**Your School’s Name**

****

**\* Your school’s logo here**

**School Environmental Management Plan**

**Date-Date**

This School Environmental Management Plan (SEMP) outlines your school 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 year. 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 and organisation’s name (if further funding provided) have funded us to participate in ResourceSmart Schools and receive facilitation support from CERES.

Our SEMP is made up of the following key documents:

1. Education for Sustainability Vision
2. Sustainability Policy
3. Green Procurement Policy
4. Implementation
5. Curriculum Review

Ratified by School Council on: date

Date of next review: date

**A. Education for Sustainability Vision**

**B. Sustainability Policy**

**Rationale**

**Guidelines**

**Energy** -

**Waste** -

**Biodiversity** -

**Water** -

**Aims and Targets**

Benchmark targets are set by Sustainability Victoria

|  |  |  |  |
| --- | --- | --- | --- |
| **Biodiversity** | **Energy** | **WASTE** | **Water** |
| Increase habitat quality assessment score:  **Every year from baseline year** | To achieve benchmark of:  **250 kWh – electricity**  **0.9 GJ – natural gas**  **0.4 tonnes CO2 per student / per year** | To achieve benchmark of:  **0.3 m3 per student / per year** | To achieve benchmark of:  **4 KL per student / per year** |
| Aspirational Target: | Aspirational Target: | Aspirational Target: | Aspirational Target: |

**C. Green Purchasing Policy**

**Rationale**

**Guidelines**

When feasible, your school will:

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| **BIODIVERSITY** | **Current Practices** | **Future Goals** | **How we will achieve our future goals** |
| **Campus**  Audit Investigations, Habitat Gardens, Food Gardens, Maintenance & Protection |  |  |  |
| **Curriculum**  How Biodiversity is embedded into learning and teaching and creating opportunities for students to participate in hands-on projects. | See Curriculum Review |  |  |
| **Community**  Building links with the school community and local community organisations and groups. |  |  |  |
| **Culture**  Whole-of-school approach to increase awareness and knowledge of biodiversity issues. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **ENERGY** | **Current Practices** | **Future Goals** | **How we will achieve our future goals** |
| **Campus**  Audit Investigations, Computers and Electronic Equipment, Lighting, Heating and Cooling, Renewable Energy |  |  |  |
| **Curriculum**  How Energy is embedded into learning and teaching and creating opportunities for students to participate in hands-on projects. | See Curriculum Review |  |  |
| **Community**  Building links with the school community and local community organisations and groups. |  |  |  |
| **Culture**  Whole-of-school approach to increase awareness and knowledge of energy issues. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **WASTE** | **Current Practices** | **Future Goals** | **How we will achieve our future goals** |
| **Campus**  Audit Investigations, Green Purchasing, Waste Systems for: Landfill & Recycling, Electronic Waste, Paper, Reusing, Litter |  |  |  |
| **Curriculum**  How Waste is embedded into learning and teaching and creating opportunities for students to participate in hands-on projects. | See Curriculum Review |  |  |
| **Community**  Building links with the school community and local community organisations and groups. |  |  |  |
| **Culture**  Whole-of-school approach to increase awareness and knowledge of waste issues. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **WATER** | **Current Practices** | **Future Goals** | **How we will achieve our future goals** |
| **Campus**  Audit Investigations, Water Systems for: Mains Water, Water Collection, Storm Water, Gardens |  |  |  |
| **Curriculum**  How Water is embedded into learning and teaching and creating opportunities for students to participate in hands-on projects. | See Curriculum Review |  |  |
| **Community**  Building links with the school community and local community organisations and groups. |  |  |  |
| **Culture**  Whole-of-school approach to increase awareness and knowledge of water issues. |  |  |  |

**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*** |  |  |  |  |  |
| ***1*** |  |  |  |  |  |
| ***2*** |  |  |  |  |  |
| ***3*** |  |  |  |  |  |
| ***4*** |  |  |  |  |  |
| ***5*** |  |  |  |  |  |
| ***6*** |  |  |  |  |  |