School Environmental

Management Plan

Table of Contents

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School Environmental Management Plan

The School Environmental Management Plan (SEMP) outlines your school broad strategic direction regarding sustainability. This is decided through consultation across the school and captured in this four-year plan.

Table 1 School Environmental Management Plan endorsement

Policy last reviewed	August 2023
Approved by	Principal
Next scheduled review date	August 2026 Recommended minimum review cycle for this policy is 3 years

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Core Module

School Vision and rationale (Action A1.6) 📄

Poowong Consolidated School's vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the local community, as well as the global world.

Poowong Consolidated School is committed to a whole-school approach to becoming a 'sustainable school' and demonstrates good environmental practice in day-to-day operations; including minimizing the consumption of resources, and maximising the amount of resources reused and recycled. The school recognises that apart from the broader environmental benefits, good environmental practice can have a direct financial benefit for the school and can positively influence the behaviour of students and the broader school community.

Sustainability Action Team (Action C1.2) 📄

Staff

Lauren Dobie – ResourceSmart Schools Coordinator/ Science and Sustainability Teacher

Jackie Wilmann – Grade 2 Teacher

Michael Smethurst - Principal

Parents

Nathan Epp

Candice Epp

Deb Watson

Kylie Walton

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Stacey Adams

Nicola Watkins

Student Representative

Rohan Wilson – Environmental Captain

Community

TBC

Student Green Team (Action B1.3) 📄

In planning – how to get students? Anticipate many will be interested and how to limit to an action group vs garden club. Vote between grades? Term 3

A representative from each grade to meet.

Rohan Wilson – Enviro Leader

Professional development (Action B1.2) 📄

- ResourceSmart Schools – sustainability professional development – workshops to inspire opportunities at school level
- Sustainability Victoria - sustainability professional development – workshops to inspire opportunities at school level
- Zoo.org – Geography based professional development – opportunities to gain experience in hands on activities and learning
- Bastow Institute – leadership professional development – opportunities to gain knowledge to successfully build this Sustainability movement

Related school planning documents and policies

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Table 2 Links and/or names for documents related to sustainability in your school

Scope and Sequence	Sustainability Policy	Module Action Plans (2023 Biodiversity, 2023 Waste)	
Science Yearly Planner	Vision Statement & Rationale	Green Purchasing Policy	Green Events Policy

Overarching Goals

State your overarching four-year goals for each of the resource areas. Goals should be Four-year SMART (Specific, Measurable, Achievable, Relevant, Time-bound).

Table 3 Resources overarching goals

Water	Energy	Waste	Biodiversity
By 2027 we will have controlled water consumption within our school. To achieve this, we will; appreciate water as a natural resource, educate staff, students and the whole community about best practise water efficiency, make use of current tank infrastructure and water catchment capabilities, conduct auditing and monitoring of water usage and storm water	By 2027 we will have reduced our reliance on energy consumption within our school. To achieve this, we will; educate students, staff and whole community about where our energy comes from and the impacts on the environment, audit and monitor energy usage to identify	By 2027 we will have reduced our output of waste within our school community. To achieve this, we will; educate staff, students and the whole community about effective waste practise and avenues for waste products, audit and monitor waste, continually adapt solutions	By 2027 we will have improved the biodiversity in our school grounds. To achieve this, we will; educate staff, students and the whole community about the importance of protecting and supporting biodiversity on at our school scale and in the wider

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collection, investigate a grey water system.	where we use the most energy and where it can be reduced, implement signage to remind students and staff to turn off energy users, begin research into more sustainable energy sources for our school.	to deal with waste at our school, implement a bin system and signage to reduce general waste, continue to expand compost and reusable solutions to waste.	community, monitor and reduce weeds, be involved in community planting projects, thoughtfully approach future plantings to include beneficial plants.

Benchmarks and Targets (Action A1.3)

Benchmark targets are set by Sustainability Victoria. Enter your baseline year data for each. waste, energy, water, and biodiversity. Set aims for the following years, to bring the school at or below benchmark targets, examples have been given below.

Table 4 Resource Benchmark and Yearly Targets

	WASTE	ENERGY Electricity	Gas	WATER	BIODIVERSITY
	m³ per student / per year	kWh per student / per year	GJ per student / per year	KL per student / per year	Habitat Quality Assessment Score
Benchmark for PS	0.3	250	0.9	4	>75
2023 Baseline	*0.71*	*245*	*0.39*	*2.7*	*43*

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State
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2024 Target	*0.69*	*240*	*0.39*	*2.7*	*53*
2025 Target	*0.64*	*235*	*0.39*	*2.7*	*63*
2026 Target	*0.59*	*230*	*0.39*	*2.7*	*70*
2027 Target	*0.54*	*225*	*0.39*	*2.7*	*75*
Notes	We are already below with Water and Electricity. Is this because of our tank water and solar panels? Will recalculate.				

Current Infrastructure and Future Practices (Action A1.4)

List your current infrastructure and sustainability practices in the tables below. Then list the future improvements the school intends to make or actions the school aspires to. The tables have been filled with a range of examples. Add or delete these in accordance to your school's context.

Table 5 Waste Current Infrastructure and Future Practices

Waste sections	Current Infrastructure and Practices (Action A1.4)	Future Improvement Aspirations (Action A1.4)
Campus – What has your school done at campus level?	- Waste related bill data entered into ResourceSmart Online - Parents access 2nd hand uniform shop - Digital staff communication used (Compass) - Digital community newsletter used - Worm Farm	- Continue to enter data from incoming bills to ResourceSmart Online - Waste Reduction Action Plan/Policy - Green Event Policy - Purchase suitable bins for use in classrooms to streamline waste collection

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	• Compost Bays	• Use less paper – all printers set to double-sided printing • Environmentally friendly cleaning products purchased • Environmentally friendly photocopy paper purchased
Community – What has your school done to engage your school community?		• Partner with neighbouring schools on projects relating to waste • Student action team report in newsletter and at assemblies about student directed waste initiatives • Hold waste free events • More waste collection schemes to assist charities • Compost buckets and recycling bins in classrooms • Newsletter articles with waste related tips – composting food waste, multi-use containers • Signage with Waste information • Parents supplying recycled materials for art/craft • Participate in Clean Up Australia Day (our school grounds)

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| Culture – What has your school done to encourage a whole school approach to sustainability? | • Garden Club accessible to all students during lunchtime | • Student action team to organise on waste related initiatives
• Nude Food Wednesday Competition in all grades
• Waste monitors present as assemblies
• Investigate soft plastic collection for community use
• Staff and students to monitor meals during designated eating times before going outside to reduce lunchbox litter |

Table 6 Energy Current Infrastructure and Future Practices

Energy sections	Current Infrastructure and Practices (Action A1.4)	Future Improvement Aspirations (Action A1.4)
Campus – What has your school done at campus level?	• Energy related bills entered into ResourceSmart Online • Computers are sleep mode enabled • Motion sensor or timer lighting in some areas • Installation of 4.5 star energy efficient gas heaters to replace 'boiler system'. • Reverse cycle air conditioners • Many light fittings replaced with LED	• Continue to enter data from incoming bills to ResourceSmart Online • Conduct a full energy audit • Energy Policy/Action Plan • More energy efficient appliances

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	• Energy saving photocopiers	• 'Dress for the weather' reminders to discourage excessive heater use and ensure heater/air con temperatures at recommended temperature
		• Increase the use of natural light in classrooms, scheduled trimming of trees outside window (working bee)
		• Decrease electricity and gas usage and bill cost by developing an action plan
		• Continue to apply for grants applicable to upgrading lighting to LED or appliances to 5 star and above
		• Train staff to read the inverter for the solar panels
		• Installation of 10Kw solar panels (NSSP and VSSP grants)
		• Plantations – carbon off set
		• Maintenance program
Community – What has your school done to engage your school community?		• Student action team write Energy efficiency tips in school newsletter
		• Encourage community to be less reliant on cars for travel to school

		• Build community knowledge about being zero net carbon • Signage • Excursions/Incursions • Ride to School Day once a term
Culture –What has your school done to encourage a whole school approach to sustainability?		• Develop a plan to become zero net carbon • Professional learning for staff on zero net carbon plan • Allocate staff to check heating and cooling temperatures on thermostats • Student action team organise more energy related initiatives • Student 'Energy Monitors' responsible for 'switching off' in classrooms, educating and encouraging class mates and meeting with staff mentor. • Energy Monitors report at assemblies on the school's energy usage • Switch Off Competition

Table 7 Water Current Infrastructure and Future Practices

Water sections	Current Infrastructure and Practices (Action A1.4)	Future Improvement Aspirations (Action A1.4)
Campus – What has your school done at campus level?	- Water related bills entered into ResourceSmart Online - Toilets flushed using tank water - Push taps in toilets - Drought tolerant plants in some gardens - Mulch / compost use - Tanks	- Continue to enter data from incoming bills to ResourceSmart Online - Conduct a water audit and water infrastructure audit - Incorporate water and water conservation into curriculum - Water Policy/Action Plan - Install watering systems into some of our vegetable beds to conserve water - Install rain sensors for irrigated areas - Drip watering system with timer for fruit trees - Storm water assessment - Grounds litter control plan - Dual flush toilets? - Grey Water usage plan - Rainwater garden - Measuring water use through SWEP

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		• SWEP water alerts allowed us to trace and repair leaks
Community – What has your school done to engage your school community?		• Engage School Council in future needs and sustainable practise • Call on more parents to assist with watering roster • Call on parents to assist with rain garden project • Encourage water saving at home via newsletter items and student action team presenting at assemblies • Signage regarding efficient usage • Community speakers
Culture –What has your school done to encourage a whole school approach to sustainability?		• Awareness of water as a precious resource • Seedlings purchased through local charity scheme • Applied for and received two $500 VSGA garden vouchers for drought tolerant plants – working bee to develop garden • Watering roster (parents/staff) for holiday periods • Excursions/Incursions

		• Student water monitors identify leaks in bubble taps etc • Classes log on to SWEP to track school water usage.

Table 8 Biodiversity Current Infrastructure and Future Practices

Biodiversity Sections	Current Infrastructure and Practices (Action A1.4)	Future Improvement Aspirations (Action A1.4)
Campus – What has your school done at campus level?	• We have plants that encourage birds and pollinators • We have insect hotels. • Garden Club, Wednesday Lunchtime • Raised vegetable beds and fruit trees • Annual Biodiversity Audit by 5/6 students to ascertain our Habitat Quality Assessment Score	• Biodiversity Action Plan/Policy • More animal habitats • Start monitoring animal habitats • Build nesting boxes • Construct a bird bath • Students continue to care for Biodiversity Garden area. • Monitor Habitat Quality Assessment Score annually • We have a student action team focussed on our school environment • Nature Trail

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Community – What has your school done to engage your school community?	• Newsletter articles containing biodiversity updates. • Parent Working Bees for school gardens	• Students contribute newsletter articles containing biodiversity updates. • Increase parent participation in Working Bees. • Increase network of community contacts for advice, shared projects and sponsorship • Create strong links with local environmental groups • Many plants gained through grant applications • Clean Up Australia Day • Excursions/Incursions • Sustainability coordinator to work closely with parent volunteer and maintenance staff member.
Culture –What has your school done to encourage a whole school approach to sustainability?	• Staff attend RSS Professional Development workshops	• Survey whole school community (staff, students and parents) to determine understanding of biodiversity issues. • Distribute leadership roles amongst staff and students • Student action team to present biodiversity updates at assembly

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		- Student action team and team leader role focus on school environment - Sustainability Team in place with staff and parent volunteers - Classroom monitors for compost