

**\*SCHOOL ENVIRONMENT MANAGEMENT PLAN (SEMP) - PRIMARY CAMPUS - 2020**

*\*includes environmental, social/ cultural and economic dimensions*

<p><b>Vision</b> What will our school/site *environment be like in 3-5 years? How will we be living more sustainably?</p>	<p>Our vision is to develop a culture within our school community that recognises the shared responsibility to reduce our environmental footprint and promote the educational value of sustainability. We intend to create a balanced and equitable approach to the development of ecological programs within our curriculum that will enable our students to become informed, responsible, resourceful and respectful global citizens.</p>
<p><b>Values</b> Which of our current site values connect with education for sustainability and our vision (e.g. care, respect, and equity)?</p>	<p><b>Priority Set 1:</b> <i>Enhance individual experience of a contemporary Catholic, Lasallian community through faith and service Initiatives</i></p> <p><b>Priority Set 2:</b> <i>Ensure a quality, authentic and well- articulated model of Lasallian teaching and learning for the future</i></p> <p><b>Priority Set 3:</b> <i>Foster an inclusive and respectful environment that supports staff and students to flourish</i></p> <p><b>Priority Set 4:</b> <i>Provide personalised learning experiences that empower individuals to better choose pathways for life</i></p> <p><b>Priority Set 5:</b> <i>Promote opportunities for community members to be positively engaged in ways that enable personal and collective growth</i></p> <p><b>Primary Values implemented in 2020:</b> <i>Collaborative Expressive Innovator Inquisitive Organised Reflective Resilient Respectful Socially Aware Spiritual</i></p>
<p><b>Rationale</b> Why we want to become more sustainable.</p>	<p>In order for our students, staff and wider community to:</p> <ul style="list-style-type: none"> <li>• become critical consumers</li> <li>• make informed decisions for the benefit of current and future generations</li> <li>• reduce their ecological footprint</li> <li>• make sustainable lifestyle choices</li> <li>• empower students to make change</li> <li>• follow the example set by the staff</li> </ul>
<p><b>Context</b> What is unique to our site that we need to consider in planning for improvement?</p>	<ul style="list-style-type: none"> <li>• Currently 'all boys' Reception to Year 6 – Introduction of 'girls' to Reception classes 2021</li> <li>• School situated in a semi industrial area of the western suburbs</li> <li>• Several our students are involved in our Student Services Program, one of which requires involvement in the school garden</li> <li>• Our enrolments are drawn from many suburbs in Western Adelaide from West Beach and North Haven, therefore many students are unable to walk or ride school</li> </ul>

<p><b>Links with other site plans and policies</b> e.g. Site Learning Plan</p>	<p><b>Strategic Directions 2019 and Beyond</b> <b>Australian Curriculum Development and Planning</b> <b>Religious Education Curriculum</b> <b>Laudato Si</b>      <b>Care for our common home - UP</b>                          <b>Care for our common home - EP</b> <b>Integrated Learning Technology Program</b> <b>S-Core – Sustainability audit and action plan 2014</b></p>			<p><b>Building Masterplan:</b> <i>All existing lighting will be replaced by LED lighting throughout the Campus with the exception of the areas being redeveloped (approx. 251 fittings will be installed) 181 solar panels will be installed on Founder's Hall roof (56 kilowatt system) Vertia (the company engaged to coordinate the project) have assured an investment of \$703,000 will return an estimated saving of \$129,000 per annum (410 megawatt equating to 44% in annual electricity usage. Emissions reduction per annum 201t and CO2) Following the completion of the project the company will work with key stakeholders to provide pre and post data for analysis.</i></p>		
<p><b>Leadership team (working group)</b> The leadership team is ideally representative of the broader site community (students, staff, parents, community members) and reports to governance bodies.</p>	<p>SEMP Committee</p>			<p>Primary Leadership Team Youth Environment Leaders</p>		
<p><b>Community groups involved in site initiatives</b> e.g. NRM Ed, OPAL</p>	<p>Parent Rep Committee <u>NRM Education-</u> Cally Malone <a href="mailto:Cally@kesab.asn.au">Cally@kesab.asn.au</a> Amy Blaylock <a href="mailto:amy_b@kesab.asn.au">amy_b@kesab.asn.au</a> Steve Walker <a href="mailto:SWalker@kesab.asn.au">SWalker@kesab.asn.au</a> Elisia Banks <a href="mailto:elisia@kesab.asn.au">elisia@kesab.asn.au</a> City of Charles Sturt Council <u>KESAB</u> Jo Hendrikx <a href="mailto:JHendrikx@kesab.asn.au">JHendrikx@kesab.asn.au</a> Stephanie Alexander Kitchen Garden Program</p>	<p><b>Business contributions</b> Mercurio Bros Adami's Sand and Metal Providence Plants Simon Hutchinson - <a href="https://climbingtree.com.au/">https://climbingtree.com.au/</a> Bunnings Woolworths (Landcare grant) Suho – Sustainable Building (Year 6) LOWA - Energy</p>	<p><b>Estimated volunteer hours</b> Robyn Palmer holiday maintenance Parent Volunteers; - Garden 1hr a week - Kitchen 4hrs a week <b>Paid Hours</b> Robyn Palmer Sustainability Support Officer as of Jan 2017 (8 hours per week/12 hours as of 2018)</p>			
<p><b>Core Indicators</b></p>	<p>We have used the Core Indicators to support planning for Education for Sustainability. <b>Yes</b> in 2017 will review 2021</p>					
<p><b>Surveys</b> Indicate when you have undertaken initial and comparative surveys/audits. Results can be linked to SEMP.</p>	<p><b>Survey 1</b></p>	<p>Yes ✓</p>	<p>Date undertaken</p>	<p><b>Survey 2</b></p>	<p>Yes ✓</p>	<p>Date undertaken</p>
	<p>Energy</p>	<p>Yes</p>		<p>Energy</p>		
	<p>Waste</p>	<p>Yes</p>	<p>2014</p>	<p>Waste</p>		
	<p>Water</p>			<p>Water</p>		
	<p>Biodiversity</p>			<p>Biodiversity</p>		
	<p>Air Quality</p>			<p>Air Quality</p>		
	<p>Transport</p>			<p>Transport</p>		
	<p>Attitudes</p>	<p>Yes</p>	<p>2016</p>	<p>SITE Tool – Flinders University Research Project</p>	<p>Yes</p>	<p>February 2019</p>
<p><b>Action plans</b></p>	<p>Biodiversity: Nature Play/Outdoor Learning Energy: Carbon Neutral/Greening the school</p>			<p>Social/Cultural Economic</p>		

**SEMP key**

(Yellow Background)	Introductory section (to be updated approximately yearly)
(Orange Background)	Theme section (to be updated approximately termly)
(Green Background)	Achievements (to be updated when achievements are met)
(Purple Background)	Core Indicators (to be updated approximately termly)
(Blue Background)	Action Plans (to be updated quarterly/at every meeting)
Red Text	Text to check or change
Green Text	Completed items

Energy (associated action page)	Water	Waste	Social/Cultural (associated action page)
<p><b>Connections to Curriculum</b></p> <p>Students in the following year levels investigate different forms of energy, how they are produced, used and ways to reduce and conserve consumption:</p> <ul style="list-style-type: none"> <li>• <i>Reception:</i> On the Move (Term 1), exploring energy through Little Scientists programmes (Water &amp; Air) (Term 2 and 3)</li> <li>• <i>Year 2:</i> Push Pull, May the Force Be With You (links to Visual Arts Program Kinetic Art) and When We Were Young (Term 4)</li> <li>• <i>Year 3:</i> Heating Up Ways heat is produced, types of heat produced (Term 2). Bridging the Gap STEAM Unit (Term 3).</li> <li>• <i>Year 4:</i> Sustaining Life and Smooth Moves (Term 2/3)</li> </ul>	<p><b>Connections to Curriculum</b></p> <p>Some Year levels study Investigation and Science Units that have 'Water' as the major focus:</p> <ul style="list-style-type: none"> <li>• <i>Reception:</i> Living things have basic needs including food and water (Staying Alive Unit &amp; Animal Habitats), Reception garden box responsibilities (Term 2)</li> <li>• <i>Year 2:</i> Earth's resources including water are used in a variety of ways (Waterworks Unit) Investigating water usage/wastage and ways to conserve water (Term 2)</li> <li>• <i>Year 3:</i> Lost Forever UOI sea/ water bodies as habitats (Term 4)</li> <li>• <i>Year 4:</i> Erosion and our Landscape/Beneath our feet – effects of water on the landscape (Term 4)</li> </ul>	<p><b>Connections to Curriculum</b></p> <p>Students in most year levels investigate different forms of waste, how it can be reduced, reused and recycled to ultimately reduce waste to landfill:</p> <ul style="list-style-type: none"> <li>• <i>Reception:</i> Go Green Waste Challenge, Worm Farm, Nude Food promotion &amp; implementation, education on responsible disposal (All Year)</li> <li>• <i>Year 1:</i> Healthy Habits 'waste human' – Digestive System, 'Funk Junk' (PC Look! Listen!), Space Craft STEM Term ???)</li> <li>• <i>Year 2:</i> Using the correct bins and recycling stations (itty bitty bin) counting the nude food - (All Year)</li> <li>• <i>Year 2:</i> R.E Caring for God's creation, Vis Arts Program clay</li> </ul>	<p><b>Connections to Curriculum</b></p> <p>Big Brother Little Brother program throughout the school:</p> <ul style="list-style-type: none"> <li>• <i>Year 1:</i> Visual Arts Program Torres Strait Islander sea art, Milky Way formation (Term ???)</li> <li>• <i>Year 1:</i> Dreamtime stories of waste, Indigenous relationship with natural materials and the uses for nature 'only take what you need' (Term 3)</li> <li>• <i>Years 4 &amp; 6:</i> World Religions studied as part of our Religious Education curriculum (Year 6- Term 2)</li> <li>• <i>Year 4 &amp; Reception Buddies:</i> Planting in the garden – from <i>Year 4</i> Plants in Action/Life in Chains unit. (Term 4)</li> </ul>



<ul style="list-style-type: none"> <li>• Year 5: Careful We Live here (Term 1)</li> <li>• Year 6: Eco House Project (Sustainable Energy Unit) (Term 3)</li> <li>• Year 6: Fossil Fuels/Alternative Energy/Renewable Energy/ Energy audit (<i>Essential Energy Unit</i>) (Term 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Year 5: Fresh water is an essential valuable, yet vulnerable resource that needs to be carefully managed Catchment Tours (Term 1)</li> <li>• Year 5: Properties of water in What's the Matter Science unit (Term 1)</li> <li>• Year 5: Water Testing – Wetlands (Term 1)</li> <li>• Year 6: Maths Investigation (Wetlands) (Term 3 – Volume)</li> </ul>	<p>Terrace Houses as opposed to plastic When We were Young Unit (Term 3)</p> <ul style="list-style-type: none"> <li>• Year 3: Mini MasterChef, sustainability around growing our own produce and not over harvesting and wasting. Appropriate food scrap collection for chickens and left over to the organics bin. Promoters of Nude Food Movement (All Year)</li> <li>• Year 4: Sustaining Life, Material World. Reduce, Reuse and Recycle. Nude food promotion. Year 4 organic waste monitors/program, Plastic Free July Posters Visual Arts Program (Term 2)</li> <li>• Year 5: Careful We Live Here, Actively Involved in Clean Up Australia Day – school grounds and local water way (Term 1)</li> </ul> <p><i>Class and Specialist Teachers:</i> promote activities that use recycled materials: Funk Junk, Musical Instruments, Eco Houses</p> <p>Whole school actively involved in Waste Management Program and Nude Food Movement</p> <p>Actively promote and encourage all classrooms yard and oval to be litter free</p> <p><i>Music:</i> Plastic Free July – R-6 focus on creating songs to raise awareness. With a focus on artists such as Jack Johnson and the environmental work he does.</p>	<ul style="list-style-type: none"> <li>• Year 5:</li> <li>• History focus on Pemulwuy and Indigenous resistance to colonial settlement. History focus on impact of people on places and, places on people. (Term 2)</li> <li>• Year 6: Social Justice – Laudato Si – sustainability unit (Term 3)</li> </ul> <p>Carnevale/Italian Day and Ristorante Italiano promoting authentic unprocessed Italian Cooking in <i>all year levels</i></p> <ul style="list-style-type: none"> <li>▪ Mission Action Day / De La Salle Day / Harmony Day</li> <li>▪ SAKGP: Multicultural Cooking Program –</li> <li>▪ Year 3 cooking with Year 9 buddies at the LEC building. (Term – TBA)</li> <li>▪ Nude Food Education</li> <li>▪ Regular Market Stalls centred around whole school events</li> <li>▪ Year 2: Rainforest Discoveries, informed choices and how it impacts rainforest conservation eg palm oil products (Term 2)</li> <li>▪ Music – Year 6s: create raps/songs to promote an area of the Primary Campus e.g. Recycling, Wetlands, Garden, Chickens</li> </ul>
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			<p>Recycling Education YEL Program Nature Play Program Chicken Coop Management Waste Warriors School Greening Project Martin Pascoe- Sustainability Videos 5/6 Indigenous Perspectives</p>
<p><b>Infrastructure changes</b></p> <ul style="list-style-type: none"> <li>• Garden Overhaul – development of new beds including vertical gardens</li> <li>• Update irrigation system for garden</li> <li>• Overhaul Chicken coop so that it is more structurally sound and resistant of pests.</li> <li>• Solar Panels on Founders Hall</li> <li>• LED Lighting in all existing classrooms on both campuses and included in the design of future buildings</li> <li>• Stage 1 - Building Works completed September 2020</li> </ul>	<p><b>Infrastructure changes</b></p> <ul style="list-style-type: none"> <li>▪ Rainwater Tanks</li> <li>▪ Water saving mural</li> </ul>	<p><b>Infrastructure changes</b></p> <ul style="list-style-type: none"> <li>• Replace recycle stations outside classrooms</li> <li>• Improve signage in yard recycle bins</li> <li>• New outside bins designed to suit aesthetics of new building to be purchased and installed 2021</li> </ul>	<p><b>Infrastructure changes</b></p> <ul style="list-style-type: none"> <li>• Indigenous Garden</li> <li>• Sacred Garden</li> <li>• Chicken coop to be redesigned</li> </ul>
<p><b>Behaviours/norms/culture</b></p>	<p><b>Behaviours/norms/culture</b></p>	<p><b>Behaviours/norms/culture</b></p>	<p><b>Behaviours/norms/culture</b></p>
<p><b>Priority actions</b></p> <ul style="list-style-type: none"> <li>- Energy Audit in conjunction with Iowa Lighting</li> <li>- Highlight and encourage 'Earth Hour' Participation</li> <li>- Create energy metrics to determine</li> </ul>	<p><b>Priority actions</b></p> <ul style="list-style-type: none"> <li>- Audit of how water is used/saved at our school</li> <li>- Install rainwater tanks and low flow taps where possible</li> <li>- Explore more effective ways to</li> </ul>	<p><b>Priority actions</b></p> <ul style="list-style-type: none"> <li>- Improve use of comingled yellow bin</li> <li>- Reduce contamination in soft plastics and green bins</li> </ul>	<p><b>Priority actions</b></p> <ul style="list-style-type: none"> <li>- Plan further fundraising from garden sales</li> <li>- Assist at least one charity this year as per Cambodian Cocoon and</li> </ul>



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<p>current usage, and show improvements after energy saving techniques have been implemented</p> <ul style="list-style-type: none"><li>- Calculate amount of greenhouse gas emitted by school, using carbon calculator</li></ul>	<p>recycle and reuse our water</p> <ul style="list-style-type: none"><li>- Mural above taps as a reminder to not waste water and to turn taps off properly</li><li>- Creation of water metrics to assess current usage and show improvements</li><li>- Quotes for rainwater tanks to be installed near garden</li></ul>		<p>Brother Al's garden</p> <ul style="list-style-type: none"><li>- Ensure planning vision for future gardens is adhered to in the development of the nature play</li></ul>
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<b>Biodiversity</b> <b>(associated action page)</b>	<b>Kitchen Garden Program</b>	<b>Transport</b>	<b>Economic</b> <b>(associated action page)</b>
<p><b>Connections to Curriculum</b></p> <p>Investigation and Science units that focus on this theme are:</p> <ul style="list-style-type: none"> <li>• <i>Reception:</i> Animal Habitats and Staying Alive (Term 2)</li> <li>• <i>Year 1:</i> Schoolyard Safari and Creepy Crawlies Visual Arts Program A-Z Biodiversity illustrations. Butterfly Garden (Term 4)</li> <li>• <i>Year 2:</i> Rainforest Discoveries and Watch It Grow! (Term 2)</li> <li>• <i>Year 3:</i> Lost Forever? and Feathers Fur or Leaves? Visual Arts Program Frozen Planet Paintings (Term 4)</li> <li>• <i>Year 4:</i> Life in Chains (Term 1), Sustaining Life (Term 2), Go Green Biodiversity Challenge (Term 2)</li> <li>• <i>Year 5:</i> Desert Survivors (Term 2 – Normally Term 4)</li> <li>• <i>Year 6:</i> Marvellous Microorganisms (Term 1)</li> <li>• <i>Music:</i> ‘Listening Walk’ taking notice and being aware of the ‘man-made’ sounds vs nature and the balance between the two</li> <li>• Italian Progra- Guided Reading Pack</li> </ul>	<p><b>Connections to Curriculum</b></p> <p>Investigation and Science units that focus on this theme are:</p> <ul style="list-style-type: none"> <li>• <i>Reception:</i> Helpers in our community (Term 4), Staying Alive.</li> <li>• <i>Year 1:</i> Healthy Habits (Term 2),</li> <li>• <i>Year 2:</i> Watch It Grow (Term 2)</li> <li>• <i>Year 3:</i> Mini MasterChef (SAKG Program) Visual Arts Program Retro Food Posters (All Year)</li> <li>• <i>Year 4:</i> Plants in Action (Term 1), Beneath Our Feet, Erosion and our Landscape (Term 4)</li> <li>• <i>Year 5:</i> Discerning consumers (how food is advertised) (Term 4 - Normally Term 2)</li> <li>• <i>Year 5:</i> Healthy eating and choices through Health program (PE/Health Aaron)???</li> <li>• <i>Year 6:</i> Marvellous Microorganisms; Restaurant Business Venture (Term 1)</li> <li>• <i>Italian Program:</i> Ristorante Italiano / Farming in the South of Italy compared to the Industrial North/ Mediterranean Diet</li> </ul>	<p><b>Connections to Curriculum</b></p> <ul style="list-style-type: none"> <li>• <i>Reception:</i> Different vehicles for direct purposes (All Year)</li> <li>• <i>Reception / Year 1:</i> Road Safety School &amp; RAA visit (Safe travels to and from school and responsible road users) Term - (Bi-annual)</li> <li>• <i>Year 2:</i> When We Were Young (Term 3)</li> <li>• <i>Year 3:</i> My place history unit (Term 2)</li> <li>• <i>Year 4</i> <i>First Contacts</i> unit (Term 2)</li> <li>• <i>Year 5:</i> Careful! We live here. (Term 1)</li> <li>• <i>Year 6:</i> Sustainability unit, ecological footprint (Term 3)</li> </ul>	<p><b>Connections to Curriculum</b></p> <ul style="list-style-type: none"> <li>• <i>Reception:</i> Wasting food, bulk purchasing (eg yoghurt) (All Year)</li> <li>• <i>Year 1:</i> Many resources are recycled in the classroom for students to use in construction and building tasks. Collection of glue stick, milk and yoghurt lids and Bread tags as Mathematic resources, and for future use as an art project (Nick suggested probably more for Sustainability)</li> <li>• <i>Year 2:</i> ‘When We Were Young’ unit looks at evolution of our food system and processed foods (Term 3)</li> <li>• <i>Year 3:</i> De La Sauce production using minimal processed foods cooking program (Term 1)</li> <li>• <i>Year 3 / 6:</i> Small business venture (Term – TBA)</li> <li>• <i>Year 4:</i> ‘Material World’ unit looks at the use and sizes of natural and processed materials in packaging; Organic waste monitors producing compost; Networking with NRM and Allenby Gardens for future YELS. (Term 2)</li> </ul>



<p>on Lifecycles( M&amp;M)</p>	<p>Year 5s are Garden monitors (8)</p> <p><b>NB:</b> Buddy system encourages all classes to be involved in the garden. Each year level is rostered in the garden with their year level buddies each term:</p> <p>Term 1: Year 6          Term 2: Year 1 &amp; Year 3          Term 3: Year 2 &amp; Year 5          Term 4: Reception &amp; Year 4</p>		<ul style="list-style-type: none"> <li>• <i>Year 5 Unit:</i> ‘Discerning Consumers’ looks at food advertising and labelling + Personal Household budget in maths; History – Gold fever (Term 2 Now – Term 4 Normally)</li> <li>• <i>Year 6:</i> Embodied Energy of building materials (<i>Eco House design</i>) (Term 3)              Selling produce at the school market to the school community. Money generated goes back into production and maintenance              Recycling of bottles and cans supports our Lasallian Foundation</li> </ul> <p>Both Resource Centres, Primary &amp; Secondary, regularly remove outdated and underutilised resources from the catalogue in consultation with relevant staff and redistribute to South Pacific School Aid</p>
<p><b>Infrastructure changes</b></p> <ul style="list-style-type: none"> <li>• Extension of butterfly garden</li> <li>• <b>Garden overhaul – larger plots and vertical gardens to help create extra produce.</b></li> <li>• Nature play to provide new habitats for native flora and fauna</li> <li>• Planting bird attracting native flowers along Hubbard Street</li> </ul>	<p><b>Infrastructure changes</b></p> <ul style="list-style-type: none"> <li>▪ <b>New Science and Sustainability Centre (including kitchen and shared table areas) part of Stage 2 Master Plan</b></li> </ul>	<p><b>Infrastructure changes</b></p> <ul style="list-style-type: none"> <li>• <b>New carpark should provide improved area for more bike racks</b></li> </ul>	<p><b>Infrastructure changes</b></p> <ul style="list-style-type: none"> <li>▪ <b>New kitchen will accommodate projects and programs related to “economics”</b></li> </ul>
<p><b>Behaviours/norms/culture</b></p>	<p><b>Behaviours/norms/culture</b></p>	<p><b>Behaviours/norms/culture</b></p>	<p><b>Behaviours/norms/culture</b></p>





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<u>Priority actions</u>	<u>Priority actions</u>	<u>Priority actions</u>	<u>Priority actions</u>
<ul style="list-style-type: none"><li>- Continue to green the school</li><li>- Install bird boxes once tree situation resolved</li></ul>	<ul style="list-style-type: none"><li>- Integrate garden within new nature play areas</li></ul>	<ul style="list-style-type: none"><li>- Encourage more car-pooling amongst families and staff</li><li>- Public transport incentives</li><li>- Drop Off/ Pick up zone has been revamped and safer procedure put in place</li><li>- Increase number of students catching the bus</li><li>- Promote bike riding and bicycle maintenance</li></ul>	<ul style="list-style-type: none"><li>- Integrate all sustainability programs with economics and business curriculum</li></ul>

## Annual Goals and Achievements – (WHOLE SEMP GROUP)

### Targets Achieved 2020 (in the Year of COVID-19)

#### **Biodiversity: Nature Play/Outdoor learning:**

Upgrade and extension of garden area

New nature play areas installed alongside early primary classrooms and innovation centre (Stage 1 Build East Avenue)

Improvement in outdoor learning opportunities throughout the year

Regular Teacher and student education/information on the risk benefits of nature play

Collect feedback from a cross section of the school community and collate as a PMI for future action

#### **Energy: Carbon Neutral/Greening the school:**

Hour of Power initiative by the YELs to reduce power consumption

#### **Social/Cultural:**

Cultural shift with recycling – soft plastic collective responsibility with students accountable for soft plastic and organic classroom waste. Every class now has their own custom made recycle stations which has helped with reducing cross-contamination.

Target postponed until 2021. Raise awareness of Indigenous culture, food and expression

#### **Economic:**

hUrban Garden marketing, design, construction and sale to contribute to new garden development

Develop small business ideas to fund a restaurant. Target postponed until 2021

## Targets Achieved 2019

### Biodiversity: Nature Play/Outdoor learning:

Regular Teacher and student education/information on the risk benefits of nature play

Collect feedback from a cross section of the school community and collate as a PMI for future action

### Energy: Carbon Neutral/Greening the school:

Solar panels and LED lighting installed. Target remains for 2020

### Social/Cultural:

Target postponed until 2021. Raise awareness of Indigenous culture, food and expression

### Economic:

Target postponed until 2021. Develop small business ideas to fund a restaurant. Year 6s marketed and designed De La Sauce label

## Whole school/site planning for Education for Sustainability

### EDUCATION for SUSTAINABILITY ASSESSMENT USING CORE INDICATOR REVIEW TOOL completed September 2017

Assessment undertaken in conjunction with Elisia Banks (NRM) and SEMP Committee

Estimated EfS Indicator stage	Starting	Challenging	Committing	Transforming
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Element	Sub-element	Focus Core Indicator(s) and strategies	Stage St/Ch/Co/Tr	Completed? Yes/No/Begun
Culture	Vision and Values	<b>Strategies:</b> SEMP vision/values, nude food leading by example, communication to parents via posters, newsletters, school stream, attitudinal survey, Go green challenge, parents displays and workshops, parents and old scholars assistance	Tr	Y
	Interconnectedness	<b>Strategies:</b> articles in newsletters and facebook, standing item on agenda, YEL program & ownership of projects, maintenance crew on board & lobbying at senior level <b>Focus:</b> Continue developing processes & procedures	Co	B

	<b>Whole school/site approach</b>	<b>Strategies:</b> SEMP, regular PD with whole school input, PD with NRM, Robyn feedback in general staff meetings, parents/families making changes at home as result of learning in school <b>Focus:</b> involve students more in decision making processes	Tr	Y
<b>Understanding</b>	<b>Learning and Change</b>	<b>Strategies:</b> continuous reflection & thought through waste challenge, Robyn & Louise meet weekly, SEMP committee, Jo head of admin brings a lot of innovation/ideas and communicates it to community, newsletters, messenger (16/9/17), SA living magazine, future directions SEMP & STEAM, to gain further enrolments, pushing senior campus, senior campus invited to garden tour, botanic gardens PD for staff, Louise presented SEMP to senior staff who are keen to start a SEMP themselves, outdoor classroom day, parent workshops, garden committee meetings with constant reflection	Co	Y
	<b>Learning for sustainability</b>	<b>Strategies:</b> presentation at assemblies, strategic plan – commitment will be even more prominent in next years, go green challenge taking sustainability to families, every year level has element of sustainability in at least 2 units (generally across all units), Robyn running teacher workshops to assists getting sustainability into curriculum, garden monitors, YELs, organic waste team, worm monitors, YELs attending WED <b>Focus:</b> waste still needs improvement, wetlands to be better utilised by teachers	Tr	Y
	<b>A sustainability inquiry</b>	<b>Strategies:</b> data collection includes waste audit, attitudinal survey, nude food data, online S-CORE sustainability assessment, waste survey to JP parents, year 3 and 4 nude food data, 10c container collection by year 1 and 4, parent volunteer program, garden stall money given to charity <b>Focus:</b> would like to look at cost savings, students to be more involved in auditing	Ch	Y
<b>Learning*</b>	<b>Curriculum</b>	<b>Strategies:</b> increased number of staff involved in learning, willingness for community to get involved but no one wants to put up hand, plenty of commitment from students <b>Focus:</b> would like a primary coordinator on SEMP committee, consider ow to involve younger students in YEL program	Co	Y
	<b>Learning environment</b>	<b>Strategies:</b> assisting Cambodian garden and water well, sustainable eco design in year 6, nude food wrap completion for students next year, lady bird homes, war on waste documentary shown in many classes, Scinema fix and release animal surgery – boys designed some anchor points to help repair turtle shells (sent to Amrow), wetlands, garden space, reusable shopping bags	Co	Y
	<b>Pedagogy</b>	<b>Strategies:</b> YELs being recognised as leaders within the school and presenting at assembly, YELs recording and interviewing other students and educators other students in classrooms <b>Focus:</b> add YEL page to school year book, add one for SEMP re changes being made in community	Co	Y
<b>Community</b>	<b>Community connections</b>	<b>Strategies:</b> parent workshops run by Robyn, trialling activities, nude food week (still a lot of yard rubbish), bin audit with students during lunch, mobile muster, printer cartridges, batteries recycling, building relationships with NRM Ed, Kesab, CCS, AIBS competition – world migratory bird day, nature play SA – outdoor classroom day, Jeffries composting, The Refresh Project, Trees for Life, Pete's Soils, Planet Ark – national tree planting day	Co	B



	<b>Building capacity</b>	<b>Strategies:</b> parent workshops, go green app – when running great uptake, when not running hard to know, Robyn trialling running challenges with app with certain year levels – working well, <b>Focus:</b> continue to encourage so habits become the norm	Co	Y
	<b>Developing partnerships</b>	<b>Strategies:</b> attitudinal surveys for whole schools – students, staff, parents, formal partnerships NRM Ed documented in SEMP, EFS documented strategic plan <b>Focus:</b> develop and EFS policy	Co	B
<b>Managing*</b>	<b>Leadership</b>	<b>Strategies:</b> Damian B and Robyn YELS, Robyn garden & sustainability support officer, garden committee, year 5 garden monitors trained by Robyn, SEMP committee, SAKG staff training, nature play ed conference, WOW training, little earthies CEO, staff retreat with senior campus, parent workshops, Louise on all committees as listed above	Co	Y
	<b>Governance</b>	<b>Strategies:</b> SEMP working group formed, EFS in all documents master plan, EFS on all meeting agendas, part of wellbeing program, building plan, staff handbook, one note procedures for waste & gardening <b>Focus:</b> continue developing EFS procedures in one note, , plan for SEMP board at front office to have QR code	Co	B
	<b>Planning and management</b>	<b>Strategies:</b> continually working on SEMP through SEMP committee, time dedicated to this process, schools eco impact continually reviewed through SEMP meetings and strategic plan	Co	B

### ACTION PLANS 2020

<b>Biodiversity: Kitchen Garden Program: Food Garden Redesign</b>					
<b>Target/s:</b> Redesign and rebuild Chol's garden					
<b>Action area identified</b>	<b>Location</b>	<b>Strategies to achieve action</b>	<b>Who</b>	<b>Timeframe</b>	<b>Completed</b>
<ul style="list-style-type: none"> <li>➤ Teaching &amp; Learning</li> <li>➤ Curriculum Mapping</li> <li>➤ Auditing</li> <li>➤ Communication</li> <li>➤ Infrastructure</li> </ul>		<b>Big idea</b> (core ideas in a topic worth exploring in depth e.g. adaptation, equity) <b>Inquiry questions</b>			
<b>Teaching &amp; Learning</b>	Chol's garden	<b>Total planning of Chol's garden</b>	SEMP	T2 2020	T4 2020
<b>Teaching &amp; Learning</b>	Chol's garden	Clear the garden and repot all plants	Robyn, Year 2 & 5	T2 2020	T3 2020
<b>Teaching &amp; Learning &amp; Communication &amp; Infrastructure</b>	Chol's garden	Connect with Year 12 construction team and teacher at Senior campus to build some garden beds	Robyn	T2 2020	Did not eventuate, engaged commercial builders instead
<b>Teaching &amp; Learning</b>	Chol's garden	Yels to fundraise to support the rebuild	Damian B, Robyn, Yels	T2 2020	T4 2020
<b>Communication</b>	Chol's garden	Official opening	Community & Culture	T2 2021	
<b>Curriculum Mapping</b>	Chol's garden	Seasonal planting plan for first planting in the new garden beds	Year 4	T3 2020	T4 2020
<b>Infrastructure</b>	Chol's garden	Building the new garden	Bargain Steel & staff volunteers	T3 2020	T3 2020

<b>Evaluation</b> How we will know we have achieved our goals.		There is a new functioning garden to help with the Kitchen Garden program	Leadership SEMP Committee		
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### Energy: Carbon Neutral/**Greening the school**

Target/s: Reduce energy use in school by 20%

<b>Action area identified</b> <ul style="list-style-type: none"> <li>➤ Teaching &amp; Learning</li> <li>➤ Curriculum Mapping</li> <li>➤ Auditing</li> <li>➤ Communication</li> <li>➤ Infrastructure</li> </ul>	<b>Location</b>	<b>Strategies to achieve action</b> <b>Big idea</b> (core ideas in a topic worth exploring in depth e.g. adaptation, equity) <b>Inquiry questions</b>	<b>Who</b>	<b>Timeframe</b>	<b>Completed</b>
<b>Teaching &amp; Learning and Communication</b>	All Classes	Participation in 'Earth Hour' Resources sent to staff. Whole school community informed through school stream	SEMP Committee	T2 2019	29/3/19
<b>Teaching &amp; Learning and Communication</b>	All Classes	YELs to promote weekly Power hour and energy saving initiatives <b>2020 Yels to reintroduce power hours</b>	YELs & Robyn	T3 2019 <b>T3 2020</b>	T2 2019
<b>Teaching &amp; Learning and Communication</b>	All areas	<b>Excursion to Food Forest to see a true permaculture set up, using energy efficient strategies</b>	Year 6s & Damian B	<b>T3 2020</b>	
<b>Teaching &amp; Learning and Auditing</b>	Year 6	<b>Access Home energy toolkit from Kesab for YELs and Year 6 use</b>	Robyn & Damian B	<b>T3 2020</b>	
<b>Teaching &amp; Learning and Auditing</b>	All classes	<b>Junior Eco Squad to assist YELs with energy saving initiatives and classroom energy audits</b>	YELs & Junior Eco Squad	<b>T3 2020</b>	
<b>Teaching &amp; Learning and Auditing</b>	All areas	<b>Speak to local council about urban heat mapping</b>	Robyn	<b>T3 2020</b>	
<b>Teaching &amp; Learning</b>	Stage 1 Building	<b>Educate staff and students on the master plan designs for energy efficiency</b>	Louise & Damian B	2019	<b>Ongoing</b>

<b>Infrastructure/ Auditing</b>	Founder's Hall /Classrooms not affected by building works	Lowa Lighting has been installed in existing rooms that are not affected by building works and Solgen has installed solar panels on Founders Hall. Both companies have a curriculum component where they will work with key people to provide pre and post data.	Business Manager ( DLB) SEMP Committee	Installation end of Term 1 2019	T1 2019
<b>Auditing/Teaching &amp; Learning</b>	Year 6	<b>Use of carbon calculator</b> <b>Compare energy use pre/post COVID-19 home isolation period.</b>	<b>Year 6</b>	<b>T3 2020</b>	
<b>Infrastructure</b>	All areas	<b>Build small green walls to help with energy reduction on some buildings</b>	SEMP	<b>T4 2020</b>	
<b>Infrastructure</b>	All areas	Increase greening near classrooms with introduction of portable garden beds	Robyn	T1 2019	T1 2019
<b>Infrastructure</b>	Founders Hall	Installation of Solar Panels & LED lighting	Business Manager	2019	T1 2019
<b>Evaluation</b> How we will know we have achieved our goals.		<b>Analysis of energy data provided by Lowa</b>	Year 5 and 6 Teachers and Students	LOWA Teacher Workshop 11/12/19	

**Theme/ Topic: Social/Cultural - Postpone until 2021**

**Target/s:** Raise awareness of Indigenous culture, food and expression

<b>Action area identified</b>	<b>Location</b>	<b>Strategies to achieve action</b>	<b>Who</b>	<b>Timeframe</b> (date or week or term number)	<b>Completed</b> (date)
<ul style="list-style-type: none"> <li>➤ Teaching &amp; Learning</li> <li>➤ Curriculum Mapping</li> <li>➤ Auditing</li> <li>➤ Communication</li> <li>➤ Infrastructure</li> </ul>		<b>Big idea</b> (core ideas in a topic worth exploring in depth e.g. adaptation, equity) <b>Inquiry questions</b>			
<b>Infrastructure</b>	Nature Play Stage 1	<b>Build an indigenous garden as part of nature play development</b> <b>Kate has put in grant to commission Aboriginal artist to work with students</b>	KT	T2 2019	<b>In progress</b>
<b>Infrastructure</b>	Nature Play Stage 1	<b>Build a sacred garden space</b>	SEMP Committee	T2 2019	<b>In progress</b>



<b>Infrastructure</b>	Entrance to school	Incorporate primary values into natural spaces	SEMP Committee	T2 2019	In progress
<b>Teaching &amp; Learning</b>	Chol's garden and Modboxes	Bush tucker garden	Garden team & Robyn	T3 2019	T3 2019
<b>Teaching &amp; Learning</b>	Kitchen	Cooking indigenous foods with our Indigenous community	Year 3	T3 2020	
<b>Teaching &amp; Learning Communications</b>	Botanic Gardens	YELS registered for World Environment Day	Year 5 & 6 YELs Robyn & Louise	T2 2019	T2 2019
<b>Evaluation</b> How we will know we have achieved our goals.					

**Theme/ Topic: Economic - Postpone until 2021**

**Target/s:** Develop small business ideas to fund a restaurant

<b>Action area identified</b>	<b>Location</b>	<b>Strategies to achieve action</b>	<b>Who</b>	<b>Timeframe</b> (date or week or term number)	<b>Completed</b> (date)
<ul style="list-style-type: none"> <li>➤ Teaching &amp; Learning</li> <li>➤ Curriculum Mapping</li> <li>➤ Auditing</li> <li>➤ Communication</li> <li>➤ Infrastructure</li> </ul>		<p><b>Big idea</b> (core ideas in a topic worth exploring in depth e.g. adaptation, equity)</p> <p><b>Inquiry questions</b></p>			
<b>Teaching &amp; Learning</b>	Year 6 Classrooms	Individually students will learn about types of businesses and the associated costs of creating a product ie direct material, direct labour and manufacturing overheads.	Damian Basso & Nathan Rose	Term 1 Weeks 2 to 4	End of Week 4

<b>Teaching &amp; Learning</b>		Economics underway, students in year six are calculating the cost of producing the passata (De La Sauce). This will be then presented in excel format using formulae to determine a fair sale price.	Damian Basso & Nathan Rose	Term 3	
<b>Teaching &amp; Learning Communication</b>		Through the Passata problem students calculated the breakdown the costs of creating a jar of passata for sale. Based on this determined a fair price for their product which they e tasked to sell. Monies generated were collected and tallied for future use in the Kitchen Garden Program. In addition to this students looked at marketing and designing a label for their bottle of passata – the winning design voted on by family members and staff will be mass produced for next year’s De La Sauce bottles	Damian Basso & Nathan Rose	<b>Term 3</b>	Final Product Launched at Portfolio Conference Evening T3 Wk9
<b>Curriculum Mapping</b>		Plan to develop new business idea for next year		2021	
<b>Teaching &amp; learning Infrastructure</b>		Pursue possibility of Year 3 Cooking in the Food Tech Area in the LEC. Would allow Alan to test run the ‘new’ kitchen layout and screens for teaching to better inform his choices for our Stage 2 Building program		T3 2020	
<b>Teaching &amp; Learning Communication Infrastructure</b>	Founder’s Hall	Year 3 to develop a menu, recipes and cook dishes for a dining experience in Pop Up Restaurant- ‘Al’s Kitchen!’  Year 6’s to market event and set up restaurant	Year 3 and 6 Teachers	T3 2020	
<b>Curriculum Mapping</b>		Incorporation of Future Ready Change Makers units into year 3 & 6 Curriculum		In progress	
<b>Evaluation</b> How we will know we have achieved our goals.					