



Queanbeyan Public School Environmental Management Plan

Mission Statement

The staff, students and parents in our school and community are committed to the development of a better environment for everyone.

Through ongoing programs that develop cleaner and more sustainable ways of doing everyday activities we hope to make our space on this Earth a more pleasant place to live, work and play.

Students, staff, parents and the broader community will work together in a spirit of mutual acceptance and understanding 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 developing encouragement for everyone tomorrow.

Queanbeyan 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 their knowledge of environmental management practices to apply strategies within the school environment and local community
- be able to identify the areas of the school environment that they can manage more effectively
- acquire knowledge and skills to manage these 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 performance with our environmental work to the community
- make a lifetime commitment to environmental management practices at both the individual and community level

It encompasses 3 areas:

- Curriculum
- Management of Resources
- Management of School Grounds

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, National Clean-up Day, Tree Day, Water Watch, Water Bug Survey, Murder Under the Microscope, Out of My Window, Greening Australia, River Care, Land and Water Conservation, Local Government, National Parks, Catchment Caravan...)
4. Develop a data base of native birds and animals in the school environment

Management of Resources – Avoid, Reduce, Reuse and Recycle

1. Measure and monitor the use of resources and utilities
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)
 - Energy – heating, (electric, off peak, reverse cycle air conditioning, gas, ventilation, alternate energy sources,
 - products and materials – reuse and recycle
 - water – tank, bore, water quality, dripping taps, cistern efficiencies, pest control (eg mosquitoes – Ross River Fever), absorption trenches, septic tank registration and care,
 - waste – reuse, recycle, composting, worm farming, local government waste management plan
3. Employ best practice in the sustainable management of resources and comply with government regulations (eg Stormwater legislation, Litter Prevention Program)
4. Publish the results through school newsletter, local paper and the Annual School Report

Management of school grounds

1. Whole 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 pits, bird and possum proofing roof areas, mice/rat 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, pondless waterfalls, bushy native trees and 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...)

Action Plan – Curriculum

Action	Outcome	When	Who
Review and update grade and stage units that relate to environmental education. All classes to complete appropriate unit annually	Every student participates in unit based the environment annually	Terms 2 & 3 2008	Environmental Team
Students participate in annual clean up Australia School's day	Student awareness of litter issues within our school and local environment	Term 1 annually	
Students participate in events related to World Environment Day, National Tree day and other special events	Students participate in a wide range of environmental studies	As occurring	
Maintain involvement in streamwatch and bugwatch programs annually. Access Keep Australia Beautiful's Waste Watchers Program	Students participate in environmental projects. Reports are made to Queanbeyan Council.	Twice each term	
Develop with students a virtual tour of the native bushtucker, hydroponic and vegetable gardens.	Members of the student mentors will use a range of technological and research skills to develop the virtual tour and place on our website.	Term 4 2008. Regular updates to occur.	
Train group of year 4 & 5 students each year to act as effective monitors to support the group's environmental plans.	Students develop knowledge and skills to guide other students.	Term 1 each year.	
Involve students K-6 in activities to promote plant propagation to support school council and local community group initiatives.	Plants are propagated and planted in local areas.	Term 1 (Propagation) Term 4 (Planting)	M Jones

Action Plan – Management of Resources

Action	Outcome	When	Who
<p>Implement practices to reduce electricity use. i.e.</p> <ul style="list-style-type: none"> * Turn off lights when not in room. Each class to have light monitor. * Use air conditioning on low setting whenever possible. Turn off if leaving room for extended period. * Turn all appliances off at end of day i.e. fans, lights etc. - Cleaners can turn back on if needed. * Review use of security lighting with a view to reduction in non key areas. * Investigate the long term use of an alternative energy. Eg Solar Power * Schools electrical appliances have 5 star ratings. 	<p>There will be a steady reduction in the use of electricity with monthly monitoring occurring.</p>	<p>Ongoing</p> <p>2009</p>	<p>All staff and students. to monitor.</p>
<ul style="list-style-type: none"> * Improve systems for each class to recycle paper and cardboard. Monitors and collection procedures to be refined. * Staff to endeavour to reduce level of photocopying and encouraged to use alternatives to printed sheets. Front and back copying to be used whenever appropriate. * Each class to use waste cardboard and paper for other purposes. Eg Art/Craft. 	<p>There will be a steady reduction in the use of paper and regular recycling of paper and cardboard will occur</p>	<p>Annually</p> <p>Ongoing</p>	<p>School environmental team</p> <p>General assistant to monitor paper use.</p>
<ul style="list-style-type: none"> * Grounds watering takes place early in the morning for limited period. * Toilet systems, bubblers and taps upgraded to be water efficient, and then checked regularly for leaks and repaired where required. * Ensure rubbish is cleared from drains and avoid paints. * Install drip systems to water gardens * Mulch garden beds to retain moisture in soil 	<p>There will be a steady reduction in the use of water with quarterly monitoring occurring</p>	<p>Ongoing</p>	<p>.</p>

Action Plan – Management of Grounds

Action	Outcome	When	Who
Grounds improvement committee to plan future development of site. Consider sustainability, beautification, OH & S issues and involve staff, parent and community members.	Grounds safe and attractive.	Ongoing	•Staff •Parent & community
Encourage the operation of a volunteers gardening group. Emphasise use of native trees around the school Each class takes responsibility for maintenance of a particular garden	Grounds safe and attractive.	Term 4 2008 2009	•Staff •Parents •General Assistant
Establish a litter management plan that would include: Maintenance of white bucket system for worm farms Introduction of positive system of rubbish collection Involve SRC representatives in litter watch program and run programs to encourage correct disposal of litter Use media and newsletter to focus on student achievement in litter and environmental areas Investigate with cleaners most effective bin type and placement Canteen to look at minimal wrappers and packaging	Student awareness of litter issues within our school greatly increased and amount of litter reduced.	Term 1 annually	•School team. •SRC •Students
Phase out older playground equipment and replace as able. Investigate alternative soft fall options.	Safe play equipment provided.	In phases.	•Grounds committee •OH&S committee
Further develop use of our greenhouse for tree propagation vegetable growing. Expand vegetable garden.	Trees available for planting and vegetables used in canteen.	Ongoing.	•Students •Parents •Staff

Evaluation

This may take the following formats:

- Awareness and knowledge of levels of issues involved.
- Observation of student participation and outcomes of teaching/learning.
- Surveys
- Visible development of school grounds and survey of parents
- Monitoring of changing attitudes of students.

Data collection in resource use

1. Electricity use
2. Paper use
3. Water use
4. School litter surveys
5. Level of recycling.