



Environmental Sustainability Policy

VISION STATEMENT

Geraldton Grammar School will provide outstanding education and a strong sense of community, cultivating people of integrity, independence of mind and a love of learning.

VALUES

- Respect
- Responsibility
- Inclusivity
- Perseverance

Introduction	This statement outlines the Geraldton Grammar School policy
Scope and application	Policy applies to all employees of Geraldton Grammar School
Related legislation and guidelines	National Quality Standards
Related Policies	Purchasing Policy, Curriculum Evaluation Policy, Teaching and Learning Policy
Evaluation	Biennial

Date	Action (issue, reissue, amendment, replacement of pages, etc)	Initials
01/10/20	Policy construction	MNN
24/3/21	Policy review and additions	CJD
12/5/21	Policy reviewed by Sustainability Committee	CJD
22/6/21	Reviewed by Senior Leadership Team	CJD

Rational

Geraldton Grammar School has identified all the key Education for Sustainability initiatives that we are currently involved in, both in terms of activities and processes using the Sustainable Schools Social Handprint, Ecological Footprint and the Key Elements Rubrics.

The School is committed to improving its sustainability performance through a whole school approach to education for Sustainability, managing our operations in a manner that minimises our environmental and social impacts and enabling the integration of sustainability principles and practices into teaching and learning and community engagement.

The School will meet this commitment by:

- Delivering **Curriculum** that incorporates elements of sustainability at all year levels.
- Engaging in **daily sustainable practices** that incorporate environmentally friendly behaviours by utilising systems i.e. recycle bins
- Lead the **community** by demonstrating exemplary practices in waste management, water and energy usage, and the development of the school grounds to promote biodiversity.
- Working with the School's **Environmental Sustainability Committee** to achieve our current commitments and determine our future goals. The Committee comprises students, parents and staff of the school and meets twice a term.

Purpose

Energy

To monitor and control energy consumption so that we reduce our impact on the natural environment; avoid unnecessary costs associated with wasting energy; educate students, staff and whole community about the best practice for use of energy consuming equipment.

Waste

To continue the development of a Waste Wise ethic within the whole school community; to provide and maintain a healthy and aesthetically pleasing learning environment through the reduction of waste and litter; to practice waste wise principles of reduce, reuse and recycle; to reduce the cost of waste and litter management.

Biodiversity

To improve our outdoor natural environment, by planting native trees that are conducive to our environment; improve our vegetable garden with additional planting and involving our school community in the development and maintenance of the garden; using natural materials that reduce the impact on the environment.

Water

To encourage the school community to reduce water usage; to appreciate water as a precious natural resource; educate the community on ways to reduce water usage indoors and outdoors.

Travel

To encourage staff and students to reduce single-occupant vehicle travel to and from the school and encourage staff and students to car pool, use public transport or actively travel to school.

Implementation

Energy:

- Turn off computers and/or screens when not in use.
- Turn off computers and electrical equipment before leaving the building.
- Where possible, use ceiling fans instead of air conditioning.
- Follow 24°C for cooling in Summer and 20°C for heating in Winter
- , for air conditioning set points.
- Close doors and windows when heating or cooling the building, where possible, while maintaining adequate ventilation.
- Turn off fridges and non-essential appliances, that are not in use during extended holiday periods.
- Role-model sustainable practices and behaviours. Actions such as switching off lights when not required.
- Energy ratings applied to new appliance purchases where cost permits.
- Undertake an energy audit and maintain records of energy consumption.

Waste:

- The School to be registered as a Waste Wise School.
- Encourage students to bring a rubbish free lunch/snack in a reusable container.
- Adopt green cleaning practices by using safe and sustainable cleaning products and methods.
- Participation in the Plastic Recycling Programs.
- Compost food scraps.
- Promote recycling and reusing items, e.g. through collecting items for craft, use of recycled hardwoods in D & T.
- Purchase local and recycled products where practical and affordable.
- Minimise waste from one-use throwaway products (water, containers, wet wipes) by changing behaviours and procedures, and using alternative products.
- Use a recycled or carbon neutral paper for printers and photocopiers.
- Promote the reuse principle of paper in classrooms and offices.
- Convert canteen packaging to biodegradable or recyclable products, wherever practicable.

Biodiversity:

- Grow food crops in vegetable gardens.
- Plant fruit trees.
- Grow a diverse range of plants, and develop student's understanding of how plant diversity encourages animal diversity.

Water:

- Lawns watered through underground reticulation to minimise evaporation.
- Lawns are watered via ground water, which is monitored regularly.
- Garden reticulation on timers to reduce overwatering.
- Water efficiency considered in all new builds and maintenance upgrades.
- Maintain records of water consumption, both scheme and ground water.

Curriculum:

- Sustainability is a cross-curriculum priority in the Australian curriculum and as a result it is connected and implemented across many curriculum areas.
- In accordance with the Early Years Learning Framework and the National Quality Standards, we educate about sustainability and develop sustainable practices in classrooms
- Education for Sustainability is embedded throughout the curriculum and underpins many aspects of HASS, Science & Technologies. It is also integrated into English as part of reading, writing or viewing themes or topics.
- Concepts related to specific social, environmental and biodiversity issues are addressed at the relevant year level in the curriculum, as specified for each learning area.

- Explore the hierarchy of waste within the educational program, i.e.: reduce, reuse, repair and recycle.
- As part of personalised learning projects, students also choose to undertake investigations with an environmental focus.
- Sustainability is one of the 7 core geographical concepts that underpin the curriculum in Geography. In secondary school, we examine and build on this concept, along with the other 6 (place, space, environment, interconnection, change, and scale)
- The school adopts a 'Leave no Trace' practice when camping and engaging in outdoor activities, to have minimal impact on the environment. The "Leave no trace' principles can be found at <https://www.lnt.org.au/>

Community

- Geraldton Grammar School participates in a number of State and National initiatives and community groups including
 - Sustainable Schools WA – Mid West Network
 - Sustainable Schools Exhibition
 - Museum of Geraldton
 - Scinapse/Pollinators - <https://scinapse.org.au/>
 - Chapman River Friends/City of Greater Geraldton – Tree Planting
 - Northern Agricultural Catchments Council (NACC)
 - Clean Up Australia Day (Keep Australia Beautiful Council)
 - National Tree Day (Planet Ark)
 - Promotion of local community events such as marine debris art workshops, beach & park clean up days.

Travel:

- Undertake a staff and student survey to understand current travel to the school.
- Implement an incentive scheme for staff and students who actively travel to school.
- Look to improve bicycle parking and end of trip facilities (showers, lockers etc.).
- Reduce air and road travel by staff and PD providers, through the better utilisation of technological alternatives (Zoom, Skype, Teams).