SCHOOL ENVIRONMENT MANAGEMENT POLICY (SEMP)

July 2009
Bungendore Public School

School Environmental Management Plan

Environmental Education at Bungendore Public School

Aims

- Our school SEMP is participative, holistic and sustainable;
- Everyone in our school and community are committed to the development of a better environment;
- Through ongoing programs that develop cleaner and more sustainable ways of doing everyday activities we hope to make our Earth a more pleasant place to live, work and play.
- Students, staff, parents and the broader community will work together towards the commonly set goals of cleaner and more efficient use of water, air, land, waste and energy.

_Not only for the people of today but for everyone tomorrow._

Bungendore Public School will implement our environmental management plan through the curriculum, the management of the school grounds and the management of resources.

Rationale

_Through the development of a SEMP students will;_

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

**Curriculum**

1. Audit – evaluate the school curriculum. Identify related outcomes and content from each KLA for teaching and learning.
2. Identify and develop strategies to address student values and attitudes towards the environment
3. Special environmental events, days, programs and excursions (Landcare, Water Watch, Water Bug Survey, Clean Up Australia Day, Out of My Window, Greening Australia, River Care, Land and Water Conservation, Local Government, National Parks, …)

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

1. Measure and monitor the use of resources and utilities (progress sheets)
2. Develop and institute a list of strategies for improving the management and use of resources – turn off lights, keep doors and windows closed when using reverse cycle air conditioning, correct setting of timer devices, maximise the use of natural lighting and shade, recycling
   - Electricity – lights including security lighting, air conditioning, thermostatic controls and timers, hot water systems including constant boiling water system, household pressure pumps, office and classroom equipment (computers, sound systems, televisions, photocopiers, satellite receivers…)
   - Energy – heating, (electric, off peak, reverse cycle air conditioning, gas, ventilation, alternate energy sources,
   - products and materials – reuse, recycle,
   - water – tank, bore, well or reticulated water supplies, water quality, dripping taps, cistern efficiencies, pest control (eg mosquitoes – Ross River Fever), absorption trenches, septic tank registration and care,
   - waste – reuse, recycle, composting, local government waste management plan,
3. Employ best practice in the sustainable management of resources and comply with government regulations (eg Waste Reduction and Purchasing Policy, stormwater legislation, Litter Prevention Program)
4. Publish the results through school newsletter, local paper and the Annual School Report.

**Management of school grounds**

1. School community will identify main aspects in the school grounds for environmental improvement
2. Establish adequate measures to deter domestic and native animal problems (cat proof sand pit, animal proof fencing, bird and possum proofing roof areas, mice control, white ants, fleas)
3. Develop and institute a list of strategies for improving the management and use of the school grounds (biodiversity, soil, noise, litter, shade, human traffic, dust, visual amenity, stormwater, who uses the school grounds, watering regimes, weed control, buildings)
4. Utilise and develop buildings and grounds as learning areas.
5. Establish native animal friendly areas eg bird feeders, bird bath, fish ponds, bushy native plants
6. Plant natives, which are suited to the local environment. Consider health and safety issues (landscaping, hay fever, falling branches, thorns, location, longevity, root systems, compatibility with lawns…)
7. Consideration of impact of agricultural practices (sprays), noise, dust generated from surrounding properties and roads on students, teachers and school environment.
Situation: Bungendore Public School is situated in Gibraltar Street NSW 2621.

Statement of Intent:

Concerns identified during audit:

• Curriculum:
• Management of Resources:
• Management of School Grounds:

Action Plan:

Action plans have been completed and will be implemented in order to tackle the following concerns in 2009/10/11 in line with our Learnscape plan.

• Curriculum:
• Management of Resources:
• Management of School Grounds:

Minimum Standards:

• Curriculum:
• Management of Resources:
• Management of School Grounds:

Monitoring and Evaluation: Progress will be monitored against the framework: "Stages in becoming an environmentally active school". This process will determine how effectively environmental education is being taught.

Reporting: When appropriate we will report on its progress in terms of the environmental management plan in our annual report.

Future Directions: We will continue to monitor progress. Environmental concerns identified during monitoring will be added to a review of our SEMP in 2010.