

Carlton North Primary School



School Environmental Management Plan (SEMP) August 2018- August 2022

This School Environmental Management Plan (SEMP) outlines Carlton North Primary Schools' 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 2018. 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 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. Implementation
- E. Curriculum Review

Ratified by School Council on: 26/06/2019

Date of next review: 2022

A. Education for Sustainability Vision



Example SEMP created by CERES Environment Park

At Carlton North Primary School we inspire our whole school community to connect with the environment and to make a positive contribution to sustainability at school, home and beyond.

B. Sustainability Policy

Rationale

Carlton North Primary School aims to instil a sense of ownership and pride in our students based on improving our school environment. We will establish a 'School Improvement Team' consisting of passionate and motivated staff, parents and students. This team will lead and support all stakeholders and service-providers at CNPS to demonstrate exemplary practices in waste management, water and energy usage, and continue to develop the school grounds to improve biodiversity. Consequently, we will reduce our ecological footprint through adopting sustainable practices in our everyday operations. By continuing to integrate sustainability into all areas of the curriculum we will also embed sustainable values, designs and behaviours in our school culture.

Guidelines

Energy - To control energy consumption within the school so that we reduce our impact on the natural environment; use resources and equipment as efficiently as possible; include students in developing and maintaining an energy efficient school; educate students, staff and the whole community about the best practice for energy efficiency, our whole-school energy conservation plan and sustainability initiatives and ecologically sustainable design (ESD) features in our school; and conduct auditing and monitoring of energy usage around our school.

Waste - To use an integrated waste management system within the school so that we reduce our impact on the natural environment; practise the 5R's waste minimisation hierarchy, Refuse, Reduce, Reuse, Repurpose, Recycle; close the loop on organic waste onsite; manage recycled products and landfill waste daily in the appropriate manner; educate students, staff and the whole community about the best practices for waste management, and our whole-school waste and litter reduction plan; and conduct auditing and monitoring of litter and waste at our school.

Biodiversity - To improve our outdoor natural environment through implementing our SEMP to continually improve biodiversity in our school; optimise the teaching of sustainability education using the natural environment; educate students, staff and the whole community about actions for improving biodiversity in our school, and linking school vegetation and habitats with surrounding areas; and conduct biodiversity auditing to improve the habitat quality at our school.



Water - To control water consumption within the school so that we reduce our impact on the natural environment; to appreciate water as a precious resource; educate students, staff and the whole community about the best practice for water efficiency, our whole-school water conservation plan, and sustainability initiatives and water retention systems in our school; and conduct auditing and monitoring of water usage and stormwater collection around our school.

Aims and Targets

Benchmark targets are set by Sustainability Victoria

BIODIVERSITY	ENERGY	WASTE	WATER
<p>Increase habitat quality assessment score:</p> <p>Every year from baseline year</p>	<p>To achieve benchmark of:</p> <p>250 kWh – electricity 0.9 GJ – natural gas 0.4 tonnes CO₂ per student / per year</p>	<p>To achieve benchmark of:</p> <p>0.3 m³ per student / per year</p>	<p>To achieve benchmark of:</p> <p>4 KL per student / per year</p>
<p>Aspirational Target:</p> <p>65</p>	<p>Aspirational Target:</p> <p>245 kWh 0.875 GJ 0.375</p>	<p>Aspirational Target:</p> <p>0.275 m3</p>	<p>Aspirational Target:</p> <p>3.75 KL</p>

C. Green Purchasing Policy

Rationale

Carlton North Primary School is committed to sustainable practices within its community. It will endeavour to purchase 'green products' in order to reduce its environmental impact and to help 'close the loop'. Carlton North Primary School wishes to reduce its ecological footprint and to educate students on making environmentally friendly choices for life.

Guidelines

When feasible, Carlton North Primary School will:

- Purchase 100% recycled paper for printers and photocopiers.
- Purchase a percentage of certified GreenPower.
- Purchase furniture, equipment and other materials made from recycled materials, and recycle items ourselves whenever possible.
- Source recycled products for book orders.
- Purchase fair trade tea and coffee for the staff room.
- Use reusable and/or biodegradable packaging at events and whenever possible.
- Ensure the following groups are actively involved in using environmentally friendly and recycled products:
Cleaning staff, Garden and grounds staff, Building and maintenance staff, stall-holders at the fete, students and school staff.
- Replace appliances with energy-efficient star rated appliances.⁶⁵
- Purchase recycled toilet paper.

D. Implementation

In this snapshot we are documenting our campus, curriculum and community actions and identifying opportunities for improvement. We are also identifying opportunities to shift our whole school culture to take action on climate change.

Suggested timeline for 2018-2020

Year	Main area of focus for Resource Smart modules/School Improvement Leaders (SILs)/whole-school initiatives
2018	Core (S1) Waste (S1 AND 2)
2019	Energy (S1) Bio-diversity (S2)
2020	Water (S1) Bio-diversity (S2)
2021	TBC
2022	TBC
Ongoing initiatives 2018-2022 -Reduction of energy/water bills -Sourcing of grants to fund improvements in infrastructure (lighting etc.) -Once a semester, whole-school sustainability week/ nude-food picnic	

Each semester Carlton North Primary School will hold a 'sustainability week'. This will be an opportunity for:

- each class in the school to participate in a class on that year's Resource Smart focus
- SILs to sell produce/materials linked to that year's focus (e.g. vegetables, wax wrappers, reusable bags made from t-shirts etc.)
- launch of new school-wide initiatives/systems
- a CNPS 'Great Nude Food Lunch' where family members join the students for a 'nude food lunch'
- SILs to sell produce/materials at that month's Farmer's Market

BIODIVERSITY	Current Practices	Future Goals	How we will achieve our future goals (who & when)
<p style="text-align: center;">Campus</p> <p>Audit Investigations, Habitat Gardens, Food Gardens, Maintenance & Protection</p>	<ul style="list-style-type: none"> -Many native/non-native species (many drought-tolerant) planted around the school -Caring for older trees (monitoring) -Existing vegetable/wild garden beds (currently maintained by a grandmother) 	<ul style="list-style-type: none"> -To build a frog bog -More animal habitats created (bird baths/possum boxes-focusing on totem species) -A whole-school Bush Tucker garden maintenance calendar (planting/watering/ pruning/harvesting etc.) 	<ul style="list-style-type: none"> -To be built by the end of 2019 academic year -SILs survey animal habitats (bio-diversity audit) -Working bees (one each semester) -New habitats created via working bees by the end of 2019 -Each year level to look after the garden beds for one term a year (starting July 2019) -Elect a 'bio-diversity' member of the Sustainability Team to make document, coordinate year levels and resourcing (By Sep 2018 to ensure implementation in planning for 2019 academic year)
<p style="text-align: center;">Curriculum</p> <p>How Biodiversity is embedded into learning and teaching and creating opportunities for students to participate in hands-on projects.</p>	<ul style="list-style-type: none"> -Sustainability whole-school Inquiry units in term 4 (even year) <p><i>See section E</i></p>	<ul style="list-style-type: none"> -Bush Tucker garden program/ scope and sequence linked to the cross curriculum priority: <i>Aboriginal and Torres Strait Islander histories and cultures</i> 	<ul style="list-style-type: none"> -A 2019 Bush Tucker garden scope and sequence to be created by the end of the 2018 academic year -Contact Bruce Pascoe for the next writer's festival and for formation of Bush Tucker garden (term 3

	<p>-Biology Science topics <i>See section E</i></p>	<p>-Each class to have a 'living thing' for one term a year (stick insects/tadpoles/butterflies etc.) to match the Science topics</p> <p>-Create a 'Totem species' to create habitat for and encourage back to the school environment</p>	<p>2019)</p> <p>-Term 4 Planning 2018 for semester 2 2019 Science topics</p> <p>-2019 term 4 Inquiry topics</p> <p>-Totem species on school logo by end of 2019</p>
<p>Community Building links with the school community and local community organisations and groups.</p>	<p>-Annual parent working bees</p>	<p>-Termly working bees for the garden and other plants/trees</p> <p>-Linking of home vegetable gardens for produce/seed sale</p>	<p>-Sustainability Team bio-diversity rep to co-ordinate one each semester from term 1 2019 onwards</p> <p>-Vegetable produce from school/home gardens to be sold at sustainability stall by the SILs from 2019 onwards</p>
<p>Culture Whole-of-school approach to increase awareness and knowledge of biodiversity issues.</p>	<p>-Working bees</p> <p>-Watering of new plants by the students</p> <p>-'Wild' play areas for the children</p>	<p>-Artist in residence to work with the students on totem species logo</p> <p>-Biodiversity awards in assembly for students engaged in gardening/watering etc.</p>	<p>-Totem species identified by the end of 2019 and featured on school logo in 2020</p> <p>-From term 3 2019</p>

ENERGY	Current Practices	Future Goals	How we will achieve our future goals (who & when)
<p>Campus Audit Investigations, Computers and Electronic Equipment, Lighting, Heating and Cooling, Renewable Energy</p>	<ul style="list-style-type: none"> -Energy saving photocopier -Limited signage regarding energy -Some energy-saving lights across the school -IT devices charging overnight -Air-conditioning/heating initiated at personal preference 	<ul style="list-style-type: none"> -Classroom energy wardens who control and regulate lights, air conditioning, the charging of devices etc. -Changing school lights to LED -Reduction of energy bills -Install solar panels 	<ul style="list-style-type: none"> -Established in term 1 2019 -B & G subcommittee - apply for grant for lighting changeover (LED) - term 4 2018 -Explore if energy can be sourced from a renewable energy company/'green units' 2019 -Senior SILS representative to explore the Solar possibilities with our limited space (2018 ongoing)
<p>Curriculum How Energy is embedded into learning and teaching and creating opportunities for students to participate in hands-on projects.</p>	<ul style="list-style-type: none"> -Even year Inquiry topics focusing on sustainability <i>F- Caring for the local environment</i> <i>1/2 - What a load of rubbish</i> <i>3/4 - We are the world</i> <i>5/6 - You can change the world</i> 	<ul style="list-style-type: none"> -Whole-school Maths 'Statistics and Probability' focus on auditing/analysing data -Parent representative to liaise with School business manager to collect and input billing data on Resource Smart website 	<ul style="list-style-type: none"> -Plan whole-school focus on auditing/analysing data for Inquiry sustainability topic term 4, (2020) -Senior SILS parent appointed to this role by June 2018

<p>Community Building links with the school community and local community organisations and groups.</p>	<ul style="list-style-type: none"> -Walkathon -Walk/bike to school initiatives -School bike-racks and many children who cycle to school 	<ul style="list-style-type: none"> -Walking bus/cycling group 	<ul style="list-style-type: none"> -Cycling group/walking bus explored by end of 2020 academic year- to be established by a senior SIL representative and implemented by 2022
<p>Culture Whole-of-school approach to increase awareness and knowledge of energy issues.</p>	<ul style="list-style-type: none"> -Some children/staff turn off lights when they leave a room 	<ul style="list-style-type: none"> -A consistent school-wide approach to how we consume energy -Participation in 'Earth Hour' as part of 'Sustainability Week' -Energy awards in assembly (most energy efficient class etc.) 	<ul style="list-style-type: none"> -School-wide protocols/routines/signage/tips in the newsletter regarding the use of energy at CNPS from semester 1 2019 -Participation in 'Earth Hour' annually from May 2019 onwards *To be 2019s Semester 1 Sustainability Week -Each class Semester 1 2019

WASTE	Current Practices	Future Goals	How we will achieve our future goals (who & when)
<p>Campus Audit Investigations, Green Purchasing, Waste Systems for: Landfill & Recycling, Electronic Waste, Paper, Reusing, Litter</p>	<ul style="list-style-type: none"> -Mixed recyclables bins- outside in yard and in classroom -Landfill bins inside and outside in yard -Grade 5/6 students empty classroom bins on a weekly basis -Audits beginning through School Improvement Leaders -Electronic newsletter Increasing number of notes distributed via Compass -Unlimited printing/photocopying -Some staff use keep cups and reusable cups available in the staffroom -Stationery thrown out at the end of the academic year -Large amounts of lost property collected 	<ul style="list-style-type: none"> -Zero landfill waste in children’s lunches -A functioning compost system -A reduction in the paper used at school -Reduce number of landfill and recycle bins in the yard 	<ul style="list-style-type: none"> -Each child to have a re-useable drinks bottle by term 4 2018 -A nude food day each term from term 2 2018 -Children to make their own wax-wrap in art from term 2 2018 -Termly audits conducted by the school improvement leaders from term 2 2018 - All children to have a nude food lunch daily by 2022 -SILs to liaise with School maintenance officer to design and build school compost system by end of 2018 -Photocopying monitored and tracked (e.g. Paperclip software) by end of 2018 -School to order 70 reams of paper a term by 2020 (instead of current 100) -Recycled paper used wherever possible -Scrap paper used whenever possible -Arrange City of Yarra to collect excess bins (retaining 3 landfill and 3 recycle) by end of term 3 2018

<p>Curriculum</p> <p>How Waste is embedded into learning and teaching and creating opportunities for students to participate in hands-on projects.</p>	<p>-Whole-school sustainability topics in term 4 in even years</p> <p>-Teacher-led conversations regarding how to recycle/dispose of waste</p> <p>-Even year Inquiry topics focusing on sustainability</p> <p><i>F- Caring for the local environment</i></p> <p><i>1/2 - What a load of rubbish</i></p> <p><i>3/4 - We are the world</i></p> <p><i>5/6 - You can change the world</i></p>	<p>-Planning for wider-environmental issues (eating seasonally/locally, reduction in eating meat etc.)</p> <p>-One whole-school sustainable event/lesson per Semester during 'Sustainability Week' (Clean up Australia/Earth Hour etc.)</p> <p>-All students correctly identifying/using correct bin for recycling or waste</p>	<p>-Team planning from 2018 onwards</p> <p>-Use resources on the CERES hub for each Sustainability week from June 2018 onwards</p> <p>-CERES to run a waste-focused workshop/incursion in term 4 2018</p> <p>-Each classroom to have clear documentation of waste processes/bins to use etc. by end of 2018</p> <p>-Teachers to talk to their class at start of each academic year regarding these routines/expectations</p>
<p>Community</p> <p>Building links with the school community and local community organisations and groups.</p>	<p>School Wide Positive Behaviours- recognition of those students making positive choices through 'Carlton North Ways'</p>	<p>-Establish links with a local 'mentor school' who establish good waste-management- SILS to visit</p> <p>-Work with local lunch order provider to source products without landfill packaging</p> <p>-All staff (and parents encouraged) to regularly use a keep cup</p>	<p>-SILs to visit Brunswick East PS by end of 2018 academic year</p> <p>-Communicate with existing lunch-order provider regarding becoming more sustainable by end of 2018 academic year</p> <p>Goal- zero single-use plastic from lunch orders by 2022</p> <p>-Arrange a reduction in price with local coffee shops for all staff using a keep cup by end of term 3 2018</p> <p>-'CNPS keep cups' produced and sold at sustainability stall by 2020</p>

<p style="text-align: center;">Culture</p> <p>Whole-of-school approach to increase awareness and knowledge of waste issues.</p>	<p>-Whole-school pick-ups of litter when the yard is messy</p> <p>-Wash up station at the fete</p>	<p>-A sustainability calendar in the newsletter updated with events/tips from the SILs each week</p> <p>-‘Take three for the sea’ to be adopted by students after every recess and lunch during the music</p> <p>-Weekly ‘Nude food’ lunch class awards</p> <p>-Re-useable items upcycled or donated to other schools</p> <p>-A ‘landfill-free’ fete</p>	<p>-A regular section in the newsletter for the School Improvement Leaders (June 2018 onwards)</p> <p>Launched by SILs during Semester 1 2018 Sustainability week</p> <p>-SILs to tally the amount of nude food lunches in their class on a designated day each week (starting June 2018). The winning class each week will have a trophy to display in their classroom</p> <p>-Furniture/computers etc. to be put on Freecycle, Gumtree etc. from June 2018 onwards</p> <p>-Grade 5/6 students sort lost property at the end of each week from term 3 onwards; lost property returned where named/donated to charity where not</p> <p>-A senior SILs event co-ordinator appointed by June 2018. To attend fete co-ordination and liaise with stall-holders</p>
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<p>Community Building links with the school community and local community organisations and groups.</p>	<p>-Parents help out with the watering of plants</p>	<p>-A regular watering timetable to be established</p>	<p>-A senior SILs water representative to be appointed to oversee (December 2018 in advance of the holidays)</p>
<p>Culture Whole-of-school approach to increase awareness and knowledge of water issues.</p>	<p>-Some children bring re-useable drinks bottles</p>	<p>-SILs to become 'Water Wardens' to monitor/track/improve the way we use water across the school</p> <p>-All children to have a re-useable drinks bottle</p>	<p>-Water wardens collect waste water from bubblers and use on garden beds from term 1 2020</p> <p>-Implemented in 2020</p>

E. Curriculum Review

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

Year	Name of Inquiry Unit, Curriculum Area or Learning Activity	Biodiversity	Water	Waste	Energy
F	Caring for our local environment (Inquiry) Nurture and care? (Science)	I+S			
1	What a load of rubbish! (even year Inquiry) Wade in the Water (odd year Inquiry) Features of living things (even year Science) Living things grow and change (odd year Science)	S	I	I	
2					
3	Over Consumption Path (even year Inquiry) Life cycles (even year Science) Living and non-living things (odd year Science)	I- All S- Biodiversity			
4					
5	You Can Save The World! (even year Inquiry) Get me off this Rock (odd year Inquiry) Extremophiles (even year Science) I'm a survivor (odd year Science)	I- All S- Biodiversity			
6					