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<p style="text-align: center;">Culture</p> <p>Whole-of-school approach to increase awareness and knowledge of biodiversity issues.</p>	<ul style="list-style-type: none"> ● SAKG Garden – plants from seeds, fruit trees ● Chickens ● Worm Farm 	<ul style="list-style-type: none"> ● Education of the worth of rubbish free lunch (ongoing, Alex and Elise) ● Animals in classrooms e.g. hermit crabs, stick insects (Term 4, 2019, all staff) ● Whole school incursions/excursions to promote biodiversity (ongoing) 	<ul style="list-style-type: none"> ● Communicate with the school community via the newsletter and Compass ● Investigate possible links to the science curriculum or inquiry topics for animals in the classroom. ● Investigate in/excursions relating to biodiversity across the school.
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Energy	Current Practices	Future Goals (incl When, e.g Term & Year)	How we will achieve our future goals
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<p style="text-align: center;">Campus Audit Investigations, Computers and Electronic Equipment, Lighting, Heating and Cooling, Renewable Energy</p>	<ul style="list-style-type: none"> ● Sensor lights in bag rooms, student toilets and Art storeroom. ● Portables- split system ● Unit A, C, H & I and data communication room – tinted windows ● Hot water temp on low ● Heating and cooling guidelines for staff in sustainability policy ● Heaters and air-cons are regularly maintained to ensure energy efficiency ● Security lighting only activated at night ● External shading over the windows ● Ceiling fans in some classrooms ● Energy efficient appliances ● Smart metre to check 	<ul style="list-style-type: none"> ● Solar panels (ask school council) ● LED lighting ● Implementing timed heaters ● Motion activated Sensor lighting in whole school ● Ensure staff are aware of heating and cooling guidelines (Yearly and clear displays) ● Solar hot water 	<ul style="list-style-type: none"> ● solar panels - talk to Andy Williams about what was achieved in 2016 ● Conduct an energy audit and identify areas for improvement ● make signage relating to heating and cooling guidelines to display next to heaters.
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	usage		
<p>Community Building links with the school community and local community organisations and groups.</p>	<ul style="list-style-type: none"> ● RACV Energy Breakthrough ● Environment Leaders ● Green Team lunchtime club ● Staff participate in Environment Network Meetings ● Walk 'N' Wheel Wednesdays ● Walk to School Month 	<ul style="list-style-type: none"> ● Include a sustainability page on the school Website (2019) ● Earth Hour participation (yearly) ● No technology day (beginning 2018) 	<ul style="list-style-type: none"> ● Ask Principal Class about updating school website ● Investigate logistics of a technology free day, talk to teachers about what day/time would work
<p>Culture Whole-of-school approach to increase awareness and knowledge of energy issues.</p>	<ul style="list-style-type: none"> ● RACV Energy Breakthrough ● Participate in Earth Hour ● Environment Leaders ● Green Team lunchtime club 	<ul style="list-style-type: none"> ● Switching off at the power point when not in use (ongoing) ● Students dressing for the weather (ongoing) 	<ul style="list-style-type: none"> ● Signs displayed at power points to remind to switch off ● Announcements over the loud speaker just before

	<ul style="list-style-type: none"> ● Opening doors when hot before turning on cooling 	<ul style="list-style-type: none"> ● Energy monitors to turn lights off when leaving classroom (ongoing) 	<p>assembly to remind teachers and students to switch everything off before assembly ready for the weekend</p> <ul style="list-style-type: none"> ● Energy superheroes
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Waste	Current Practices	Future Goals (incl When, e.g Term & Year)	How we will achieve our future goals
<p>Campus Audit Investigations, Green Purchasing, Waste Systems for: Landfill & Recycling, Electronic Waste, Paper, Reusing, Litter</p>	<ul style="list-style-type: none"> ● Commingled recycling bins, compost bins and landfill bins in each classroom. ● Electronic newsletters and notices sent home. ● Nude Food Tuesday 	<ul style="list-style-type: none"> ● Recycling and compost bins in the school yard rather than only landfill bins (Term 1 2019) – Green Team & Alex and Elise 	<ul style="list-style-type: none"> ● Apply for waste related grants to assist in funding projects ● Research existing programs such as RedCycle ● Link up with a secondary

	<ul style="list-style-type: none"> ● Paperless communication between home and school including paperless reports ● Ink and toner cartridge collection point in library to refill ● trying not to print notices to parents when possible ● recycling documents in the security bin ● shredded documents go to the garden to become mulch or to the chicken pen ● turning scrap paper into our note taking pads ● reusing stationary and folders when possible rather throwing them out. ● using an electronic archiving system rather than printing documents to store later. ● no longer sending out 	<ul style="list-style-type: none"> ● Soft plastics recycling program — Redycle (2020) — complete ● Little Free Library (Term 4, 2018) – Nagle College ● Litter free yard (Term 2 2019) - whole school ● Increased recycling options in our recycle station ie. E-waste (Term 1, 2018) – Alex and Elise 	<p>school's VCAL program to build the library</p> <ul style="list-style-type: none"> ● Introduce a litter collection plan (Pick-Up or Play' on a Friday lunchtime) — done in Term 4 2018- ● Introduce a whole school 'Take in, Take out' policy
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	<p>reports- electronic on compass, reduces archiving space too</p> <ul style="list-style-type: none"> ● web based newsletter ● enrolment letters/ communication have moved to email 		
<p>Community Building links with the school community and local community organisations and groups.</p>	<ul style="list-style-type: none"> ● Rubbish free lunch day ● Nude Food Day ● Encourage use of reusable lunch bags ● Whole staff PDs about waste from CERES ● Applied for grants related to waste reduction ● Encouraging love of environment through SAKG program so children will want to protect it ● Grade Six leaders attend 'i sea i care' conference each year and teach preps about it. 	<ul style="list-style-type: none"> ● Awareness and education about reusable lunch bags (ongoing) – Uniform Shop ● Educating parents about reducing waste brought to school (Term 4 and Term 1 Info Nights) - Teachers ● Canteen waste reduced (Term 2 2018) – Kristy, Alex and Elise ● Improvement in the amount of waste generated by school events e.g. conferences 	<ul style="list-style-type: none"> ● Apply for grants related to waste reduction ● Communication with the school community through Compass and the newsletter ● Collaboration with the canteen staff to source waste friendly products ● Visit other schools with minimal canteen waste ● Assessment of the current waste created by conferences and then an action plan created to tackle waste

	<ul style="list-style-type: none"> ● Involvement in 'Clean up Australia Day' at Braeside Park each year ● Involvement in Parkdale Beach patrol ● Clothes and battery recycling stations in hall foyer for students and community members to recycle rather than put in landfill. 	<p>(2017-2021) – Conference Working Parties</p> <ul style="list-style-type: none"> ● Students communicating with government leaders about necessity of providing recycling bins etc. (Term 1, 2019) 	
<p>Culture Whole-of-school approach to increase awareness and knowledge of waste issues.</p>	<ul style="list-style-type: none"> ● Learning about composting and recycling in SAKG. ● Inquiry units on sustainable topics. ● Signage on photocopiers about reducing number of copies and how to use one sided paper ● Signage on compost bins and recycling bins ● Students encouraged to 	<ul style="list-style-type: none"> ● Introduce a litter collection plan ('Pick-Up or Play' on Friday lunch time) ● Having recycle bins in the yard – Term 2 2019, Alex and Elise ● Encouraging teachers to use ICT to avoid printing – ongoing, all staff ● Encouraging teachers to 	<ul style="list-style-type: none"> ● Research on recycling bins in the yard ● Communication through Compass posts and the school newsletter ● Communication through team staff meetings

	<p>use reusable drink bottles and compartmentalised lunchboxes</p> <ul style="list-style-type: none">● Nude food day● Commingled recycling bins, compost bins and landfill bins in each classroom.● Meals eaten in designated eating areas with bins nearby● Rubbish Busters● No longer providing plastic bags for students, cloth bags are available● Books that are taken off the shelf are given to the lions club, who then sell them raise money for the club	<p>be role models by bringing Nude Food Lunch Boxes and water bottles – ongoing, all staff</p>	
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Water	Current Practices	Future Goals (incl When, e.g Term & Year)	How we will achieve our future goals
<p style="text-align: center;">Campus</p> <p>Audit Investigations, Water Systems for: Mains Water, Water Collection, Storm Water, Gardens</p>	<ul style="list-style-type: none"> ● Rain collecting tanks (grants from South East Water) ● Toilets connected to the tanks ● Staff dual flush toilets ● Fake grass- doesn't need water ● Cold water only taps ● Mulching and composting to encourage water retention ● Drought tolerant plants ● Rinse and wash protocols in kitchen ● Regular monitoring and repair of taps, washers and pipes 	<ul style="list-style-type: none"> ● Reuse grey or storm water in toilets? ● Whole school water reduction plan? ● Monitor water consumption data? ● Interpretive signage about water conservation practises (2019) 	<ul style="list-style-type: none"> ● Investigate SWEPS – water data ● Apply for water related competitions/grants - council, community groups etc. ● Get quotes about costs of getting water tanks, grey water etc. ● Visit schools with good water reduction practices to get ideas. ● Make signs about water conservation to put in appropriate places around the school e.g. about taps etc.

	<ul style="list-style-type: none"> ● Use of water efficient appliances e.g. dishwashers ● Drought tolerant plants in Prep/Grade One eating area 		
<p style="text-align: center;">Community</p> <p>Building links with the school community and local community organisations and groups.</p>	<p>.</p>	<ul style="list-style-type: none"> ● Newsletter contributions (ongoing) ● Early morning and late at night watering of gardens during summer holidays? ● Community competitions to create posters about awareness (ongoing) 	<ul style="list-style-type: none"> ● Liaise with local community groups about water habitats ● Investigate garden watering and how to reduce the use of water. ● Invite visitors from CERES to assess how our school is going and suggest changes we can make. ● Invite visitors to the school to educate us about water conservation

<p style="text-align: center;">Culture</p> <p>Whole-of-school approach to increase awareness and knowledge of water issues.</p>	<ul style="list-style-type: none"> • Water wise and conservation linked to Victorian Curriculum 	<ul style="list-style-type: none"> • Signage about water conservation (2017) • Clearly targeted classroom activities (ongoing) 	<ul style="list-style-type: none"> • Create visible signage around the school. • Ensure that water conservation is covered by inquiry topics across the school
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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.

Last reviewed: October 2017

Year	Name of Term Inquiry Unit	Biodiversity	Water	Waste	Energy
<i>Prep</i>	<u>in the classroom:</u> The Sea	✓	✓	✓	
<i>1</i>	<u>in the classroom:</u> Reduce reuse recycle Mini Beasts and Maxi Beasts	✓	✓	✓	✓

2	<u>in the classroom:</u> Australia is Wild and Wonderful Weather and Seasons	✓	✓	✓	✓
3/4	<u>In the classroom:</u> All Wrapped Up How does our garden grow? Habitats <u>in science specialist:</u> Biology - From Little Things, Big Things Grow Biology - Classification and Adaptation to Environment Earth and Space Science - Beneath our Feet	✓	✓	✓	
5/6	<u>in the classroom:</u> Australia's natural and built features <u>In science specialist:</u> Biology - Marvellous Microorganisms Biology - Adaptation to Environment (Survival) Physics - Renewable Energy	✓	✓	✓	✓