Chandler Public School

School Environmental Management Plan

Statement

The staff, students and parents in our school and community are committed to the development of a better environment and a more sustainable future for everyone.

Through ongoing programs that develop cleaner and more sustainable ways of doing everyday activities we hope to make our space on this Earth a more pleasant place to live, work and play.

Students, staff, parents and the broader community will work together in a spirit of mutual acceptance and understanding towards the commonly set goals of cleaner and more efficient use of water, air, land, waste and energy.

Not only for the people of today but developing encouragement for everyone tomorrow.

Chandler Public School will implement our environmental management plan through the curriculum, the management of the school grounds and the management of resources. This plan refers to the period 2009-2011.

Rationale

Through the development of a SEMP students will –

- develop a greater understanding of the impact of people on the environment;
- gain a greater appreciation and understanding of the principles of sustainable development
- use their knowledge of environmental management practices to apply strategies within the school environment and local community;
- be able to identify the areas of the school environment that they can manage more effectively
- acquire knowledge and skills to manage these key elements of the school environment
- design and implement ways of monitoring, evaluating, reviewing and reporting the SEMP
- try to encourage stakeholders to improve their environmental performance and gain an understanding of their place in the whole community
- develop an understanding of the benefits of communicating our performance with our environmental work to the community;
- make a lifetime commitment to environmental management practices at both the individual and community level;

It encompasses 3 areas:

- Curriculum
- Management of Resources
- Management of School Grounds
**Curriculum**

1. The principal is our school Environmental Education Contact Person and will lead and work with other teachers in this area.
2. Audit – evaluate the school curriculum. Identify related outcomes and content from each KLA for teaching and learning.
3. Identify and develop strategies to address student values and attitudes towards the environment.
4. Special environmental events, days, programs and excursions (Landcare, National Clean-up Day, Tree Day, Water Watch, Water Bug Survey, Out of My Window, Greening Australia, River Care, Land and Water Conservation, Local Government, National Parks)
5. Conduct a bio-diversity audit and record (data base of native birds and animals in the school environment.)

**Management of Resources – Avoid, Reduce, Reuse and Recycle**

1. Principal, will lead and work with other staff and school community.
2. Monitor the use of resources and utilities.
3. Develop and institute a list of strategies for improving the management and use of resources – turn off lights, keeping doors and windows closed when using reverse cycle air conditioning, correct setting of timer devices, maximise the use of natural lighting and shade, recycling.
   - Electricity – lights including security lighting, air conditioning, thermostatic controls and timers, hot water systems including constant boiling water system, household pressure pumps, office and classroom equipment (computers, sound systems, televisions, photocopiers)
   - Energy – heating, (electric, off peak, reverse cycle air conditioning, gas, ventilation, alternate energy sources,
   - products and materials – reuse, recycle,
   - water – tank, water quality, dripping taps, cistern efficiencies, pest control (eg mosquitoes – Ross River Fever), absorption trenches, septic tank registration and care,
   - waste – reuse, recycle, composting, worm farming
5. Employ several sustainable initiatives with funding obtained through the Solar Schools Program: Application current.
   - Option 1 ~ 2Kw Solar Power Grid connect System. This is a project option that will save the school money over the long term and go some way towards reducing our reliance on mains power. It is also a visual indicator to the children and to the community of our endeavours to become less reliant on traditional energy sources.
   - Option 2 ~ Supply and install energy efficient lighting equipment and sensor connections. This will provide much needed (LED) lighting for the student toilets and safety and security lighting for the main playground area at night (cleaner moving between blocks after dark during winter months; & when the school holds night functions) and would do so with minimum energy consumption by using movement sensors and timers.

**Management of school grounds**

1. Principal will work with staff, students and community members in this area.
2. The school will identify main aspects in the school grounds for environmental improvement.
3. Establish adequate measures to deter domestic and native animal problems (bird and possum proofing roof areas, mice/rat control, white ants, fleas)
4. Develop and institute a list of strategies for improving the management and use of the school grounds (biodiversity, soil, noise, litter, shade, human traffic, dust, visual amenity, stormwater, who uses the school grounds, watering regimes, weed control, buildings)
5. Utilise and develop buildings and grounds as learning areas.
6. Establish native animal friendly areas eg fish pond, bird feeders, bird bath, pondless waterfalls, bushy native trees and plants
7. Plant natives which are suited to the local environment. Consider health and safety issues (landscaping, hay fever, bee sting allergies, falling branches, thorns, location, longevity, root systems, compatibility with lawns…)
8. Maintain current gardens
9. Maintain vegetable garden and develop propagation area
10. Establish water wise garden
11. Establish mulched garden areas

Action Plans:--
Action plans will be developed in the areas of Curriculum, Management of Resources and Management of Grounds as required.

Evaluation:-
Evaluation is an important aspect of any plan. This may take the following formats:

- Ongoing Monitoring of changing attitudes of students.
- Ongoing observation and monitoring of litter levels in the playground
- Awareness and knowledge of levels of issues involved.
- Observation of student participation and outcomes of teaching/learning.
- Surveys
- Visible development of school grounds
- Observation of the sustainable initiatives employed under schemes such as the Solar Schools Program and the positive impacts of those initiatives.

Data collection strategies used to determine levels of resource usage and environmental care.
1. Electricity use ~ comparing energy usage levels from 2010 - 2012
2. Paper use ~ comparing paper usage levels from 2010/11/12
3. Water use ~ comparing electricity usage for water pumping 2009/10/11
4. School litter surveys ~ comparing litter type and amount on or around Clean Up Australia Day each year.
5. Level of recycling in the school ~ number of paper recycling pickups; other areas for recycling noted.
6. Aesthetics of the playground ~ Feedback from visitors to the school and from community members.

Policy drafted September 2009
Implementation 2009/10/11