

<p style="text-align: center;"><b>Jells Park Primary School Sustainable Schools Policy</b></p>
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### **Rationale**

The Sustainable Schools Program at Jells Park Primary School is a proactive initiative to increase awareness and develop a positive change in attitudes towards issues of sustainability within our environment. It will contribute to the protection and sustainability of the environment by minimising waste, conserving energy and water usage and providing for the development and practice of biodiversity within the school and its wider community.

### **Guidelines**

- Through an innovative educational program, integrate environmental sustainability across the curriculum and in the practical operations of the school.
- Involve the whole school and its community in setting achievable reduction outcome targets for:
  1. Waste and litter minimisation and recycling
  2. Energy conservation, renewable energy and the reduction in greenhouse gas emissions
  3. Water conservation
  4. Biodiversity
- Maintain and/or improve on agreed outcome targets in subsequent years
- Reduce the costs to the school for waste disposal, cleaning, water and energy charges
- Where appropriate, build agreed targets into the Master Plan for the grounds, that will improve the image and appearance of the school
- Empower school community members to plan and implement changes that make a difference to the management and sustainability within the wider environment

### **Implementation**

- Planned inclusion of waste, energy, water and biodiversity elements in Integrated Inquiry studies curriculum at all levels within the school
- Regular communication with the wider school community about sustainability issues affecting the school through newsletters, forums or committees and special projects and events etc
- Daily practice of sustainability, for example, the routine usage of lunch boxes to eliminate excessive wrapping waste and the recycling of one-side printed computer or photocopy paper for use school wide
- Progressive fitting of appliances and equipment with energy efficient products, for example, thermostats on some gas heaters, low energy usage light globes and timer-controlled drinking taps, where possible
- Reorganisation of waste recycling into more precise collection units, for example, aluminium, glass, card/paper etc and to create ways to reuse as much as possible within the school community
- Consideration of the instillation of rainwater and drinking trough runoff collection systems to use for toilet flushing and garden watering, for example, water tank/s, pump/s, pipes and hoses.

- Manufacture of compost and mulch for use on reorganised, water-efficient garden plantings, for example, by using a daily food scrap collection for recycling to compost bins and worm farms and the regular gathering of other vegetation waste for composting and or mulching
- Systematic monitoring and repair of, where necessary, leaking taps and toilet cisterns etc, and the unnecessary usage of lighting, heating and cooling systems

### **Evaluation**

- Evidence of sustainability elements present in curriculum planning documents, classroom programs in action and student's knowledge and positive behaviours
- The meeting of sustainability outcome targets for the reduction of waste and non-renewable energy and water usage
- Budget reduction in costs to the school for the provision of waste disposal, energy and water
- Improved appearance of the school environs as evidenced from 'before and after' photographic records

### **Review**

- The Sustainable Schools Policy will be reviewed every four years