

Sustainability College



* Your school's logo here

School Environmental Management Plan 2020-2023

This School Environmental Management Plan (SEMP) outlines Sustainability College's 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 2020. 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 has 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. Sustainability Action Plan
- E. Curriculum Review

Ratified by School Council on: Jan 2020

Date of next review (reviewed annually): Jan 2021 (one year on from ratification date)

Date of next School Council Ratification: Jan 2024 (4 yearly)

A. EDUCATION FOR SUSTAINABILITY VISION

Sustainability College 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.

B. SUSTAINABILITY POLICY

Rationale

Sustainability College will reduce our ecological footprint through improving sustainability in day-to-day operations, curriculum and community. We will achieve this with exemplary practices in decreasing consumption of energy, water and waste, and improving biodiversity; continuing to integrate sustainability into all areas of the curriculum; instilling a sense of pride in improving the school environment; and developing authentic partnerships between home, school and the wider community based on open communication and shared commitment to a sustainable future.

Guidelines

Energy - To decrease energy consumption within the school so that we reduce our impact on the natural environment; generate and purchase renewable energy; use sustainable purchasing and practises; include students in developing and maintaining an energy efficient school; educate students, staff and the whole community about energy efficiency, sustainability initiatives such as low carbon growth plans, and ecologically sustainable design (ESD) features in our school; develop and implement a whole school energy plan to continually improve energy reduction 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 5 R's waste minimisation hierarchy - Refuse, Reduce, Reuse, Repurpose, Recycle - to decrease consumption of resources, extend the life cycle of materials and products, and reduce waste to landfill; educate students, staff and the whole community about resource efficiency, sustainability initiatives such as the circular economy, and sustainable purchasing and practises; develop and implement a whole school waste and litter plan to continually improve waste reduction in our school; and conduct auditing and monitoring of waste and litter at our school.

Biodiversity - To improve our natural environment through a range of programs which protect and enhance biodiversity and conservation areas; use native and indigenous plantings to provide habitats for endangered local flora and fauna species; participate in community programs to improve our local environment and conserve remnant bushland; develop and implement a whole school biodiversity plan to continually improve biodiversity in our school and in our local area; use sustainable purchasing and practises such as chemical free garden products; 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 conduct biodiversity auditing to improve the habitat quality at our school.

Water - To decrease water consumption within the school so that we reduce our impact on the natural environment; appreciate water as a precious resource; educate students, staff and the whole community about the best practice for water efficiency, sustainability initiatives such as swales and rain gardens, and sustainable practises such as water tanks connected to toilets, low flow taps, and drought tolerant garden plantings; develop and implement a whole school water conservation plan to continually improve water reduction in our school; and conduct auditing and monitoring of water usage and stormwater collection around our school.

C. GREEN PURCHASING POLICY

Rationale

Sustainable purchasing or *green procurement* is when people or organisations buy products and services that minimise negative environmental impacts over their life cycle of manufacturing, transportation, use and recycling or disposal. This includes considerations such as purchasing renewable energy instead of using electricity powered by fossil fuels which are contributing to global heating; and purchasing products derived from biodegradable materials instead of using plastic products made from petroleum (oil) which are contributing to global heating and the waste crisis.

Sustainability College is committed to sustainable purchasing and practices within its community and will seek to purchase green products in order to reduce its environmental impact and support companies that have sustainable life cycles of manufacturing, transportation, use and recycling or disposal. In doing so, Sustainability College will reduce its ecological footprint and educate staff, students and families on the everyday choices we can all make to reduce our impact on the Earth and help transition to more sustainable products and services.

Guidelines

Currently Sustainability College has committed to purchasing the following:

Product	Company
Printer Paper - 100% Recycled and FSC certified Australian paper waste	Planet Ark
Printer Paper - 100% post-consumer recycled	Ethical Paper
Electronic communications - Online Newsletters	SENTRAL
Electronic visitor log in online with no receipt print out	Compass
Separated bins for all classrooms	Eco Bin

In the future we are hoping to extend this purchasing to include the following:

Product	Company
iCare - 100% Recycled toilet paper certified by the Forest Stewardship Council (FSC)	Encore Tissues
Who Gives A Crap - 100% Recycled toilet paper	Who Gives A Crap
Purchase furniture, equipment and other materials made from recycled materials	Replas
Purchase high-quality second-hand items for the office and home, and recycled unwanted items	GreenCollect
GreenPower - electricity usage with certified renewable energy	Powershop Diamond Energy Energy Locals
Fair trade tea and coffee for staff room	Fairtrade Australia (directory of stockists including Woolworths)
Provide all staff with a keep cup to encourage staff to use this in school and the cafe across the road instead of single use cups	Keep Cup HuskeeCup Hario
Green Events - such as the school Fete and community morning teas to use reusable plates and cups, any single use packaging to be 100% biodegradable.	School Policy

Aims and Targets

Benchmark targets are set by Sustainability Victoria

	BIODIVERSITY	ELECTRICITY	WASTE	WATER
Benchmark	Increase habitat quality assessment score every year from baseline	400 kWh per student/per year	0.3 m³ per student / per year	4 KL per student / per year
Baseline 2019 (first 12 months of billing data)	60	600kWh	1.6 m ³	7KL
2020 Target	65	580kWh	1.1 m ³	6KL
2020 Actual	N/A	N/A	N/A	N/A
2021 Target	70	500kWh	0.8 m ³	5KL
2021 Actual	N/A	N/A	N/A	N/A
2022 Target	75	450kWh	0.7 m ³	4KL
2022Actual	N/A	N/A	N/A	N/A
2023 Target	80	400kWh	0.3 m ³	3KL
2023 Actual	N/A	N/A	N/A	N/A

D. SUSTAINABILITY ACTION PLAN

In this action plan we are documenting ways we will reduce our ecological footprint through improving sustainability in day-to-day operations, curriculum and community and identifying opportunities for ongoing improvement.

BIODIVERSITY

COMPLETED AND CURRENT PRACTICES

- We have native and indigenous plantings to provide habitats for endangered local flora and fauna species
- As per our whole school biodiversity plan, we only plant water conserving, drought tolerant species
- Wetlands – frogs and macroinvertebrates
- Annual Biodiversity Audit by Enviro Team
- Every year level has their own veggie garden
- Year 7's conduct Biodiversity Audit annually
- Annual Clean Up Australia Day
- Annual World Enviro Day
- Newsletter articles containing biodiversity updates
- Parent Working Bees for school gardens once a term
- Garden Leaders
- Arbory Club which focus on and promote planting and conservation projects around school and within the community
- Compost Scientists manage compost systems around school and lead presentations during assemblies
- Staff attend TEN's and include in staff minutes
- Year 7: Science – Biodiversity (Classification and Habitats); Geography – Endangered Species (Pollution and Habitat destruction)
- Year 8: Science – balancing our environmental systems; Technology – Forest to Spice Rack

GOAL	HOW	WHO	WHEN	ACHIEVEMENT MILESTONE
Design gardens of native and indigenous plantings to provide habitats for endangered local flora and fauna species	Students across all year levels research endangered local flora and fauna species through Zoos Victoria Fighting Extinction and SWIFFT	Curriculum Leaders	Enquiry unit throughout the 2-year planner	Increased habitat for endangered local flora and fauna species
Develop interpretation boards to educate staff and students on endangered local flora and fauna species	Y7 students to design animal habitats and nesting boxes as part of Design & Technology	Year 7 Design Teacher	Investigate locations T1 2020	Increased biodiversity score
	Gardener to add tags to trees with native and indigenous species name	Maintenance team	Yr 7 to start T3 2020	
	Participate in community and local council programs to	Sustainability	Start T1 2021	Education about native and

	improve our local environment and conserve remnant bushland	Coordinator Local Council Local enviro groups	Annual revegetation/ conservation program 2021, 2022, 2023	indigenous species Contributed to improved biodiversity in our local area
Food Tech and Bush Tucker Garden program	Review current programs, contact other schools who run similar programs to share ideas Contact local nursery for native and indigenous plants Sustainability coordinator to discuss with Garden manager to develop program and bush tucker garden	Curriculum Leaders Local nursery	Curriculum leaders to review in T4 2020 planning meeting to implement in 2021 Planner Review Annually (2021, 2022, 2023)	Food growing and food preparation lessons embedded
Share biodiversity achievements and tips on planting and cooking with the school Community	Student Green Team to create a roster and write an article each fortnight Discuss with school horticulture teacher on tips to share Ask community members to contribute to the newsletter with any hints and tips they have	Student green team Horticulture teacher	Begin roster T1 2021, update each term and review annually for 2022, 2023	Increased community
Conduct annual biodiversity audit	Contact CERES ResourceSmart facilitator to book in an audit	Sustainability Coordinator CERES Facilitator Student green team	T4 2020, 2021, 2022, 2023	Increased biodiversity score Completion of Biodiversity module

ENERGY

COMPLETED AND CURRENT PRACTICES

- 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 generating 15% of our electricity needs
- Energy Audit annually
- 25% of electricity is GreenPower. Plans to increase this to 50% next year as 60% of our electricity is still sourced from fossil fuels
- Year 9: Geography – population, environmental migration; English – Advertising and environmental pollution
- Year 10: Geography – wealth distribution and resources
- Annual Earth Hour concert
- Transport Audit for students to 'bikepool' together
- Annual Enviro Day which has a renewable energy focus
- CERES worked with students to conduct energy audit and published recommendations in school newsletter
- Sparkys Group report at school assemblies at end-of-year assembly on school's energy usage for the year
- SWEP energy monitoring reports presented at staff and school council meetings
- Switch Off Competition
- CERES delivered Energy Module workshop to staff

GOAL	HOW	WHO	WHEN	ACHIEVEMENT MILESTONE
More Solar Panels	<p>To be included in discussions and plans for new building works</p> <p>Contact local council in regards to what is available to support us</p> <p>Research and apply for grants</p> <p>Have school fundraisers to raise money for panels. SRC to come up with fundraising ideas that might link to energy?</p>	<p>Business Manager</p> <p>Building works supervisor</p> <p>School council</p> <p>Principal</p> <p>Sustainability Coordinator</p> <p>Parent committee</p>	<p>Investigate new works T1 2021</p> <p>Start fundraising T3 2021 - T1 2022</p> <p>Install T4 2022 - T1 2023</p>	<p>Decrease in energy bills</p> <p>Completion on energy module on RSS</p>

		Student representative council		
Year 3s and Year 5s Unit on energy	<p>Use CERES Energy Curriculum Activities</p> <p>Link to grade 5 unit on electricity in the Science curriculum -Review current programs and develop units at teacher planning days</p> <p>Make links to energy across other curriculum areas such as literacy and numeracy</p>	<p>Curriculum leaders</p> <p>Year 3 Teachers</p> <p>Year 5 Teachers</p>	<p>Planning during Term 1 2021 for unit to commence during Term 2</p> <p>This will also occur on 2 year cycle so again in the 2023 year</p>	Energy lessons embedded into curriculum across a number of curriculum areas
Walking school bus/ride to school	<p>Map out potential routes</p> <p>Parent Leaders to organise weekly schedule</p> <p>Link to walk/ride to school week - Students to track</p> <p>Promote to whole school community</p> <p>Teachers to work with PE teacher to link to health and PE curriculum area</p>	<p>PE teacher</p> <p>School council</p> <p>Classroom teachers</p> <p>Students</p>	<p>Promote before walk to school week in term 3 2021 with aim to continue to promote ongoing</p> <p>Walk to school will be partaken yearly beginning 2021</p>	Students collect data on how often they are walking or riding to school.
Staff and student Energy Monitors for different sections of the school to program heating and cooling temperature on thermostats	<p>Enviro captains and students Green Team to develop roster</p> <p>Facility manager to adjust thermostat settings</p> <p>Student Green Team to compile data and publish in newsletter</p>	<p>Sustainability leader</p> <p>Student leaders (Enviro captains and green team)</p> <p>Facility manager</p>	Facility manager to adjust thermostat settings in T4 2020 and student green team to do spot checks in T1/T2 2021	Decrease in energy bills

WASTE

COMPLETED AND CURRENT PRACTICES

- Signage communicating our approach to the 5 R's Refuse, Reduce, Reuse, Repurpose, Recycle
- Small landfill bins and large recycling bins in school grounds
- Compost bins and recycling bins in classrooms
- Nude Food Days - every week
- Garden Club
- Every week a new classroom conducts the bin audits and Council delivered Waste presentation to students and staff during school assembly
- Waste Monitors present at school assemblies
- Compost for garden
- Toilet paper from 100% recycled paper
- Digital subscription for staff newspapers, school newsletters and student reports
- Bin Audits on a weekly basis for ResourceSmart Online bills data
- Students use iPads which reduces paper printing
- Waste Team conduct waste audits
- 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
- Prep – Reduce, Reuse, Recycle
- TerraCycle Brigade for toothbrushes
- Parents to 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

GOAL	HOW	WHO	WHEN	ACHIEVEMENT MILESTONE
Continue Nude Food every week with the aim to have Nude Food everyday	Weekly competition in primary classrooms, with award for best effort	Sustainability coordinator to award at assembly. Classroom teachers responsible for counting during eating times	Daily tally Weekly award	Weekly awards handed
	Newsletter articles for nude food, lunch box ideas, recipes etc.	Green team to write articles/displays	Twice per term	Overall landfill reduction
	Prep starter pack includes nude food policy and recipe ideas	Sustainability Coordinator to work with leadership for policy approval	Start of Term 3, 2020 planning. Term 4, 2020 to	Council approval of policy 2020 Low/no prep students with rubbish annually

	Progress to whole school nude food 5 days per week.	Increase days for the whole per year.	council Effective Term 1, 2021 2 days per week - term 3, 2020 3 day per week - 2021 4 days - 2022 5 days - 2023	Low/no students
Year 6: Term 1 – Investigate E-waste	Inquiry unit Sign up for Zoos Vic “They’re calling on you” Student announcement/presentations campaign in the school as assessment	Sustainability Coordinator to provide information and receive collection box for foyer Student assessment pieces on display in foyer near collection box or website (video/song/poster dependent)	Term 1, 2021 pick up. Year 6 enviro leader to check donations box end of every term (annual) Assessment completed week 3, Term 2, 2021 Repeat inquiry unit Term 1, 2023	Box in foyer receives donations from school community Students complete presentations/assessment pieces and meet Success criteria.
Year 7 + 8 waste excursion	Contact local waste transfer station As follow up for English: Students to write to local MPs about banning plastic bags in their council	Sustainability Coordinator to organise excursion English teacher to set task	Term 3, 2021 Term 3, 2021	Excursion complete Students complete assessment pieces and meet Success criteria.
Compost monitors in all classrooms	Coordinate materials for all classrooms (buckets/ tongs/ timetable template) Make an announcement at school assembly. Choose monitors.	Sustainability Coordinator and green team Green team Sustainability Coordinator and	Week 2 Term 3, 2020 Week 4 term 3, 2020 Week 5, term 3, 2020	Food/ organic waste diverted from landfill and minimal contamination in composting systems.

	<p>Monitors get briefed on what they need to do.</p> <p>Monitor contamination</p>	<p>classroom teachers</p> <p>Green team</p> <p>Green team</p>	<p>Week 6, term 3, 2020</p> <p>Ongoing</p>	
Automatic Double-sided printing	<p>Have pin entry on printer to prevent accidental printing Set printing to be default double sided</p> <p>Update green purchasing policy</p>	<p>Sustainability Coordinator to talk to IT to override current settings and set double sided as default.</p> <p>Have IT set up pin codes for each staff member</p> <p>Sustainability Coordinator to update policy and send to council</p>	<p>Term 3, 2020</p> <p>Term 3, 2020</p> <p>Term 4, 2020</p>	<p>All teachers given pin and settings changed to double-sided</p> <p>Policy in effect from Term 1, 2021 with new year.</p>

WATER

COMPLETED AND CURRENT PRACTICES

- 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 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
- Year 4: Geography – water aspect
- Year 3: Interactive catchment education
- Year 2: Interactive Water Cycle
- Platypus Project with Melbourne Zoo
- Working Bee with parents to clean up local waterways
- Enviro Team Student Leaders attended Melbourne Water Kids Teaching Kids event
- School council applied for water tanks grant
- Council donated water timers for shorter showers project
- Local nursery donated drought-tolerant plants for garden
- Year 8 Enviro Leaders attended Kids Teaching Kids Conference and presented on the event at school assembly
- 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

GOAL	HOW	WHO	WHEN	ACHIEVEMENT MILESTONE
Community involvement in water conservation	Hold working bees to help clear gutters and drains Create community mosaic artwork to appreciate water which the whole community can see and contribute to	Sustainability team School community	T1 2022 to investigate and develop working bee schedule T4 2022 – T1 2023 to create and install mosaic	

Put signs up to remind students and staff to use less water	Poster competition between each classroom	Teachers and students	T1 2021 Annually (2021, 2022, 2023)	T1 Posters on all classroom doors. New posters each year
Create a Rain Garden off gym	Collect water off roof and collect in pond planted for water filtration and slow-down before stormwater drain. Students to research design and seek parents help for implementing through working bee	Green Team Parents	Investigate T1 2021 Install T3 2021 Opening T1 2022 Term working bee T2 2022 until T2 2023	T2 2021 Share design to whole school T1 2022 Celebrate inauguration of rain garden Completed water module
School to host Kids Teaching Kids event	Prepare and investigate how school can run a KTK event with the input of students. Allocate a staff and student leadership team. Contact KTK and seek parent community support.	Enviro captains Teachers Parent group	T2 2022 to T3 2022 Annually (2022, 2023)	T2 2022 Sign up to KTK T3 2022 Host a KTK
Add curriculum links to water across all year levels	Review planner to focus on Water and include CERES activities, SWEP data	Curriculum leaders	T4 2020 Leaders to review T4 2021, 2022, 2023	T1 2021 Launch revised planner

E. CURRICULUM REVIEW

PRIMARY CURRICULUM REVIEW F-6:

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

Date of last curriculum review: June 2020

Year	Name of Inquiry Unit, Curriculum Area or Learning Activity	Term/ Year Completed	Biodiversity	Water	Waste	Energy
F	The basic Needs of Living Things - Growing an Alfalfa Head	Term 1, 2020	*	*		*
	Being Water Wise through Water Play	Term 4, 2019		*		
	Recycling relay race and the plastic scrunch test	Term 3, 2019			*	
1	Endangered Animals	Term 3, 2019	*			
	Living Things and their different habitats	Term 1, 2019	*			
	Mini Beasts in our school grounds - Identification, characteristics, food and habitats.	Term 2	*			
2	Beeswax wrap activity	Term 4			*	
	Earth's Resources	Term 3	*	*		*
	Interactive Water Cycle	Term 4		*		
3	Stephanie Alexander Kitchen Garden - Life cycle of plants, seed dispersal, chicken anatomy, benefits of bees.	Term 1/2	*			
	Nude Food - Helping our parents to make Nude Food choices	Term 1			*	
	Rethink, Refuse, Reduce, Reuse, Recycle (5R's)	Term 1			*	
4	Stephanie Alexander Kitchen Garden - Food waste, composting, seasonal changes, the nutrient cycle	Term 3/4	*			
	Designing a Sustainable Package - Reducing waste	Term 3, 2019			*	
	Waste Audit - What is Waste and Where Does it Go?	Term 2			*	

5	Water scarcity around the world	Term 4		*		
	Investigate E-waste	Term 3			*	
	Life Cycle of a Plastic Bag - Upcycling old T-Shirts into reusable bags	Term 3			*	
6	The Greenhouse Effect and Global Warming	Term 3	*	*	*	*
	Biodiversity Audit - What is Biodiversity and Why is it Important	Term 1	*			
	Energy and Electricity - Renewable vs Non-renewable Energy	Term 2				*

SECONDARY CURRICULUM REVIEW 7-10:

As part of our School Environment Management Plan (SEMP) we are undertaking an audit of our current school curriculum to establish the extent to which our curriculum examines ideas and concepts that relate to sustainability. This audit will form part of the completion of the Core Module of the Resource Smart Schools (RSS) program.

Date of last curriculum review: June 2020

English

Year	Name of Unit or Learning Activity	Term/ Year Completed	Biodiversity	Water	Waste	Energy
7	Persuasive writing - Plastic straws	Term 3, 2019	*	*	*	
	Debate on social justice or environmental issues	Term 1, 2020	*	*	*	*
8	Book review - Clade (Climate change fiction)	Term 2, 2020	*	*	*	*
	Oral presentations - Climate justice	Term 1, 2020	*	*	*	*
9	Persuasive letter to MP on environmental issues of your choice (climate change, biodiversity loss, bushfires, logging, waste and recycling etc.)	Term 4, 2019	*	*	*	*
	Creative writing - What is your 2040?	Term 1, 2020	*	*	*	*
10	Visual language - Evaluate the impact on audiences of different choices in the representation of still and moving images in Honeyland (documentary 2019)	Term 2, 2020	*	*	*	
	Language for social interactions - Greta Thunberg	Term 1, 2020	*	*	*	*

Mathematics

Year	Name of Unit or Learning Activity	Term/ Year Completed	Biodiversity	Water	Waste	Energy
7	Evaluate SWEP data			*	*	
	Conduct waste audit of classroom bins, calculate contamination rates and record recommendations				*	
8	Water tank calculator - CERES curriculum activity			*		
	Water audit - Calculate the flow rate of taps and drinking fountains around the school			*		
9	Water quality of local creek - test water samples and calculate pollutant concentrations		*	*	*	
	Calculating school Solar Panel installation and the energy it could generate					*
10	Calculating invisible water in the food we eat			*	*	*
	Microplastics - calculating time for Ocean Cleanup based on the current input/output of plastics			*	*	*

Humanities and Social Sciences

Year	Name of Class/Subject	Name of Unit or Learning Activity	Term/ Year Completed	Biodiversity	Water	Waste	Energy
7	Geography	Endangered Species (Pollution and habitat Destruction)	Term 3, 2019	*	*	*	
	History	Indigenous culture and the Kulin nations habitation of our school site	Term 1, 2020	*	*	*	*
8	History	Caring for Country	Term 1, 2020	*	*	*	*
	Geography	Landforms - exploring the age of mountains, valleys and rivers	Term 1, 2020	*	*		
9	Economics and Business	Sustainability and the economy - Logging, mining, carbon tax	Term 2, 2020	*	*	*	*
	Civics and Citizenship	Environmental Policy and Law	Term 3, 2019	*	*	*	*
10	Civics and Citizenship	The Australian Government and the coal industry	Term 4, 2019	*	*	*	*
	Geography	Environmental Change and Management	Term 4, 2019	*	*	*	*

Languages: Japanese and German

Year	Name of Unit or Learning Activity	Term/ Year Completed	Biodiversity	Water	Waste	Energy
7	German/Japanese - Animal conservation	Term 1, 2020	*			
	German/ Japanese - Recycling	Term 1, 2020			*	*
8	German - Sustainable initiatives	Term 1, 2020	*	*	*	*
	Japanese - Sustainable initiatives	Term 1, 2020	*	*	*	*
9	German- The use of solar energy and renewable energy within German houses.	Term 2, 2020				*
	Japanese - Housing and energy reduction within the home	Term 2, 2020				*
10	German - Die Umwelt (The environment)	Term 3, 2019	*		*	*
	Japanese - Kamikatsu: The Japanese town working towards zero waste	Term 3, 2019			*	*

Science

Year	Name of Unit or Learning Activity	Term/ Year Completed	Biodiversity	Water	Waste	Energy
7	Biodiversity (Classifications and Habitats)	Term 1, 2020	*			
	The greenhouse effect and climate change	Term 4, 2019	*	*	*	*
8	Balancing our environmental systems	Term 1, 2020	*	*		*
	Energy types and sustainable houses	Term 2, 2020			*	*
9	El Nino and La Nina	Term 1, 2020	*	*		*
	Natural selection and adaptation	Term 3, 2019	*			
10	Coral bleaching and climate change impacts - Trip to Mushroom Reef Marine Sanctuary	Term 2, 2020	*	*		
	Biogeochemical cycles	Term 3, 2019	*	*	*	*

The Arts (Drama, Music, Visual Arts, Media Arts, Dance)

Year	Name of Class/Subject	Name of Unit or Learning Activity	Term/ Year Completed	Biodiversity	Water	Waste	Energy
7	Media	Food waste video				*	
	Drama	Research assignment for recycled props for stage production				*	
8	Dance	Climate change represented through dance - what does climate change look or feel like through dance?		*	*	*	*
	Visual arts	Waste management signs for all waste stream bins				*	
9	Media	Sustainability news at Sustainability College		*	*	*	*
	Music	Using political and environmental musicians and music e.g. Midnight Oil		*	*	*	*
10	Visual arts	Recycled plastics and materials furniture designs				*	*
	Visual arts	Infographics - freshwater biodiversity and pollution		*	*	*	

Design, Creativity and Technology

Year	Name of Class/Subject	Name of Unit or Learning Activity	Term/ Year Completed	Biodiversity	Water	Waste	Energy
7	Food technology	Eating seasonal and local foods		*	*	*	*
	Textiles	Fast fashion, invisible water and waste minimisation		*	*	*	*
8	Food technology	Food waste and how to avoid it - Food storage, meal preparation and turning scraps into stocks		*	*	*	*
	Textiles	Sustainable materials - Materials with the lowest environmental footprint (investigation piece)		*	*	*	*
9	Wood technology	Designing bird boxes to implement around the school for native fauna		*			
	Food technology	Invisible water and sustainability		*	*	*	*
10	Wood technology	Water turbines for renewable energy			*	*	*
	Food technology	Food for life - Indigenous foods and sustainability					

Health and PE

Year	Name of Unit or Learning Activity	Term/ Year Completed	Biodiversity	Water	Waste	Energy
7	How much water do we need to drink and where can we find drinkable water on Planet Earth?	Term 4 2020	*	*	*	*
	How many steps do I need to take each day? Explore daily walk/run/ride to school.					*
8	Organic food - healthy soil, plants and animals	Term 1 2021	*	*	*	*
	Plant based diets - meeting our body's needs within the boundaries of the planet.	Term 2 2021	*	*	*	*
9	Bottled drinks or water? What are the health and environmental differences?	Term 4 2020	*	*	*	*
	What is BPA and why is it bad?		*	*		
10	What is in our drinking water? - Safe freshwater	Term 1 2020	*	*	*	
	Microplastic - Impacts on the human body			*	*	