

SHERBROOKE COMMUNITY SCHOOL ENVIRONMENTAL MANAGEMENT PLAN 2014

Introduction

AUSVELS; Sustainability Priority

<http://ausvels.vcaa.vic.edu.au/CrossCurriculumPriorities/Sustainability>

Sustainability addresses the ongoing capacity of Earth to maintain all life.

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are both individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

Organising ideas

For each cross-curriculum priority, a set of organising ideas reflects the essential knowledge, understandings and skills for the priority. The organising ideas are embedded in the content descriptions and elaborations of each learning area as appropriate.

Code

Organising ideas

Systems

- OI.1 The biosphere is a dynamic system providing conditions that sustain life on Earth.
- OI.2 All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
- OI.3 Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.

World Views

- OI.4 World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.
- OI.5 World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.

Futures

- OI.6 The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.
- OI.7 Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
- OI.8 Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.

- OL.9 Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

SUSTAINABILITY OUTLINED IN FOCUS CURRICULUM AREAS

Sustainability in AusVELS English

- AusVELS English, the priority of sustainability provides rich and engaging contexts for developing students' abilities in listening, speaking, reading, viewing and writing.
- AusVELS English assists students to develop the skills necessary to investigate, analyse and communicate ideas and information related to sustainability, and to advocate, generate and evaluate actions for sustainable futures. The content in the language, literature and literacy strands is key to developing and sharing knowledge about social, economic and ecological systems and world views that promote social justice.
- In this learning area, students may interrogate a range of texts to shape their decision making in relation to sustainability. They develop the understanding and skills necessary to act responsibly and create texts that inform and persuade others to take action for sustainable futures.

Sustainability in AusVELS Mathematics

- AusVELS Mathematics, the priority of sustainability provides rich, engaging and authentic contexts for developing students' abilities in number and algebra, measurement and geometry, and statistics and probability.
- AusVELS Mathematics provides opportunities for students to develop the proficiencies of problem solving and reasoning essential for the exploration of sustainability issues and their solutions. Mathematical understandings and skills are necessary to measure, monitor and quantify change in social, economic and ecological systems over time. Statistical analysis enables prediction of probable futures based on findings and helps inform decision making and actions that will lead to preferred futures.
- In this learning area, students can observe, record and organise data collected from primary sources over time and analyse data relating to issues of sustainability from secondary sources. They can apply spatial reasoning, measurement, estimation, calculation and comparison to gauge local ecosystem health and can cost proposed actions for sustainability.

Sustainability in AusVELS Science

- In AusVELS Science the priority of sustainability provides authentic contexts for exploring, investigating and understanding chemical, biological, physical and Earth and space systems.
- AusVELS Science explores a wide range of systems that operate at different time and spatial scales. By investigating the relationships between systems and system components and how systems respond to change, students develop an appreciation for the interconnectedness of Earth's biosphere, geosphere, hydrosphere and atmosphere, Relationships including cycles and cause and effect are explored, and students



develop observation and analysis skills to examine these relationships in the world around them.

- In this learning area, students appreciate that science provides the basis for decision making in many areas of society and that these decisions can impact on the Earth system. They understand the importance of using science to predict possible effects of human and other activity and to develop management plans or alternative technologies that minimise these effects.

Sustainability in AusVELS History

- In AusVELS History, the priority of sustainability provides a context for developing students' historical knowledge, understanding and skills. It assists students in understanding the forces that influence continuity and change.
- AusVELS History provides content that supports the development of students' world views, particularly in relation to judgments about past social and economic systems, and access to and use of the Earth's resources. It provides opportunities for students to develop an historical perspective on sustainability. Making decisions about sustainability to help shape a better future requires an understanding of how the past relates to the present, and needs to be informed by historical trends and experiences.
- In this learning area, students develop understanding, for example, of the changes in environments over time, the role played by individuals and communities in protecting environments, the emergence of farming and settled communities, the development of the Industrial Revolution and the growth of population, the overuse of natural resources and the rise of environmental movements.

SUSTAINABILITY AT SHERBROOKE COMMUNITY SCHOOL 2014

Sherbrooke is a ResourceSmart school. This is a partnership with the Australian Government, states and territories that supports schools in working towards a sustainable future. The Department of Environment and Primary Industry, and in Victoria the Department of Education, Sustainability Victoria and CERES Community Environment Park administer the program. [<http://www.resourcesmartschools.vic.gov.au/>]

Sustainability is a cross curriculum priority at Sherbrooke Community School because it:

- Educates students as future national and global citizens, leaders and members of the workforce.
- Engages students in applying sustainable principles and higher order thinking skills which are an integral requirement for 21st century prosperity.
- Enhances the capacity for critical and informed thinking applicable in any career.
- Develops innovative thinking with application to an increasingly complex future.
- Provides a valuable and rich tool for teaching and learning providing a real context to teach all areas of the curriculum.



t. 03 9755 2007
f. 03 9755 2126

e. sherbrooke.community@edumail.vic.gov.au
w. www.sherbrooke.vic.edu.au

ENVIRONMENT PROGRAM

MISSION: To be pro-active in caring for our school and our local community environment; Think Globally, Act Locally.

VISION: To be a 5 star sustainable RESOURCESMART school within three years by involving all members of the our community – students, teachers, parents and the wider community - through educational dialogue, curriculum design, technology and a common sense of purpose.

The Environment Program links to the **Principles of Learning and Teaching** especially Principle 6:

6. Learning connects strongly with communities and practice beyond the classroom

6.1 Students engage with contemporary knowledge and practice

6.2 The teacher plans for students to interact with local and broader communities

6.3 The teacher uses technologies in ways that reflect professional and community practices

<http://www.education.vic.gov.au/studentlearning/teachingprinciples/principles/default.htm>

Sherbrooke Community School is to be actively involved in sustainability providing learning experiences in the four cornerstones of the environment: **Biodiversity, Energy, Water and Waste.**



t. 03 9755 2007
f. 03 9755 2126

e. sherbrooke.community@edumail.vic.gov.au
w. www.sherbrooke.vic.edu.au

General Whole School Initiatives and Administration of Program

| GOAL | INITIATIVE | WHO/STAFF/STUDENT | RESOURCES | TIMELINE | GOAL ACHIEVEMENT MEASURES |
|---|--|---|---|---|---|
| To join ResourceSmart | Apply for the grant to join ResourceSmart | DD, Sustainability Committee | Learning for Sustainability (Shire Yarra Ranges), CERES, DEPI | End of 2013 | Granted the support to join Achieved School Council meeting March 2014 |
| To take part in the early stages of being a new ResourceSmart school | Staff PD, form Sustainability committee , start writing up our SEMP and Sustainability Policy Talk given to School Council about becoming a 5-star Resource Smart school | Teachers; DD, Andrew Holden, Rod Price, Samone Boucher, Edward Seeto Parents; Rose Major, Gill Hare Students; CaLM class, Barnaby Major, Luke and Nathan Hare. DD to talk at School Council | Ally Borgelt CERES | PD by end of 2013 Policy and SEMP complete by mid 2014 | Endorsement by School council and published on ResourceSmart website |
| Complete the CORE module | Set up students and office staff to lodge bills onto RS website. | CaLM, DD, Gail and Dot | The website is self explanatory. Keeping a copy of electricity, gas, water bills. Ally CERES | Mid 2014 | All bills loaded onto website and a system set up for bills to be automatically copied, filed and loaded onto the website |
| Complete baseline data for present year | Greenhouse gas emissions, land use, Solid Waste, Water and Energy Use | Sustainability Committee | Office staff | Annually in February | Compare previous year's data and note improvements. Report in newsletter, school website and Resource Smart website. |
| Savings achieved from the program rechanneled back to sustainability programme | Agreement from staff and School Council to allow money saved to go back to supporting sustainability activities | DD, sustainability Committee, Staff, School Council | Ally CERES | Term 4 2014 | Written agreement published in school newsletter from staff and School council |



t. 03 9755 2007
f. 03 9755 2126

e. sherbrooke.community@edumail.vic.gov.au
w. www.sherbrooke.vic.edu.au

General Whole School Initiatives and Administration of Program

| GOAL | INITIATIVE | WHO/STAFF/STUDENT | RESOURCES | TIMELINE | GOAL ACHIEVEMENT MEASURES |
|---|--|---|--|-----------------|--|
| Set up files on the S drive for each teacher to put in any work or activity to do with sustainability | Sustainability folder put onto S drive and each teacher to have their own folder within. | DD | Ally CERES | Early 2014 | When staff begin to use it |
| Tick off from the checklist components of each module that have been achieved | Work with Ally or Katherine from Sassafras PS once a semester going over the checklists | DD | Using the teacher folders, discussions and whole school activities Ally CERES Katherine Sassafras PS | ongoing | Try to complete at least one module per year. |
| Continue to be part of Ribbons of Green for National Tree Planting Day – improve the biodiversity of the Conservation Area | Order 300 – 400 plants from the Shire of Yarra Ranges | DD | Southern Dandenongs Nursery, Friends of Sassafras Creek | ongoing | Conservation area will take several more years to be complete – up to the oval |
| Gain as many grants as possible to improve biodiversity in the whole school grounds | Community for Nature grant – nearly \$10000 to replace secret pathway with native plants and a track to the back | DD, CaLM, contractors | DEPI, Contractors, Paul Orange | Mid 2015 | Report and budget accepted by DEPI |
| Begin developing other areas in the school grounds | Indigenous garden CaLM Reserve Rain garden Kitchen garden Orchard Veggie patch | Primary Andrew, Lara CaLM DD CaLM, GEMS (General Environmental Managers) Primaries CaLM, GEMS, DD CaLM, GEMS | Pete the permaculture man Kerry Furnell, parent Diggers Club | ongoing | Improvement in Biodiversity Audit results Sale of produce |
| To set up an Enviro blog on the school website with regular updates | To involve students in student action | Whole school DD Sustainability Committee | Communications Committee | Ongoing | To present a wide range of enviro. Issues using a wide range of sources. |



t. 03 9755 2007
f. 03 9755 2126

e. sherbrooke.community@edumail.vic.gov.au
w. www.sherbrooke.vic.edu.au

General Whole School Initiatives and Administration of Program

| GOAL | INITIATIVE | WHO/STAFF/STUDENT | RESOURCES | TIMELINE | GOAL ACHIEVEMENT MEASURES |
|---|--|---------------------------------------|--|--------------------------------|---|
| Energy Efficiency grant gained in 2013 \$10000 | Energy audit, negotiate schedule, finalise tasks, install energy saving devices | DD, CaLM, Sustainability Committee | Mark Smith (Planet Savers) Ian Warburton (electrician) | End of 2014 | Final report of actions taken, devices installed. |
| Continue to take part in Earth Hour activities | Activity at morning meeting to increase energy use awareness | Enviro class or year 9/10 sci. class | Earth Hour web site Learning for Sustainability network | ongoing | Record the number of students who participate |
| Continue to take part in Enviro Week in August | Activities for the whole school focused on a particular issue – 2014 Rethink, Reuse, Recycle fashion | Primaries (Andrew), CaLM, DD | Cool Australia – class activities | ongoing | Participation increases each year. Report to Resource Smart |
| Continue to take part in World Environment Day June 5th | Activities during Morning Meeting to focus on the theme that year | CaLM, DD, sustainability Committee | Environment Vic, Cool Australia, Planet Ark | ongoing | Participation increases each year. Report to Resource Smart |
| Enter Resource Smart Awards Enter Habitat Awards | Biodiversity audit School grounds plan Energy reductions | Classes, sustainability Committee, DD | LfS Resource Smart | annually | Acknowledgement of successes |
| Work with community groups | Weeding with Friends of Sassafras Creek in National Park in Perrins Creek Rd. | CaLM, DD, Jane Holland | Friends of Sassafras Creek | 2013, connect up again in 2014 | Students volunteering to help these organisations outside of school |
| | | | | | |
| | | | | | |