

BRUNSWICK SOUTH WEST PRIMARY SCHOOL SUSTAINABILITY POLICY 2015-2018

Education For Sustainability Vision Statement – *To live respectfully and sustainably within the local, national and international community.*

1. RATIONALE

To promote an environmentally conscious school that engages in a range of sustainable practices.

2. AIM

2.1 To minimise waste produced by the school going to landfill and to increase the percentage of material that is reused and recycled.

2.2 To decrease the amount of energy that the school uses through greater efficiency and better practices.

2.3 To increase the biodiversity of the school by planting species that support increasing the habitat area for local wildlife.

2.4 To minimise the consumption of mains water at the school and to utilise other sources such as tank and storm water to assist in this reduction.

3. IMPLEMENTATION-

The *Sustainability Key Learning Group* (teacher group) is responsible for curriculum and for implementing sustainable practice, on a daily basis. This group reports to the *Education Sub-Committee*.

The *Sustainability Core Planning Team's* members currently include the principal, the business manager, teachers and parents. Responsibilities of the team include working with the wider community to implement and promote sustainability projects/action and working towards meeting the *Resource Smart School* requirements. This team reports to the *Education Sub-Committee*.

3.1 School Expectations

- 3.1.1 Facilitate and encourage the implementation of a range of strategies to reduce resource use and increase our biodiversity.
- 3.1.2 Provide the necessary funding to implement these strategies on an ongoing basis.
- 3.1.3 Encourage community participation in our environmental projects and strategies and encourage similar strategies to be undertaken at home.
- 3.1.4 Apply best environmental practice and principles to the design, construction and operation of all new buildings/renovations enabling high levels of energy efficiency and sustainability to be achieved.

3.2 Student Expectations

- 3.2.1 Participate in activities and strategies that help to increase the school's sustainability

- 3.2.2 Become actively involved in, or support, the practices and activities of the year 5/6 sustainability team, *The Nature Warriors*.
- 3.2.3 Assist with litter reduction and water, paper and energy conservation through habitual practices.
- 3.2.4 Support and encourage their parents to adopt similar sustainable practices at home.

3.3 Teacher Expectations

- 3.3.1 Ensure that the aims outlined above are incorporated into the curriculum to ensure that all children understand the importance of sustainability.
- 3.3.2 Encourage children to become more environmentally aware and actively involved in sustainable activities.
- 3.3.3 Model appropriate sustainable practices.
- 3.3.4 Assist with litter reduction and water, paper and energy conservation through habitual practices.

3.4 Parent Expectations

- 3.4.1 Support the objectives and strategies outlined in this policy.
- 3.4.2 Model appropriate sustainable practices.
- 3.4.3 Encourage children to become more environmentally aware and actively involved in sustainable activities.

4. EVALUATION

This policy will be reviewed as part of the school's three year cycle. Next review, 2018.

This policy was ratified by school council on 14/9/2105.

Please also refer to:

Appendix A- AusVELS Definition of Sustainability

Appendix B – Some Specific Strategies and Targets

Appendix C - Green Procurement Guidelines

Appendix D- Community Involvement

Appendix A- AusVELS Definition of Sustainability

- Sustainability addresses the ongoing capacity of Earth to maintain all life.

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are both individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Appendix B– Some Specific Strategies and Targets for 2015-2018

- Participate in the *ResourceSmart AuSSI Vic Schools Modules* (Core, Waste, Energy, Water, Biodiversity) leading to 5 Star Certification.
- Aim to meet the *Sustainability Victoria* benchmark targets for schools as follows: Electricity - 250 kWh per student per year, Natural Gas - 0.9 GL per student per year, Water - 4 kL per student per year, Waste - 0.3 m3 per student per year.
- Embed Sustainability into the school curriculum and school events.
- Utilise the energy efficient grant that BSWPS has received to do an energy audit. Arrange for MEFL (Moreland Energy Foundation) to do the audit with our year 5/6 Nature Warriors. Utilise the grant to act on the recommendations of the audit.
- Utilise the interactive nature of the Solar Power system to ensure students learn how our energy is produced and used and incorporate this into the curriculum.
- Support the work of the buildings and grounds committee, as an important part of becoming a sustainable school and increasing biodiversity.
- Strengthen the operation of the year 5/6 leadership team, *The Nature Warriors*. Aim to have all classes with students representing, and participating in, good environmental practice.
- Establish links between local schools, other *ResourceSmart Schools*, Moreland council, CERES and the broader community.
- Maintain the school's vegetable gardens to promote good environmental practices and to allow children to experience the links between growing and eating food. Encourage parent and community involvement in the kitchen garden.
- Continue to provide facilities for the recycling of recyclable waste.
- *Rubbish Free Lunch* days to be introduced and then become every day practice.
- Continue *Active Travel Program* and *Ride To School Day*.
- Reduce our use of paper, using email and white boards rather than printing and photocopying.

Monitor the use of photocopy paper and encourage all staff to reduce their usage of this paper, by using double sided sheets, laminating for reuse, and reduction to fit more information on each page.

- Participate in global events such as *World Environment Day*.
- Celebrate success and document our action.

Appendix C - Green Procurement Guidelines

Wherever practical the school will purchase the following:

- 100% recycled paper products.
- Recycled and sustainable products for student supplies.
- Low energy lighting (Fluorescent and LED.)

- Natural cleaning products with lower quantities of chemical additives.
- Computers with energy compliance and an end of life recycling program.
- Public transport or walking excursions.

Wherever practical the school will avoid the following:

- Products which are harmful to the environment or whose production process is harmful to the environment or not sustainable.

Refer to the following websites as guidelines for *Green Procurement*:

<http://www.geca.org.au/>

<http://www.ethical.org.au/>

<http://www.environment.gov.au/>

Appendix D- Community Involvement

Wherever practical the school will:

- Communicate school programs and projects to the wider community.
- Promote the key message that sustainability doesn't start at the school gate.
- Encourage parents to contribute their professional expertise and experience to the sustainability program.
- Engage with the wider community to promote similar sustainability actions outside the school.
- Work with external bodies (not-for profit organisations, research institutions, government agencies like Sustainability Victoria.)
- Identify opportunities to increase the scale and reach of sustainability programs so as to cover a wider community and region than the school itself (e.g. water, energy and waste saving that includes households.)