

SCHOOL ENVIRONMENTAL

MANAGEMENT PLAN

RESOURCESMART

SCHOOLS

* ACTION A1.7: Has your school developed a School Environmental

Management Plan (SEMP) with goals and targets?

Authors: (name and position)

Facilitator: (name and organisation)

Approved by: (name and role)

[Month/YEAR] Updated by:

[Month/YEAR] Updated by:

[Month/YEAR] Updated by:

[Month/YEAR] Updated by:

# **About the School Environmental Management Plan**

The School Environmental Management Plan (SEMP) helps you evaluate your school's current environmental performance and organise action plans to reach your sustainability vision and targets. ResourceSmart Schools (RSS) need to update their SEMP at least once a year and upload it to the [RSS online system](https://secure.resourcesmartschools.vic.gov.au/) as part of the core module.

**Becoming a ResourceSmart School**

The RSS program provides free support and guidance to Victorian schools to embed sustainability in everything they do. More than 1,500 schools have participated in the program. If you would like your school to be part of the community of sustainable schools, register at:

<https://secure.resourcesmartschools.vic.gov.au/users/register>

The program is delivered by facilitators who support schools to achieve certification. They support schools to operate more sustainably, increasing their biodiversity, reducing costs on electricity, water and waste and cutting greenhouse gas emissions.

**RSS certification**

This award-winning program has a 5-star certification model based on completing five modules: core, energy, water, waste and biodiversity. To complete the modules, schools implement a set of actions. The action checklist for each module can be downloaded from the [Sustainability Victoria website.](https://www.sustainability.vic.gov.au/energy-efficiency-and-reducing-emissions/resourcesmart-schools/modules)

**Tips for completing your SEMP**

Start by completing sections 1 and 2 as it’s likely your school is already taking some sustainability actions and may even have a sustainability vision.

Update your SEMP regularly to track your achievements. A good way to do this is by:

* + - printing the action plans and displaying them in the staffroom to tick actions as you go
    - turning the action plan into an online document (e.g. Google Doc) to make it easy for everyone to access and follow.

**While the SEMP is provided as a Word document to best suit schools’ needs, we recommend that you convert it to a PDF before including it as evidence for module completion. This will avoid misconfiguration that can happen when working in and sharing Word documents.**

# Discover your school’s existing actions and future opportunities

Record sustainability actions that are already happening at your school and actions that could be implemented (future opportunities) in Table 1. Make sure you build these future opportunities into your module action plan. To identify current sustainability actions, look around your school grounds and talk with teachers, school captains, colleagues, the principal, assistant principal and business manager, ground staff and your green team if you have one.

Completing this table covers:

* Action 1.4: Have infrastructure and daily operations at your school been reviewed and recorded?
* Action 1.5: Have you documented existing sustainability activities and opportunities for improvement at your school?

**Table 1: Existing sustainability actions and opportunities at my school**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module** | **Campus [A1.4]** | **Curriculum [A1.5]** | **Community engagement [A1.5]** | **Opportunities [A1.5] (general overview)** |
| Energy example | LED bulbs in every portable classroom and solar panels in the junior campus. | Year 7 and 8 Science and Geography unit ‘Renewable energies and Australian future’. | Newsletter about how to dress in layers for colder days. | Grant application for solar panels on secondary school campus made by Year 7 and 8 students when studying unit ‘Renewable energies and Australian future’. |
| Energy | * SWEP monitor our energy use * Turning off unused appliances * Timer lights and motion sensor lights in hallways, bathrooms, outside * Energy saving photocopiers * Using natural light in classrooms * Signs in classrooms to turn off lights ∙ Solar panels on roof * Energy Audit annually * 10% of electricity is certified GreenPower * ResourceSmart ∙ Online bills data | * Year 6: Term 2 – Climate Change * Year 3: Term 1 – Energy Monitoring using Cool Australia audits and ATA energy kits * Year 2: Term 1 – Setting up for Success (Recycling, compost, bin and energy saving monitors) * Year 1: Term 1 – Setting up for Success (Recycling, compost, bin and energy saving monitors) * Foundation: Term 1 – Setting up for Success (Recycling, compost, bin and energy saving monitors | * Earth Hour at school in 2021 and with parents at home on the Saturday night * Walk and Bike to school day once a term * Enviro Day 2020 had a energy focus * CERES worked with students to conduct energy audit and published recommendations in school newsletter * Every class has their own blog on the school website and regularly posts energy activities in the classroom. | * Set Winter heating between 18 and 20 degrees and Summer cooling between 22 and 24 degrees * Seek grants to install more Solar panels- aim to generate at least 25% of our electricity using solar. Increase this over time. * Increase to 25% certified GreenPower by 2023 * Embed energy into Year 3s and Year 5s learning. Use CERES Energy Curriculum Activities or incursion * Investigate Indigenous perspectives on traditional ways to keep warm and remain cool * Run an Active Travel day each term * Continue Earth Hour every year * Energy Module workshop to staff |
| Water | * Wetlands provide a home for frogs and other native wildlife * Measuring water use through SWEP * All water off our buildings goes either into our water tanks or wetlands * Using water tanks * Mulch/compost use * Native plants in wetlands * Block off grassed areas for growth * Students conduct water audits * National water week 2020, which included a range of educational opportunities for students, staff and community * ‘Í sea, I care’ leaders in year 5 and 6 * ResourceSmart ∙ Online bills data | * National Water Week in Term 4 at school and all grades focus on water * Year 6: Water scarcity around the world * Year 5: Frogs and invertebrates in our wetlands; frog project with Corroboree frog * Years 5 and 6: ‘I sea, I care’ leaders * Year 4: Geography – water aspect * Year 3: Interactive catchment education * Year 2: Interactive Water Cycle * Year 1: Water and Plants * Foundation: Water Play | * Grade 5 Frog project - Corroboree frog – partnered with Melbourne Zoo * Working Bee with parents in wetlands project * Enviro Team Student Leaders attended Melbourne Water Kids Teaching Kids event * School council applied for water tank grant * Council donated water timers for shorter showers project * Local nursery donated drought-tolerant plants for garden * 4-minute Shower Challenge – staff, students and parents committed to 4-minute Shower Challenge during National Water Week and kept a log of their shower time. * National water week 2020, which included a range of educational opportunities for students, staff and community * Student Leaders presented school water usage reports from SWEP and ResourceSmart Online during National Water Week assembly | * Convert all toilets to dual flush units to reduce water used. * Repair leaking taps to reduce wasted water use. * Put signs up to remind students and staff to use less water. This will achieve a reduction in water use and bills. * Create a Rain Garden off gym/classroom/office to make use of wasted water and increase biodiversity * Create community mosaic artwork to appreciate water which the whole community can see * Report to the school community about our water conservation activities and/or our water savings. * CERES Water Curriculum Activities * Call on parents who are plumbers to help with our water tank / rain garden projects * Extend 4-minute Shower Challenge for 1 month instead of 1 week * Work with cleaners on non-toxic cleaning products |
| Waste | * Small landfill bins and large recycling bins in school grounds * Reuse Paper trays in classrooms * Compost bins and recycling bins in classrooms * Nude Food Days * Compost for garden * Container recycling * 2nd hand uniform shop * Recycled toilet paper * Digital subscription for staff newspapers * Bin Audits on a weekly basis for * ResourceSmart ∙ Online bills data | * Year 6: Term 1 – Investigate E-waste * Year 5: Term 2 & 3 – Garden Program focusing on food waste and composting * Year 3: Term 2 – Life Cycle of Plastic Bag * Foundation –Reduce, Reuse, Recycle | * TerraCycle collection box for toothbrushes * Parents collect plastic bags and batteries and dispose of at local shops * Clean Up Australia Day at local park * Council works with school on waste initiatives & runs free incursions * Nude Food pledges from students and parents * Twice-a-year clothing donation drive * Newsletter articles on Nude Food and Nude Food recipe of the month * Golden Bin Award for Nude Food results weekly * Garden Club * Council delivered Waste presentation to students and staff during school assembly * Waste Monitors present at school assemblies | * Continue Nude Food every week with the aim to have Nude Food everyday school policy * Add curriculum links to waste across all year levels. Review planner to focus on waste activities and include CERES activities * Compost & waste monitors in all classrooms * Automatic Double-sided printing and reuse tray in staffroom * Undergo waste and litter audit annually, reporting the results to whole school * Ensure waste stories/articles are featured in the newsletter once a term * Create a whole-school Waste Plan in this SEMP tool * Participate in waste related events in the local area, i.e. Clean up Australia, Clean up events, National Recycling week * Visit local waste transfer station |
| Biodiversity | * We have plants that encourage bird life ∙ As per school plan, only plant water sensitive, native, Indigenous and drought tolerant species * Wetlands –frogs and macroinvertebrate * Butterfly garden * Annual Biodiversity Audit by Enviro Team * Every grade has their own veggie garden plot | * Year 6: Term 3 & 4 (Food Garden Program) – Life cycle of plant, seed dispersal, chicken anatomy, history of gardening, benefits of bees, compost, daylight changes * Year 5: Term 2 – Frogs and invertebrates in our wetlands; Excursion to CERES * Year 4: Term 2 –Birdlife (nesting birds) * Year 3: One semester (Food Garden Program) – (Life Cycle of plant, seed dispersal, chicken anatomy, history of gardening, benefits of bees, compost, daylight changes) * Year 2: Term 3 – Natural disasters * Year 1: Term 3 – Endangered Animals ∙ Prep: Term 4 – Animal coverings/baby animals * ‘I sea, I care’ for Year 5 and 6 students | * Clean Up Australia Day * World Enviro Day * Newsletter articles containing biodiversity updates * Parent Working Bees for school gardens once a term * Plant donations from local nursery * Applied for grant to purchase raised garden beds * Classroom monitors for compost bins etc. * Year 6 Students work with Year 1 students in veggie garden every Friday * Staff attend Teachers Environment Network meetings (TENs) * During the Team Meeting, staff – including maintenance and grounds staff – created a planting regime for wetlands area. | * Continue to design all gardens with native and Indigenous plantings to provide habitats for endangered local flora and fauna species to increase biodiversity score * Conduct Annual Biodiversity audits * Develop interpretation boards to educate staff and students on endangered local flora and fauna species * Share biodiversity achievements and tips on planting and cooking with the school community * Host a parent and community working bee each semester to establish a sense of community * Incorporate CERES Biodiversity Curriculum Activities into the curriculum * Bush Tucker garden Program linked to the cross curriculum priority: Aboriginal and Torres Strait Islander histories and cultures * Contact local Friends of group for biodiversity projects |

# Explore your school’s vision, policy and curriculum

Complete Table 2 to explain how sustainability is addressed in your current school plans and policies and your curriculum and outline your school sustainability vision. Remember to upload evidence such as policy documents to the [RSS online system](https://secure.resourcesmartschools.vic.gov.au/).

**Table 2: Sustainability vision, policy and curriculum**

|  |  |  |
| --- | --- | --- |
| **Action no.** | **Action** | **Comments** |
| A1.9 | Do you address sustainability in your existing school plans and policies? If so, list documents, plans and policies that include references to sustainability. Provide links if possible and upload evidence to the [RSS online system](https://secure.resourcesmartschools.vic.gov.au/). | Sustainability policy is reviewed and recorded in this current SEMP, Green Purchasing Policy, and Curriculum Review. Please find the Green Purchasing Policy attached to Core Module action A1.12 and the curriculum review attached to Core Module action B1.1. |
| A1.12 | Has your school identified green purchasing options, and do you have a plan in place to have these green procurement processes approved appropriately? Please provide an approval date and further details. | Our Green Purchasing Policy has been approved on (DATE). Please see Green Purchasing Policy attached to Core module action A1.12. |
| B1.1 | Summarise where sustainability is currently addressed in the curriculum. | Our Curriculum Review has been approved on (DATE). Please see Curriculum Review attached to Core module action B1.1. |
| B1.2 | What is your school sustainability vision? Outline what you would like your school to become. | Our school is working as a whole to reduce our impact on the Earth in order to produce a clean, safe and healthy environment and preserve resources for future generations. We are committed to protecting and enhancing biodiversity through a range of programs which strengthen links within the community, reduce our ecological footprint through generation and purchase of renewable energy, and sustainable purchasing and practises. Our staff and students are responsible role models in our community and our school is committed to make a positive contribution to sustainability at school, home and beyond. |

# Know your baseline and set your targets

Add your baseline, yearly targets and ongoing progress against targets to Table 3. Keep in mind the baseline data and RSS benchmarks when setting achievable yearly targets:

[**Baseline data**](https://www.sustainability.vic.gov.au/energy-efficiency-and-reducing-emissions/resourcesmart-schools/get-started/baselines-and-benchmarks) is a starting point to measure resource use and show progress in reducing resource use over time. To get your baseline data, collect 12 months of bills and upload them to the [RSS online system](https://secure.resourcesmartschools.vic.gov.au/).

**RSS benchmarks** for waste, water and electricity are set as a target for schools to achieve and are calculated as a per student target. Biodiversity does not have a benchmark, but schools need to show an increase in their biodiversity score since their baseline year.

Schools do not need to meet benchmarks to complete a module, but they do need to meet and maintain benchmarks to be recognised as a 3Star to 5Star school.

**Table 3: Benchmarks, baseline and targets (Action A1.3)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Biodiversity score** | **Energy (electricity)**  **(kilowatt per hour / kWh)** | **Waste/landfill**  **(cubic metres / m3)** | **Water**  **(kilolitres / kL)** |
| RSS benchmark / score | No benchmark, but the aspirational score is 75. | Primary school: 250 kWh  Secondary school: 400 kWh | 0.3 m3 per student per year | 4 kL per student per year |
| Baseline 2020 | Last year’s score: 60 | 300 kWh | 0.6 m3 | 6 kL |
| Year 2021 | Target: 63  Achieved: 64 | Target: 280 kWh  Achieved: 285 kWh | Target: 0.5 m3  Achieved: 0.48 m3 | Target: 5.5 kL  Achieved: 5.2 kL |
| Year 2022 | Target: 66 | Target: 275 kWh | Target: 0.4 m3 | Target: 5 kL |
| Year 2023 | Target: 69 | Target: 265 kWh | Target: 0.3 m3 | Target: 4.5 kL |
| Year 2024 | Target: 72 | Target: 255 kWh | Target: 0.2 m3 | Target: 4 kL |

# Create your school action plan for your core module

Complete Table 4 with your core module action plan and tick the boxes only when the action is completed. Remember to upload evidence to the core module in the [RSS online system](https://secure.resourcesmartschools.vic.gov.au/). For more information, visit the [Sustainability Victoria website.](https://www.sustainability.vic.gov.au/energy-efficiency-and-reducing-emissions/resourcesmart-schools/modules/core-module)

**Table 4: Core module action plan template**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CORE MODULE CHECKLIST ACTION PLAN** | **When and who will implement these actions?**  **[e.g. 2021]** | **When and who will implement these actions?**  **[2022]** | **When and who will implement these actions?**  **[2023]** | **When and who will implement these actions?**  **[2024]** |
| A1.10: Entering bills: This includes electricity, natural or LPG gas, landfill, water, reams of A4 paper and energy generation (if you have solar or wind). These are the compulsory bills. You should also add recycling (you may have multiple types) | Example: T2, 2021 and T4, 2021. Ms Caroline Travis and the Green Captain, Lukas Walsh | Example: T2, 2022 and T4, 2022. Ms Caroline Travis and the Green Captain, Lukas Walsh | Example: T2, 2023 and T4, 2023. Ms Caroline Travis and the Green Captain, Lukas Walsh | Example: T2, 2024 and T4, 2024. Ms Caroline Travis and the Green Captain, Lukas Walsh |
| A1.2: Update school details on [RSS online system](https://secure.resourcesmartschools.vic.gov.au/) | T1 annually. Sustainability coordinator | T1 annually. Sustainability coordinator | T1 annually. Sustainability coordinator | T1 annually. Sustainability coordinator |
| B1.1: Curriculum audit of environment and sustainability topics | Year level coordinator/curriculum coordinator with sustainability team. T1 and T4 2021 | Year level coordinator/curriculum coordinator with sustainability team. T1 and T4 2022 | Year level coordinator/curriculum coordinator with sustainability team. T1 and T4 2023 | Year level coordinator/curriculum coordinator with sustainability team. T1 and T4 2024 |
| B1.3: Establish awareness of sustainability through staff professional development opportunities | Sustainability Coordinator to book in Ceres facilitator to run introductory Core PD with all staff. T2 2021 | Sustainability Coordinator to book in staff PD with focus on Water. T2 2022. | Sustainability Coordinator to book in staff PD with focus on Energy. T2 2023. | Sustainability Coordinator to book in staff PD with focus on Biodiversity. T2 2024. |
| B1.4: Organise and maintain a student action team | Sustainability team to elect student environment captains - T1 2021. Green team to meet fortnightly during Wednesday lunchtimes with a member of the staff sustainability team. | Sustainability team to elect student environment captains - T1 2022. Green team to meet fortnightly during Wednesday lunchtimes with a member of the staff sustainability team. | Sustainability team to elect student environment captains -T1 2023. Green team to meet fortnightly during Wednesday lunchtimes with a member of the staff sustainability team. | Sustainability team to elect student environment captains - T1 2021. Green team to meet fortnightly during Wednesday lunchtimes with a member of the staff sustainability team. |
| C1.2: Organise a sustainability planning team (parent, staff, community) | Sustainability team with 1 teacher per learning area, encourage parent involvement, T1-T4 2021.  Establish planning meetings (1 per month), T1 2021 | New Sustainability coordinator/leader appointed and responsible for planning meetings. T1-T4, 2022 | New Sustainability coordinator/leader appointed and responsible for planning meetings. T1-T4, 2023 | New Sustainability coordinator/leader appointed and responsible for planning meetings. T1-T4, 2024 |
| C1.3) Has your school created a sustainability intranet and/or internet page which is maintained on a regular basis? | Sustainability coordinator to contact developer. Website page being developed, T2, 2021. | Sustainability coordinator to maintain the website, 2 articles per term. T1-T4, 2022 - [www.newschool.com.au/sustainability](http://www.newschool.com.au/sustainability) | Sustainability coordinator to maintain the website, 2 articles per term.T1-T4, 2023 - [www.newschool.com.au/sustainability](http://www.newschool.com.au/sustainability) | Sustainability coordinator to maintain the website, 2 articles per term.T1-T4, 2024 - [www.newschool.com.au/sustainability](http://www.newschool.com.au/sustainability) |
| C.1.4: Does your school have a plan in place to develop and upload case studies or learning stories about your school’s sustainability experiences to the school’s website? | Establish shared google drive for sustainability learning stories- T3 2021  Sustainability coordinator to upload, 2 stories per term. T3-T4 2021 | Sustainability coordinator to upload, 2 stories per term. T1- T4 2022 | Sustainability coordinator to upload, 2 stories per term. T1- T4 2023 | Sustainability coordinator to upload, 2 stories per term. T1- T4 2024 |
| C1.6: Does your school produce regular reports (e.g. at least twice a year) on your school’s sustainability outcomes and provide them to students, staff and the wider school community? | Sustainability team to use Annual report from RSS and share snapshots in newsletter and on sustainability page. From T4, 2021 | Sustainability team to use Annual report from RSS and share snapshots in newsletter and on sustainability page. T2 & T4, 2022 | Sustainability team to use Annual report from RSS and share snapshots in newsletter and on sustainability page. T2 & T4, 2023 | Sustainability team to use Annual report from RSS and share snapshots in newsletter and on sustainability page. T2 & T4, 2024 |
| C1.7: Does your whole school celebrate achievements in school sustainability? | Achievements to be celebrated in assembly, shared in newsletter and published on sustainability page. Sustainability coordinator to identify and present. Celebrated as they come up T3-T4, 2021 | Enviro School captains to celebrate achievements at assembly. Sustainability coordinator to write in newsletter and publish on sustainability page. Celebrated as they come up T1-T4, 2022 | Enviro School captains to celebrate achievements at assembly. Sustainability coordinator to write in newsletter and publish on sustainability page. Celebrated as they come up T1-T4, 2023 | Enviro School captains to celebrate achievements at assembly. Sustainability coordinator to write in newsletter and publish on sustainability page. Celebrated as they come up T1-T4, 2024 |
| C1.8: Is an annual report about your school's sustainability achievements (against baseline data) in at least one of the following: annual report on the school plan; formal report to School Council; or state or national conference on sustainability? | N/A | Sustainability Coordinator to provide RSS Annual report to council with summary of resource and financial savings for 2021 - T1, 2022 | Sustainability Coordinator to provide RSS Annual report to council with summary of resource and financial savings for 2022 - T1, 2023 | Sustainability Coordinator to provide RSS Annual report to council with summary of resource and financial savings for 2023 - T1, 2024 |
| A1.3 [Has your school collected and recorded baseline data? Baseline data will need to be recorded for each of the four modules: waste, water, biodiversity and energy.](https://secure.resourcesmartschools.vic.gov.au/schools/220/modules/core/actions#) | Sustainability Coordinator to contact CERES to run biodiversity audit with gr5/6, T1 2021 | CERES and Enviro captains to run biodiversity audit with gr5/6, T1, 2022 | CERES and Enviro captains to run biodiversity audit with gr5/6, T1, 2023 | CERES and Enviro captains to run biodiversity audit with gr5/6, T1, 2024 |
| Other actions:  e.g. Book in biodiversity audit  e.g. Start composting  e.g. Community tree planting day |  |  |  |  |

# Appendix: Module action plans

## Biodiversity module action plan

Using your biodiversity audit results, list your planned biodiversity actions in Table 5. If you have not completed a biodiversity audit, list the opportunities identified in Table 1 of this SEMP. To learn more about the biodiversity audit, visit the [Sustainability Victoria website](https://www.sustainability.vic.gov.au/energy-efficiency-and-reducing-emissions/resourcesmart-schools/modules/biodiversity-module).

**Table 5: Biodiversity module action plan template**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **What is the activity and what do we want to achieve?** | **Biodiversity module checklist actions covered by this activity** | **Who will implement it?** | **Deadline** | **Date completed** | **Area this action belongs to\*** |
| Example: Indigenous garden at main gate with interpretative sign for each plant to increase biodiversity score and used for learning purposes | A2.6 Are planting regimes in line with local considerations (e.g. local provenance planting, drought tolerance)?  A3.3 Are habitat development areas established or underway along with aesthetic works to enhance the school yard e.g. frog bog, sensory gardens, wildlife corridors, wildscapes, nest boxes, butterfly gardens?  A3.6 Are there nature trails and interpretative signage evident at your school?  B1.2 Are your classroom activities in biodiversity, land management issues and/or sustainable food production clearly linked to the AusVELS cross-curriculum priority of Sustainability?  B1.3 Are your classroom programs linked to practical, hands-on activities that encourage...  B1.5 Does your school engage Aborginal and Torres Strait Islander learning perspectives in curriculum development and relate this to biodiversity? | Year 10 science class and sustainability coordinator – Doug Hole | T4, 2021 | 10/10/2021 | Campus and curriculum |
| Design gardens of native and indigenous plantings to provide habitats for endangered local flora and fauna species to increase biodiversity score and used for learning purposes | A2.6 Are planting regimes in line with local considerations (e.g. local provenance planting, drought tolerance)?  A3.3 Are habitat development areas established or underway along with aesthetic works to enhance the school yard e.g. frog bog, sensory gardens, wildlife corridors, wildscapes, nest boxes, butterfly gardens?  B1.2 Are your classroom activities in biodiversity, land management issues and/or sustainable food production clearly linked to the AusVELS cross-curriculum priority of Sustainability?  B1.3 Are your classroom programs linked to practical, hands-on activities that encourage...  B1.5 Does your school engage Aborginal and Torres Strait Islander learning perspectives in curriculum development and relate this to biodiversity? | Sustainability Coordinator  Yr 7 design Teacher with design students. | T4, 2024 |  | Campus and Curriculum |
| Develop interpretation boards to educate staff and students on endangered local flora and fauna species | A3.6 Are there nature trails and interpretative signage evident at your school?  B1.3 Are your classroom programs linked to practical, hands-on activities that encourage... | Yr 7 design Teacher with design students.  Maintenance staff | T4, 2024 |  | Campus and Curriculum |
| Share biodiversity achievements and tips on planting and cooking with the school community to increase awareness and community involvement | C1.1 Is the whole school provided with regular information about biodiversity, land care, habitat, ecology and sustainable land management activities and programs?  (Compulsory) | Enviro Captains and Green Team.  Sustainability Coordinator | Per term, 2024 |  | Community Engagement |
| Conduct Annual Biodiversity audit with Hume City Council biodiversity officer. Upload Habitat Quality Assessment Score to Biodiversity tab of school settings and our SEMP aims and targets table | A1.1 Have you completed biodiversity assessments for your school's grounds, including the identification and recording of…  (Compulsory)  A1.2 Has your Habitat Quality Assessment score been entered as your baseline data?  (Compulsory)  A1.3 Have you identified, monitored and documented the native animals at your school?...  (Compulsory)  A2.5 Does your school have biodiversity monitoring systems in place and is your baseline data (Habitat Quality Assessment score) updated annually?  A3.7 Is your school's Habitat Quality Assessment score increasing following regular auditing (where feasible)?  B1.3 Are your classroom programs linked to practical, hands-on activities that encourage...  B1.6 Do you have visitors to school to provide students and teachers with knowledge and motivation around biodiversity, land care and/or sustainable land management? | Sustainability Coordinator, Hume Biodiversity Officer, Gr 3/4 students | Term 1, 2021  Term 1, 2022  Term 1, 2023  Term 1, 2024 |  | Campus and Curriculum |
| Host a Parent and community working bee each semester to establish a sense of community | C1.5 Do you run school events that incorporate support, improvement and maintenance of biodiversity?  C2.4 Do parents and other members of the school community assist in the planning, management and implementation of the biodiversity plan? | Sustainability Team to organise | Term 1 & Term 3, each year |  | Campus and Community Engagement |
|  |  |  |  |  |  |

\* Curriculum, campus, community engagement or other.

## Energy module action plan

Using your energy audit results, list your planned energy actions in Table 6. If you have not completed an energy audit, list the opportunities identified in Table 1 of this SEMP. To learn more about the energy audit, visit the [Sustainability Victoria website](https://www.sustainability.vic.gov.au/energy-efficiency-and-reducing-emissions/resourcesmart-schools/modules/energy-module).

**Table 6: Energy module action plan template**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **What is the activity and what do we want to achieve?** | **Energy module checklist actions covered by this activity** | **Who will implement?** | **Deadline** | **Date completed** | **Area this action belongs to\*** |
| Example: Start a switch-off regime and install computer sleep monitors and educate parents on these actions via the school’s newsletter | A2.7: Has your school implemented a switch-off regime?  A2.9: Has your school implemented a computer monitor sleep time regime?  C3.5: Do you include ideas and activities in school newsletters to families about being more energy smart at home? | Student Action Team | T1, 2021 | 02/02/2021 | Campus and community engagement |
| Implement Switch-off regime  Add timer lights and motion sensor lights in hallways, bathrooms, outside.  Add signs in all classrooms and admin areas to turn off lights.  Use energy saving photocopiers. | A2.5: Do you have interpretive signage about energy conservation practices in staffrooms, toilets, bathrooms, canteen, art rooms and general classrooms?  A2.7: Has your school implemented a switch-off regime?  A2.8: Has your school implemented a heating/cooling regime?  A2.9: Has your school implemented a computer monitor sleep time regime? | Maintenance staff and  Sustainability team | T1, 2023 |  | Campus and  Community engagement |
| If not yet done for this action plan, complete an Energy Audit using the ResourceSmart Schools worksheet | A1.1: Have you completed an audit to assess energy usage around your school?  (Compulsory) | Sustainability team | T4, 2021 then again when we want to review in Term 1 2023 prior to starting Energy Module |  | Campus |
| Energy Module workshop to staff | A2.3: Is there professional development for staff on energy, air quality, passive solar design and/or renewable energy technologies or associate themes? | External provider e.g CERES or internal PL e.g Sustainability Coordinator | T1 2023, following the Energy Audit |  | Curriculum |
| Set Winter heating between 18 and 20 degrees and Summer cooling between 22 and 24 degrees | A2.5 Do you have interpretive signage about energy conservation practices in staff rooms, toilets, bathrooms, canteen, art rooms and general classrooms?  A2.8 Has your school implemented a heating/cooling regime? | Maintenance  Sustainability team | T2, 2023 |  | Campus |
| Run an Active Travel day each term to reduce emissions, improve local air quality and help students be focused and ready to learn. Collect data and link it to the curriculum. | C3.3 Do staff and/or students participate in local activities to reduce personal car-based transport, e.g. a walking school bus, Ride2School days, car-pooling or programs encouraging bike riding? | Maintenance  Sustainability team | T4, 2021 then each term ongoing |  | Community engagement  and  Curriculum |
| Upload electricity, gas and renewable energy bills to our ResourceSmart Schools online account | A1.2: Have you collected data on past energy usage for at least two years?  A1.3: Has this data been entered as your baseline data, and any anomalies explained?  (Compulsory) | Business Manager  Sustainability Coordinator | Ongoing |  | Campus |
| Add solar panels to generate at least 25% of our electricity using solar. Increase this over time. Purchase the difference in electricity from GreenPower. | A4.3: Does your school use solar-powered lighting?  A7.2: Does your school use PV panels, a wind generator or a biomass energy generator?  A7.3 Has your school put a plan in place to purchase green electricity?  A7.4: Does green purchasing take place regularly and is there a plan to phase in green energy supply over the next two years? | Business Manager  Sustainability Coordinator | T2, 2023 |  | Campus |
| Create a whole-school Energy Plan in this SEMP tool. Have it approved by the planning/sustainability committee | A2.1: Do you have a whole-school plan in place for energy reduction or energy conservation? A2.2: Have your energy policies, targets and action plans been approved by your school council and/or planning committee?  (Compulsory) | Sustainability Coordinator  School Council / Committee | 4-year plan created with the SEMP, Updated T1 2023 at commencement of Energy Module |  | Campus  Curriculum  Community engagement |
| Add to this action plan as we develop goals in energy sustainability. Upload our SEMP to our Energy module | B1.1: Do you have an action plan that clearly targets classroom activities across the school to address energy use, renewable energy, global warming or climate change?  (Compulsory) | Sustainability Team Sustainability Coordinator | T1 2022 and T1 2023 |  | Curriculum |
|  |  |  |  |  |  |

\* Curriculum, campus, community engagement or other

## Water module action plan

Using your water audit results, list your planned water actions in Table 7. If you have not completed a water audit, list the opportunities identified in Table 1 of this SEMP. To learn more about the water audit, visit the [Sustainability Victoria website](https://www.sustainability.vic.gov.au/energy-efficiency-and-reducing-emissions/resourcesmart-schools/modules/water-module).

**Table 7: Water module action plan template**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **What is the activity and what do we want to achieve?** | **Water module checklist actions covered by this activity** | **Who will implement it?** | **Deadline** | **Date completed** | **Area this action belongs to\*** |
| Example: Install stormwater tanks with money collected from the school fete | A4.9: Do you use water tanks (or alternative systems) for the collection and redistribution of stormwater?  A4.7: Do you reuse stormwater for garden water supply as per EPA Victoria guidelines? | Student Action Team and Sustainability Coordinator (quotes, fete and liaise with business manager) | T1, 2021 | 02/02/2021 | Campus and community engagement |
| If not yet done for this action plan, complete a Water Audit using the ResourceSmart Schools worksheet | A1.1 Have you completed an audit to assess water usage and stormwater collection around your school?  (Compulsory) | Sustainability team | T2, 2021 |  | Campus |
| Upload water bills to our ResourceSmart Schools online account to monitor water usage | A1.2: Have you collected data on past energy usage for at least two years?  (Compulsory) | Business Manager and/or Office staff | Ongoing |  | Campus |
| Enter annual water data in our SEMP and report any unusual water usage (anomalies) in action A1.3 of our water module | A1.3: Has this data been entered as your baseline data, and any anomalies explained?  (Compulsory) | Business Manager and  Sustainability Coordinator | Ongoing.  Water data entered into SEMP T1 annually |  | Campus |
| Add to our water action plan as we develop new actions. Upload our SEMP to report our water action plan on RSS | A2.1: Do you have a whole-school water reduction or conservation plan in place?  (Compulsory)  A2.7: Have your water policies, targets and action plan been approved by the school council and/or planning committee? | Sustainability Coordinator | T4 2021 & T1 2022 prior to commencement of water module |  | Campus and community engagement |
| Book our CERES facilitator to run a session on water sustainability including contextual content for our school | A2.2 Is there professional development for staff on water conservation, water quality, water efficiency and river health or associated themes?  (Compulsory) | Sustainability Coordinator  CERES facilitator | T2, 2022 |  | Campus and Curriculum |
| Convert all toilets to dual flush units to reduce water used | A3.6 Have you installed or retrofitted dual flush toilets? | Sustainability coordinator  Maintenance team (quotes)  Business manager | T4, 2022 |  | Campus |
| Repair leaking taps to reduce wasted water use | A3.1 Have you fixed any identified leaky taps or fittings in buildings or in the school grounds? | Sustainability coordinator  Maintenance team (quotes)  Business manager | T3, 2022 |  | Campus |
| Put signs up to remind students and staff to use less water. This will achieve a reduction in water use and bills. | A2.5 Have you installed interpretive signage about water conservation practices in staffrooms, toilets, bathrooms, canteen, art rooms and classrooms? | Green team | T1, 2022 |  | Campus and community engagement |
| Get Sustainability students to design and create a Rain Garden off gym/classroom/office to make use of wasted water and increase biodiversity | A4.6 Do you collect stormwater for garden watering? | Garden/Maintenance team  Sustainability Coordinator Sustainability team | T1, 2022 |  | Campus and Curriculum |
| Add curriculum links to water across all year levels. Review planner to focus on water activities and include CERES activities and SWEP data | B1.1 Do you have an action plan that clearly targets classroom activities across the school to address water?  (Compulsory)  B1.2 Are your classroom activities in water clearly linked to the AusVELS cross-curriculum priority of Sustainability?  B1.3 Are your classroom programs linked to practical, hands-on activities... | Curriculum leaders | Review T4 2021, 2022, 2023. Launch T1 2022 |  | Curriculum |
| Report to the school community about our water conservation activities and/or our water savings. This will be done through our sustainability section of the school website, Compass and digital newsletters. This will help engage our school community in what we are doing.  Example: Create community mosaic artwork to appreciate water which the whole community can see | C1.1 Is the whole school provided with regular information about water activities and programs?  (Compulsory)  C1.3 Have you completed and uploaded at least one learning story that celebrates your water achievements onto school, departmental or sustainability websites?  (Compulsory) | Sustainability Coordinator  Sustainability team | Every term, Ongoing | End of each term | Community Engagement, Learning and Teaching |
|  |  |  |  |  |  |

\* Curriculum, campus, community engagement or other.

## Waste module action plan (litter and waste)

Using your waste and litter audit results, list your planned waste and litter actions in Table 8. If you have not completed a waste or litter audit, list the opportunities identified in Table 1 of this SEMP. To learn more about the waste audit, visit the [Sustainability Victoria website](https://www.sustainability.vic.gov.au/energy-efficiency-and-reducing-emissions/resourcesmart-schools/modules/waste-module).

**Table 8: Waste module action plan template (litter and waste)**

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| --- | --- | --- | --- | --- | --- |
| **What is the activity and what do we want to achieve?** | **Waste module checklist actions covered by this activity** | **Who will implement?** | **Deadline** | **Date completed** | **Area this action belongs to\*** |
| Example: Install a compost and mulch area and launch this facility with a zero-waste event organised by Year 4. Link the event to Ethical and Capabilities topics. | A4.1: Does your school compost or mulch its garden waste?  A3.5: Does your school have a zero target for food scraps going to landfill?  B1.3: Are your classroom activities linked to practical, hands-on activities? | Sustainability coordinator, volunteers and Year 4 students | T1, 2021 | 02/02/2021 | Campus, curriculum and community engagement |
| Continue Nude Food every week with the aim to have Nude Food everyday school policy | A3.1 Are students actively encouraged to use reusable drink bottles and lunch boxes e.g. are divided lunch boxes on the school equipment list?  A3.2 Does your school organise rubbish-free lunch or days at least once a term?  C1.4 Is waste and litter education included as a priority or focus area or emphasis in your school goals e.g. in your school plan, policy, administration and/or curriculum charts? | Sustainability coordinator Classroom teachers  Green team | Effective Term 1, 2021  2 days per week - term 3, 2022  3 day per week - 2023  4 days - 2022  5 days - 2024 |  | Campus,  Community engagement |
| Add curriculum links to waste across all year levels. Review planner to focus on waste activities and include CERES activities | B1.1 Do you have an action plan to address waste that clearly targets classroom activities across the school?  (Compulsory)  B1.2 Are your classroom activities in litter and waste clearly linked to the AusVELS cross-curriculum priority of Sustainability?  B1.3 Are your classroom programs linked to practical, hands-on activities…  C1.4 Is waste and litter education included as a priority or focus area or emphasis in your school goals e.g. in your school plan, policy, administration and/or curriculum charts? | Curriculum leaders | 2022, Review yearly |  | Curriculum |
| Compost & waste monitors in all  classrooms | A3.3 Are food scraps collected from classrooms, staffrooms, yards and the canteen and then used in the compost area and/or worm farm or fed to your school's chickens?  A3.4 Are you implementing a maintenance regime e.g. for emptying compost buckets or bins, turning compost and checking worm farms? A4.2 Does your school have on-site or off-site well managed compost bins or heaps, worm farms and/or other animal fertiliser production?  B1.4 Does your school program provide students with the opportunity to take responsibility for classroom activities and programs in waste and litter issues? | Environmental leaders  Sustainability coordinators | T1, 2024 |  | Campus |
| Automatic double-sided printing and paper reuse tray in staffroom | A5.5 Is there a paper reduction plan in place: e.g. double-sided photocopying, class sets of worksheets, email newsletters, reduction in photocopying handouts, regular photocopy-free days?  A5.3 Are paper reuse containers in classrooms, staffrooms and administration areas?  A5.4 Does your school reuse single sided paper in all printers? | Sustainability Coordinator  IT | T 1, 2025 |  | Campus |
| Undergo waste and litter audit annually, reporting the results to whole school | A1.1 Have you undertaken waste audits at your school? (Compulsory)  A1.2 Have you undertaken litter assessments at your school? (Compulsory) A7.2 Do the students regularly monitor or audit the yard litter?  B1.7 Are you using the waste and litter data you collect as a curriculum activity to monitor progress in waste and litter reduction in the school? | Sustainability coordinator  Environmental leaders | Annually - Term 1 |  | Curriculum, Community Engagement |
| Ensure waste stories/articles are featured in the newsletter once a term | C1.1 Is the whole school provided with regular information about activities and progress in reducing waste and litter at the school?  (Compulsory) C1.3 Have you completed and uploaded at least one learning story that celebrates your waste and litter achievements onto school, departmental or sustainability websites?  (Compulsory) C3.5 Do you include ideas and activities in school newsletters to families about being more waste smart at home? | Environmental leaders  School administration | Every Term, starting 2024 |  | Community Engagement |
| Create a whole-school Waste Plan in this SEMP tool | A2.1: Do you have a whole-school plan in place for energy reduction or energy conservation?  A2.2: Have your energy policies, targets and action plans been approved by your school council and/or planning committee?  (Compulsory) | Sustainability Coordinator  School Council / Committee | T3 2021, updated T4 2024 prior to commencement of Waste module |  | Campus  Curriculum  Community engagement |
| Participate in waste related events in the local area, i.e Clean up Australia, Clean up events, National Recycling week | C3.1 Does your school liaise and/or work with local or regional waste or litter groups…  C3.3 Have staff and students participated in local waste and litter activities e.g. Clean-Up Australia Day? | Sustainability coordinator to find opportunities | T1 2025 |  | Community engagement |
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\* Curriculum, campus, community engagement or other.