

St Margaret's Primary School's Sustainability Policy 2015.

RATIONALE

St Margaret's Primary School aims to become a Sustainable School by reducing our ecological footprint through adopting sustainable practises in our everyday lives. We will achieve this by integrating sustainability into all areas of the curriculum and instilling a sense of ownership and pride in improving the environment. We will aim to lead the community by demonstrating exemplary practices in waste management, water and energy usage, and develop the school grounds to promote biodiversity.

PURPOSE

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.

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; to reduce the cost of waste and litter management.

Biodiversity

To improve our outdoor natural environment, by planting native trees that are conducive to our environment; improve our vegetable garden by planting more plants and involving our school community in the development and maintenance of the garden; using natural materials that reduce the impact on the environment.

Water

To encourage the school community to reduce water usage; to appreciate water as a precious natural resource; educate the community on ways to reduce water usage indoors and outdoors; conduct a water audit and maintain records of water consumption.

GUIDELINES

Energy

- Reduce the use of energy consumption within the school.
- Use resources and equipment as efficiently as possible.
- Include students in the process of developing and maintaining an Energy Efficient school.
- Reduce the amount of greenhouse gas emissions.

Waste

- To minimise rubbish and recycle our waste throughout the school, as much as possible, on a daily basis.
- To include the school community in the process of developing a Waste Wise school.
- Students to take responsibility for disposing of food scraps, paper and rubbish in the appropriate manner.
- To promote rubbish free lunches and reward those who participate regularly.

Biodiversity

- To use a garden plan for the future development of our school grounds.
- To utilise our garden area to its full extent.
- To involve community members in maintenance of school grounds.
- For each year level to have ownership in the upkeep of an area of 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.
- Assign students to monitor water usage and report wastage.

AIMS AND TARGETS

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

1. To increase the school community's involvement in the vegetable garden.
2. To reduce waste by 25%.
3. To reduce water consumption by 20%.
4. To reduce energy consumption by 25%.

IMPLEMENTATION

CURRICULUM FOCUS

There will be an environmental focus incorporated into the inquiry unit across all year levels.

Energy

- To promote a 'switch off and save' 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.
- To assign students to monitor rubbish free lunches and each term award the class who has the most rubbish free lunches.
- For monitors to collect food waste daily and transfer it to the compost bin.
- For students to dispose of paper into recycling bins.
- Use recycled paper for printers, photocopiers and Eco-Pads.
- Promote the reuse principle of paper in classrooms, staffroom and office.

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 gardens.
- Engage students and staff in the maintenance of our gardens.
- To grow and harvest a range of vegetables/herbs to be utilised in cooking classes.

Water

- To promote a 'water-wise turn off' policy.
- Students to engage in units of work relating to water conservation.
- To assign students to monitor water usage and report wastage.
- Plant trees and plants that require minimal watering.

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.

RESPONSIBILITY/ COMMUNICATION

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. Each of the programs will be subject to annual review by school staff, student and School Council.

ACTION PLAN

Our Sustainable Schools Three Year Plan outlines the four resource modules we will undertake over the next four years; these are 'Biodiversity', 'Waste', 'Water' and 'Energy'.

TRIPLE BOTTOM LINE REPORTING

When the Sustainability Coordinator reports to the School Council once a term, they will provide feedback on sustainability practices within the school community. They will report on the triple bottom line; that is, the social, economic and environment impact of school sustainability practices.

EVALUATION

This policy will be reviewed as part of the school's four year review cycle.

St Margaret's Primary School's Green Procurement Policy

RATIONALE

St Margaret's Primary School is committed to sustainable practices within its community. It will endeavour to purchase 'green products' in order to reduce its environmental impact.

PURPOSE

St Margaret's Primary School wishes to reduce its ecological footprint and to educate students on making environmentally friendly choices for life.

GUIDELINES

When feasible, St Margaret's Primary School will:

- Purchase 100% recycled paper for printers and photocopiers.
- Set printers to double sided print as default.
- Limit the amount of advertising materials sent home to students.
- Purchase equipment made from recycled materials and furniture when they need to be replaced.
- Source recycled products for book orders.

EVALUATION

This policy will be reviewed every four years.

Triple Bottom Line Benefits of St Margaret's Primary School's Participation in the Australian Sustainable Schools Initiative

Sustainable Schools helps create triple bottom line benefits at St Margaret's Primary School by:

- Supporting the school in being a leader in the education of sustainable development.
- Creating a more engaging learning environment for students.
- Focusing on student involvement and learning.
- Creating flow-on effects from the school to the local community.
- Involving the whole school community including students, teachers, non-teaching staff and parents in sustainable practices.

Educational and Social

- Provides numerous opportunities to achieve learning outcomes across the curriculum.
- Caters for a diversity of learning styles.
- Provides leadership opportunities for students as well as teachers.
- Empowers the school community to work on meaningful real-world problems and outcomes.
- Encourages collaboration and teamwork.
- Forms partnerships with the community.
- Increases pride and self-esteem within the school community.
- Provides positive publicity for the school.

Environmental

- Reduces resource consumption eg. energy, water, gas, paper
- Reduces the school's greenhouse gas emissions.
- Influences more environmentally sustainable family behaviour at home.
- Cleaner, more attractive school grounds that students take pride in.

Economic

- Cost savings from reduced consumption of resources.
- Income from grants and prizes supporting and recognising sustainability projects.

Appendix B - Green Procurement Guidelines

Wherever possible and practical the school will purchase the following:

- 100% recycled paper products
- Recycled and sustainable products for student supplies
- 100% renewable energy (green power) to supplement the solar power produced at school
- Low energy lighting (CFL and LED)
- Natural cleaning products with lower quantities of chemical additives
- Computers with energy compliance and an end of life recycling program
- Timber and building products from sustainable sources or timber alternatives e.g. Modwood

Wherever possible and 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 Australian Green Procurement Website for more details on specific products

www.greenprocurement.org