

Broulee Public School School Environmental Management Plan 2012



Situation: Broulee Public School is located on the South Coast of NSW. It was established in 1995 on its present site. It is located in semi-bushland with local fauna and flora active within school grounds. The school has previously being recognised for environmental practices and is currently reemerging as an environmentally conscious community with a recent award for “frog pond” establishment.

Statement of intent: The school community will promote the principles of ecologically sustainable development, and the school environment will be managed according to these principles.

Issues These are the environmental problems identified from discussions and reflections on current school practices.

Curriculum:

There is no current scope and sequence links between environmental education, ESC environmental activities and key learning areas, resulting in the disempowerment of students to put knowledge into action.

Management of Resources:

- Electricity and water audits not informing school plan/actions
- Waste - too much litter, particularly plastics in school, lack of recycling facilities and practice
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Management of school grounds

No overall specific plan for school grounds reflecting biodiversity and productive use (animal corridors, linkages between current practices)

Action Plans

The following problems will be addressed in this year’s plan:

Curriculum:

Lack of connection between classroom learning and school environmental practices.

Management of Resources:

Lack of recycling facilities and practices.
Monitoring of water and electricity consumption - development of informed practices

Management of school grounds

No specific whole school ground garden plan.

Action plans have been completed, and will be implemented, for each focus area.

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<p>Minimum standards</p>	<p>Minimum standards for:</p> <p>Curriculum: School scope and sequence designating year level responsibilities and environmental education content.</p> <p>Resources: Accurate recording and analysis of school consumption of electricity and water linked to school plan. Reduction in school litter by 50% and increase in school recycling.</p> <p>School grounds Development of school map designating gardens - including Community Garden, School Canteen Garden, Wildlife Corridor/Habitat Gardens, Sensory Garden and sustainable practices (composting, worm farming, chickens).</p>
<p>Monitoring and evaluation</p>	<p>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.</p>
<p>Reporting</p>	<p>The school will report on the progress of the environmental management plan in its annual report.</p>
<p>Future Directions</p>	<p>The school will continue to monitor its progress. Other environmental problems identified will be addressed in next year’s SEMP.</p>

<p>Issue: There is no current scope and sequence links between environmental education and key learning areas, resulting in the empowerment of students to put knowledge into action.</p> <p>Goal: School scope and sequence designating year level responsibilities and environmental education content.</p> <p>Strategy: Analysis of current teaching units for environmental aspect and incorporation of ESC education activities.</p>						<p>Curriculum Integration:</p>	
Performance indicators	Action to be taken	Action checklist (tick)	Who is responsible?	When will it be completed	Cost	Relevant KLA	Teaching and learning strategies to be undertaken
<p>Greater understanding of current environmental education opportunities and linkage to class units of study.</p>	<p>Formation of Environmental Curriculum Management Team (ECMT) with a coordinator</p>		<p>School Environmental Management Committee</p>	<p>Term 1</p>		<p>Mathematics</p>	<p>Development of calendar to show ESC environmental excursions that school participates in.</p>
	<p>Advice from Eurobodalla Shire Council on Environmental Education opportunities, including Botanical Gardens, Marine Park Excursions</p>		<p>Environmental Curriculum Management Team (ECMT), ESC</p>	<p>Term1</p>		<p>Technology/ English</p>	<p>Development of blog to highlight excursion through photographer, written accounts and learning.</p>
	<p>Display the school's ESC opportunities for each year level on blog with information and photos from previous experiences</p>		<p>Identified class</p>	<p>Term 2</p>		<p>English</p>	<p>Examine the school's current school/year level environmental responsibilities.</p>
	<p>Audit of school year level environmental practices/ responsibilities</p>		<p>Environmental Curriculum Management Team (ECMT), students</p>	<p>Term 2</p>		<p>Mathematics</p>	<p>Development of table to show year level/ ESC excursions (involvement)/ curriculum units/ Environmental Education objectives</p>
	<p>Year level planner development identifying ESC activities, curriculum units (HSIE and Science and Technology), special programs with linkages to Environmental Education Objectives</p>		<p>Environmental Curriculum Management Team (ECMT)</p>	<p>Term 2</p>	<p>Release Days for teachers to develop and present Scope and Sequence to staff.</p>	<p>English</p>	<p>List strategies to make the school more Environmentally educational (specifically implementation of student learning into practice)</p>
<p>School Scope and Sequence developed</p>	<p>Scope and sequence, learning opportunity grid presented to staff and displayed in HSIE/ Environmental resource room</p>		<p>Environmental Curriculum Management Team (ECMT)</p>	<p>Term 2</p>			

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Reporting to parents.	Environmental Education to reported on to parents through Parent/ Teacher interviews, Semester reporting in appropriate KLA area and school blogs.		Class groups	Term 1,2, 3 & 4		Technology	School/class blogs have regular reports regarding environmental activities undertaken by classes/school and learning acquired, as well as future projects.

Issue: Electricity and water audits not informing school plan/actions Goal: Accurate recording and analysis of school consumption of electricity and water linked to school plan Strategy: Monitoring of water and electricity consumption - development of informed practices						Curriculum Integration:	
Performance indicators	Action to be taken	Action checklist (tick)	Who is responsible?	When will it be completed	Cost	Relevant KLA	Teaching and learning strategies to be undertaken
Greater understanding of energy and water efficiency	Formation of Electricity and Water management team (EWMT) with a coordinator		School environmental management committee	Term 1		Mathematics	Graph and display the results of the electricity and water audit in a prominent area of the school. Record and graph electricity and water readings after new strategies have been implemented.
	Advice from Eurobodalla Shire Council on how to reduce ecological footprint (Belinda Wagner, Tom Dexter)		Electricity and Water Management Team, ESC	Term1			
	• Display the schools's electricity and water consumption for the last 2 years in a prominent area of the school and the school's environment blog.		Identified class	Term 2		Science and Technology	Examine and list the energy-saving, water-saving devices/ practices currently used in the school. Also those that could be implemented.
	• Apoint students (class) as electricity and water monitors		EWMT, students	Term 2		HSIE	Examine the school's bills for the past 10 quarters
	Electricity and water reduction strategies promoted to whole school staff			Term 2		Science and Technology	Design an energy efficient classroom Design an energy efficient playground/ garden.
Less electricity and water consumed.	Implement electricity and water reduction strategies • check the school's purchasing policy to ensure all electrical items purchased are energy-efficient • research current best practice and liaise with ESC to implement strategies		Identified class	Term 2		PD/H/PE	Examine the impact of increased greenhouse gas emissions on human health
						English	List strategies to make the school more energy-efficient, water-efficient.
						Creative Arts	Design eye-catching posters and stickers promoting electricity and water reduction strategies.
	Complete another audit and compare results with original audit		Identified class	Term 4			

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	<p>P & C sells energy efficient appliances to parents as a fundraising activity</p>		<p>P&C, EWMT</p>	<p>Term 4</p>		

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Performance indicators	Action to be taken	Action checklist (tick)	Who is responsible?	When will it be completed	Cost	Relevant KLA	Teaching and learning strategies to be undertaken
Increased understanding of waste management	Formation of litter management team (LMT) with a coordinator		School environmental management committee	Term 1		HSIE	Record the litter hot spots on a school map
	Advice from Eurobodalla Shire Council on how to reduce ecological footprint (Belinda Wagner)		Litter Management Team, ESC	Term1		Science and Technology	Examine and list items that can be recycled Examine the different rates of decomposition of a variety of packaging
More litter is recycled	Place bins in litter hot spots. Bins for • plastic and glass • paper • compost • all other waste		Identified class	Term 2	Bins for recycling	HSIE	Find information about different recycling systems
More whole-school involvement	Design and erect signs encouraging everyone to recycle.		LMT, students	Term 2		Creative Arts	Design a reward scheme for students who recycle
	Design and implement a reward scheme for people who recycle			Term 2			Draw a flow chart showing the flow of litter through the new recycling system. Identify who is responsible for collecting, monitoring, etc. Design eye-catching signs, encouraging students to recycle litter

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Less litter in the school	Complete an audit of litter in the school		Identified class			Mathematics	<p>Display the data collected from products and materials and waste audits in a prominent area in the school.</p> <p>Record and graph the amount of litter in the high litter areas after the new strategies have been implemented. Display the results against the previous results.</p>
	All school, staff and students complete a questionnaire		Identified class	Term 4		English	<p>Design a questionnaire for the LMT to determine effectiveness of the recycling system and have staff and students complete.</p> <p>Write a report on the information gathered from the questionnaire</p>

<p>Issue: No overall specific plan for school grounds reflecting biodiversity and productive use of current practices(animal corridors, linkages between current practices)</p> <p>Goal: School Grounds plan/map indicating 5 year implementation. All produce reused within school environment or sold to finance enviro programs</p> <p>Strategy: Development of school map designating gardens - including Community Garden, Kitchen Garden, Wildlife Corridor/Habitat Gardens, Sensory Garden, School Orchard, Frog Pond and sustainable practices (composting, worm farming, chickens).</p>						<p>Curriculum Integration:</p>	
Performance indicators	Action to be taken	Action checklist (tick)	Who is responsible?	When will it be completed	Cost	Relevant KLA	Teaching and learning strategies to be undertaken
Community participation and cooperation	Formation of School Grounds management team (SGMT) with a coordinator		School Environmental Management Committee	Term 1		Mathematics	Complete biodiversity audit after the implementation of the plan. Complete the audit with the original audit
Greater student and community involvement	Advice from Eurobodalla Shire Council on school grounds plan		School Grounds Management Team, ESC (Tom Dexter, Courtney Fink, Peter Gow)	Term1		Science and Technology	Explore an ecosystem (eg. local bushland). Participate in fieldwork activities to identify flora and fauna, soil type, PH a, aspect and type of plant community.
	Conduct audits, mapping of current school grounds - identifying animal corridors, currently used spaces for sustainable gardening practices.		Identified class	Term 1			Compile the information report.
Increased habitat and ecologically sustainable gardening practices	Identify sites for planting and development of sustainable ecological practices, record them on a school map. Including Community Garden, Sensory Garden, Habitat Garden, Wildlife Corridor, Kitchen Garden, Orchard, Chickens, Composting and Worm Farm.		Staff, students, ESC - Tom Dexter, Courtney Fink, Peter Gow	Term 1		Creative Arts	List ways the ecosystem can be recreated in the school grounds.
	Identify plants that attract animals and plants required for sustainable gardening practices.		SGMT, local experts (ESC)	Term 2		HSIE	Record images of the local bushland as an artwork.
	Draw a design in consultation with ESC		SGMT, local experts (ESC - Tom Dexter)	Term 2		Mathematics	Search the internet and magazines; contact local experts and Landcare Groups for ideas on how to create School Grounds. Including self watering - use of water tanks
	Formulate maintenance plan. Classes/ stakeholder commitment		SGMT, P&C, Community Representatives	Term 4			Examine school plans to manage grounds. Determine the most appropriate plan for the school and share.

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<p>More plants and animals in the school grounds</p> <p>Improvement in the school's appearance</p>	Plant and landscape selected sites		All stakeholders	Term 2	Plants Mulch	Mathematics	Assist the SGMT by calculating the cost of implementing the school grounds management plan.	
	Count the number of plants and animals in the school grounds. Compare with the biodiversity audit.		Students, Identified Class	Term 4		English	Write up the maintenance plan for the areas to be planted, structures erected in collaboration with SGMT. Include the names of people responsible for each task.	
	Monitor and record transition between sustainable gardening, Chook poo/worm juice/ compost to orchard, kitchen garden and native gardens, produce from gardens to canteen/ classrooms, waste to compost/worm farm/chook food. As well as sale of excess to supplement chook food, straw for compost.		Identified class	Ongoing			Mathematics	Design a questionnaire for the SGMT to canvass opinions about the new plantings. Write a report on the results. Collection of data to assess sustainability and ability to create 0 cost practices.
	Design and complete a questionnaire to canvass opinions about the changes.		Identified class	Term 4				