



Lysterfield PS

School Environmental Management Policy/Plan 2014-2018

This School Environmental Management Plan (SEMP) outlines Lysterfield 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 2014. 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 Knox 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. Sustainability Snapshot
- E. Curriculum Review

Date of next review: September 2018

A. Education for Sustainability Vision

Our vision is a world where the global community contributes to the wellbeing of all life on earth. Through education ecological integrity, economic and social justice, sustainable livelihood and respect for life can be achieved'.

B. Sustainability Policy

Rationale

Lysterfield Primary School aims to reduce our ecological footprint through adopting sustainable practises in our everyday practices. We will achieve this by continuing to integrate sustainability into all areas of the curriculum and instilling a sense of ownership of 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 promote biodiversity.

Guidelines

Energy

- Reduce the use of energy consumption within the school.
- Where possible, replace fluorescent lights
- Use resources and equipment as efficiently as possible.
- Include students in the process of developing and maintaining an Energy Efficient school.
- Students to be responsible for reducing energy use in their classrooms e.g. monitors
- Reduce the amount of greenhouse gas emissions.
- Maintain records of energy consumption

Waste

- To minimise rubbish and recycle our waste throughout the school, as much as possible, on a daily basis.
- To practise waste wise principles of reduce, reuse, recycle, rethink
- To minimise the amount of paper waste that is produced. e.g. use paper on both sides, shred the paper etc.
- Students to take responsibility for disposing of food scraps, paper and rubbish in the appropriate manner.
- To reduce contamination of commingled (container) recycling.
- To promote wrapper free lunches with regular Nude Food days
- To maintain the compost bin/worm farm.

Biodiversity

- To use a garden plan for the future development of our school grounds.
- To continue development of our kitchen garden
- To continue tree planting
- To improve garden beds by planting a variety of flora
- To improve students respect for the plants and garden beds
- To involve community members in maintenance of school grounds.
- For each year level to have ownership of the development of garden beds in the school grounds.

Water

- To reduce the water consumption within the school.
- To use resources and equipment as efficiently as possible.
- To involve students and staff in the planning of water conservation initiatives.
- To appreciate water as a precious natural resource
- Monitor water usage and wastage

Aims and Targets

We aim to achieve the following goals and targets over the next three years:

1. To reduce waste by 5%
2. To reduce water consumption by 5%
3. To reduce energy consumption by 5%.
4. To increase the school community's involvement in the vegetable garden and school grounds.

Implementation

Curriculum focus

- There will be an environmental focus incorporated into the inquiry unit across all year levels and in the classroom where possible.

Energy

- To promote a 'switch off when you leave' policy for technological equipment, lighting and heating/cooling.
- Students to engage in units of work relating to energy.
- Students will investigate the best ways to conserve energy.

Waste

- To assign students to dispose of waste and recycled products daily in the appropriate manner.
- Student monitors to collect food waste daily and transfer it to the compost bin.
- Students to dispose of paper appropriately in recycle bins
- Encourage use of both sides of the paper before disposal.
- Encourage double-sided printing/photocopying where possible.
- Promote the reuse principle of paper in classrooms, staffroom and office.
- Shredded paper to be disposed of into the compost bin.

Biodiversity

- Consult local community members on ways to improve our garden (e.g. Where to plant, what to plant).
- Involve community members in planting and maintaining our garden
- Engage students and staff in the maintenance of our gardens.
- Continue to grow and harvest a range of vegetables/herbs.

Water

- To promote a 'water-wise turn off' policy.
- Students to engage in units of work relating to water conservation.
- Monitor water usage and report wastage.
- Repair and replace faulty plumbing when required.
- Plant trees and plants that require minimal watering.
- Mulch garden beds regularly

Community Involvement

We will encourage community participation in environmental projects undertaken, as well as invite parents with expertise to help maintain and improve our school environment. We will also promote sustainable living through educating the school community through our students.

All people within our school will be informed and responsible for implementing these programs. The various committees in conjunction with the Principal will be responsible for keeping records and reporting on the outcomes and progress of each program to the whole school community, through school newsletters and the annual report. The parties involved will provide reports to staff and School Council outlining the goals, aims, costing, savings and other relevant issues.

Evaluation

This policy will be reviewed as part of the school's 4 year review cycle.
Next review: September 2018

C. Green Procurement Policy

Rationale

Lysterfield PS is committed to sustainable practices within its community. It will endeavour to purchase 'green products' in order to reduce its environmental impact.

Lysterfield PS wishes to reduce its ecological footprint and to educate students and the community on making environmentally friendly choices for life.

Guidelines

When feasible, Lysterfield PS will:

- Purchase 100% recycled paper for printers and photocopiers.
- Encourage double sided printing
- Publish all newsletters, notices online.
- Purchase furniture, equipment and other materials made from recycled materials.
- Use recycled materials in Kitchen garden and school grounds

Evaluation

This policy will be reviewed every four years.
Next review: September 2018

D. Sustainability Snapshot

This Sustainability Snapshot forms part of our **School Environmental Management Plan (SEMP)**. In our Snapshot, we are documenting workplace, infrastructure and daily operations and community engagement plus identifying opportunities for improvement.

Last updated: 2014

Resource Area	Targets
BIODIVERSITY 	Increase our habitat quality score every year
ENERGY 	250 kWh of electricity 0.9 GJ of natural gas 0.4 tonnes CO ₂ greenhouse gas per student, per year
WASTE 	0.3 m³ of landfill waste per student, per year
WATER 	4 KL of mains water per student, per year

BIODIVERSITY	What we are doing?	What could we do better? What else could we do?
<p>Audit Investigations Measuring the number, health and types of plants and animals</p>	<p>We monitor our animals through staff observation and student leaders. Garden lessons</p>	<p>Biodiversity Audit We could visit coolaustralia.org Visit CERES and become more aware of sustainability ideas and education programs.</p>
<p>Habitat Gardens Gardens for indigenous plants and animals</p>	<p>We have a garden for Shelly the turtle (which is now being renovated). We have tanks of frogs which are monitored and maintained by staff and students.</p>	<p>Nest boxes for native wildlife. Use native plants and trees to attract wildlife.</p>
<p>Food Gardens Vegetable and herb gardens, chickens, compost, worm farms</p>	<p>We are currently having a 'kitchen garden' built. Sean has a worm farm in his room. The staff room has a small compost bin which is emptied and looked after by Deirdre.</p>	<p>We do have compost bins available in the school. We should make better use of them. Build compost bays in the kitchen garden Provide compost caddies for all classes, canteen, and OHSC</p>
<p>Activating Our Community Educating and empowering the people in our school and local community eg. projects, campaigns, events, school tours, sharing our stories</p>	<p>Great publicity of our new kitchen garden with donations from community businesses. Asking for community helpers and having parents and families provide labour. Inviting people to the tree planting of our orchard. Getting the kids excited and involved in the kitchen garden. Creating a recycled art garden through community donations and parent guidance.</p>	<p>Once the kitchen garden is up and running, run markets at which we sell produce from the garden. Parent helpers working with children in the garden Visiting local gardens</p>
<p>Student Leadership & Celebration Student role models, leaders, teams, clubs Celebrating and lifting the profile of what we do</p>	<p>We have sustainability leaders, frog leaders and gardening leaders. Students will be taking responsibility for the care of sections of the kitchen garden. Students are taking greater responsibility for their own recycling within the classroom. I Sea I Care</p>	<p>Use kids teaching kids to publicise activities Give leaders more responsibility Year 5 students to be trained as leaders for following year</p>

ENERGY	What we are doing?	What could we do better? What else could we do?
<p>Audit Investigations Measuring electricity, gas and how people travel to and from school</p>	<ul style="list-style-type: none"> -Walk to school November -Safe walk to school day. -Environmental leaders group (inform the rest of the school of what is happening around the school) -Carbonetics audit. Hands up counts Ride 2schoolday 	<p>Solar boards- to measure how much energy we are generating.</p> <ul style="list-style-type: none"> -Share the cost of energy bills so we are informed and can improve them, work with students to sort data.
<p>Energy Efficiency Lighting, heating, cooling, computers, appliances, signage, renewable energy</p>	<ul style="list-style-type: none"> -Switching off lights. -Light monitors (student responsibility within the school.) -Closing doors to keep in heat or air conditioning. -BER building controls its own settings for air conditioning and heating (opens and shuts windows.) The windows are tinted. Some light globes are fluorescents. 	<ul style="list-style-type: none"> -Reward teachers and classes for turning off lights, heaters, fans. -Turning off unused microwaves and lights in empty rooms. -Reduce number of refrigerators. -Change the globes in the lights to fluorescents. -Energy efficient air conditioners. -Newer heaters. -Plant more trees for shade. -Blinds on windows to keep out heat. -Shut down interactive whiteboards and turn off at power.
<p>Activating Our Community Educating and empowering the people in our school and local community eg. projects, campaigns, events, school tours, sharing our stories</p>	<ul style="list-style-type: none"> -Students speak at assembly. -Fundraisers 	<ul style="list-style-type: none"> -Put notices in the newsletter (hints and tips for parents and students.) -Enter competitions to involve the community.
<p>Student Leadership & Celebration Student role models, leaders, teams, clubs Celebrating and lifting the profile of what we do</p>	<ul style="list-style-type: none"> -Environmental leaders. -Assembly -Newsletters 	<p>Start up specific water, energy etc teams, allowing for more leadership in the school.</p> <p>Students to measure use of energy in the school.</p>

WASTE	What we are doing?	What could we do better? What else could we do?
<p>Audit Investigations Measuring landfill waste, recycling, compost, rubbish free lunches, paper usage</p>	<ul style="list-style-type: none"> • Compost buckets in every class • 3 compost bays in Kitchen garden • Paper recycling • Staffroom recycling taken home by teacher • Clean up Australia day • Collecting garden material from school garden for compost • Yearly metal challenge 	<ul style="list-style-type: none"> • Recycle bin from Knox Council • Rubbish free lunches • Reduce paper usage • Mobile phone collection
<p>Waste Systems Signage, using bins, rubbish free lunches, paper use and reuse, collecting food scraps</p>	<ul style="list-style-type: none"> • All food scraps collected daily from classes, canteen, before care and staffroom • Bins labelled as paper, food scraps and landfill • No wrappers outside rule • Paper from teachers reused for writing drawing 	<ul style="list-style-type: none"> • Organize regular wrapper free lunches • Work with leaders to improve observance of no wrappers outside rule
<p>Green Purchasing Buying products that are better for the environment and for the people who are involved in making them (fair trade)</p>	<ul style="list-style-type: none"> • Chairs purchased for outside are recycled material • Using recycled material in Kitchen Garden eg sleepers from Puffing Billy, harvesting seeds, Trellis made from materials from hard rubbish 	<ul style="list-style-type: none"> • Purchase recycled paper
<p>Activating Our Community Educating and empowering the people in our school and local community eg. projects, campaigns, events, school tours, sharing our stories</p>	<ul style="list-style-type: none"> • Chairs purchased for outside are recycled material • Using recycled material in Kitchen Garden eg sleepers from Puffing Billy, harvesting seeds, Trellis made from materials from hard rubbish 	<ul style="list-style-type: none"> • Purchase recycled paper
<p>Student Leadership & Celebration Student role models, leaders, teams, clubs Celebrating and lifting the profile of what we do</p>	<ul style="list-style-type: none"> • Newsletter advertising activities eg Clean up Australia day • Local paper articles about recycling at school • Leaders Sharing events and results at assembly • Facebook page • Web site 	<p>Continue to improve regular use of all media available</p>

WATER	What we are doing?	What could we do better? What else could we do?
<p>Audit Investigations Measuring our water use, our impact on our waterways, litter, soil, run off</p>	<p>We are exploring different resources, ceres website South East Water – water wise grade 1-4 Deirdre’s sustainability program Clean up Australia – kids audit litter</p>	<p>Continue to build enquiry units focused on sustainability Join SWEP Use Cool Australia Audits</p>
<p>Water Efficiency Pipes, tanks, taps, toilets, dishwashers, appliances, sprinklers, irrigation, gardens</p>	<p>Water tanks All toilets use water tanks Plumbing issues dealt with promptly Dishwasher five star rating</p>	<p>Re use grey water for the garden Buckets under the taps</p>
<p>Activating Our Community Educating and empowering the people in our school and local community eg. projects, campaigns, events, school tours, sharing our stories</p>	<p>Clean up Australia Newsletter articles Winning water wise song competition Parent consultation for kitchen garden Students actively monitor the wastage of water</p>	<p>Continually involve community in the kitchen garden Liaison with local council with regards to the oval Web site and facebook</p>
<p>Student Leadership & Celebration Student role models, leaders, teams, clubs Celebrating and lifting the profile of what we do</p>	<p>Sustainability leaders Shelley promotes the need to keep marine environments clean I see I care – students Frogs – environment Kitchen gardening club Enter competitions</p>	<p>More use of the web site senior student leaders</p>

E. Curriculum Overview

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

Last updated: September 2014

Year	Name of Inquiry Unit, Curriculum Area or Learning Activity
F	Term 1 What can we do at school? (Waste) Term 2 How are animals different? (biodiversity) Term 3 How can you make things change?(water, waste) Term4 Mini beasts (biodiversity, waste)
1/2	Term 1: What would you find in the beach? (waste, biodiversity, water) Term 2: How has technology changed over the years? (energy) Term 3: What makes a country unique? (biodiversity) Term 4: What makes a healthy me? (water)
3/4	Excursion to Raynard's Orchard (Biodiversity, Water, Waste, Energy) How does the weather affect us? (Water, Waste) Camp Adanac- (Biodiversity, Water, Waste, Energy) Fortnightly Sustainability Program (Biodiversity, Water, Waste, Energy) How does the world feed itself? (Biodiversity Water Waste Energy)
Senior School	Sustainability leaders (biodiversity, Water, Waste, Energy) Why is money important (Energy, waste) How do Asian cultures differ? (biodiversity) How can we reflect on and record memories?(waste, water, biodiversity, energy)
Whole school	What a Load of Rubbish School Production (waste) Incursion Recycled Musical instruments (waste) Walk to school November (energy) Walk Safely to School Day (energy) Clean Up Australia Day(waste) Schools Tree Day (biodiversity) Fortnightly Sustainability program (biodiversity, water, waste, energy)