SCHOOL *ENVIRONMENT MANAGEMENT PLAN (SEMP)

*includes environmental, social/cultural and economic dimensions

**Year 2012 - 2013**

**School:** Thebarton Senior College

### Vision
What will our school *environment be like in 3-5 years? How will we be more sustainable?

Members of the TSC community will model global citizenship by engaging in an education that ensures understanding and practice in sustainability and peace-building.

### Values
Why is it important that the school becomes more sustainable? What values are considered when making decisions in the school? e.g. school values.

Thebarton’s school values are:

**Excellence, respect, innovation and sustainability**

Using the following guiding principles:

1. **Peace, Equity and Democracy**
2. Care and respect for the well-being of each other and wider community
3. Care and respect for the environment.
4. Social and Economic justice for all

### Context
The unique aspects of the school that need to be considered in planning for improvement.

Senior secondary school with young people aged 16 plus. Many students are newly arrived refugees, or are Australian students returning to school after a break in their education. Both groups have often experienced a fragmented education prior to arriving at Thebarton. Many students are from low socio-economic backgrounds, and often have other responsibilities.

### Links with other school plans and policies e.g. Site Learning Plan

In 2011 – Sustainability was adopted as a fourth value. From the school's **Strategic Plan**:

**Key Direction 3:** Ensuring sustainability is embedded in everything we do

**Through:** 1) Reviewing our curriculum and resource management practices, sustainability becomes evident as the fourth value of the College. 2) Educating for sustainability.

**Our Outcomes:** 1) Students are aware of their role as global citizens, 2) Development of a marketing plan with an enrolment target of 1200 students

Other two key directions: Delivering excellence in teaching and learning

Developing strategic, innovative partnerships to support curriculum delivery, staff development and growth of the college

### Working group
The working group is ideally representative of the broader school community (students, staff, parents, community members) and reports to school governance bodies.

Kim Hebenstreit – Principal
Eva Kannis-Torry – Assistant Principal
Kate de Ruyter – Teacher, Sustainability Project leader
School Finance officer – Desi
Staff Committee – Avyi Patitsas

Green group (interested teachers/SSOs/ Green group list as of Term 3 - 2012)

### Audits and Core Indicators
Indicate when you have undertaken Audits

<table>
<thead>
<tr>
<th>Audit</th>
<th>Date undertaken</th>
<th>Core Indicators for Education for Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biodiversity Audit</td>
<td>Nov 2010</td>
<td>Yes</td>
</tr>
<tr>
<td>Waste (rubbish/cardboard)</td>
<td>June 2012</td>
<td>No</td>
</tr>
</tbody>
</table>

We have used the Core Indicators to develop whole school priorities for Education for Sustainability.

Updated April 2013
<table>
<thead>
<tr>
<th>Energy</th>
<th>Water</th>
<th>Waste</th>
<th>Social/Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>2x solar arrays, science and new language centre.</td>
<td>Grants won- installation of 2 rainwater tanks, plumbing of rainwater tanks to garden beds, best practice of using all rain water first to water gardens, then tap water. Installation of low flow taps and half flush toilets.</td>
<td>Recycling of paper/cardboard. Printing procedure changed – must swipe card to get printing off large printers, small printers being phased out.</td>
<td>Education for Peace-Building – At peace with each other and our environment</td>
</tr>
<tr>
<td>Energy saving in the home taught to students – NAP, Core skills.</td>
<td>2x Pond areas, cared for and maintained by grounds keeps and science fac., used as a teaching resource.</td>
<td>Rotaract second-hand shop, collects recycled materials from students and staff.</td>
<td>Celebration of World Environment Day, beginning of June.</td>
</tr>
<tr>
<td>Term 4- 2012, Poster competition</td>
<td>Water cycle, importance of, water saving techniques taught in NAP</td>
<td></td>
<td>Development of Sustainability at Thebarton Senior College brochure – walking trail for new students.</td>
</tr>
<tr>
<td>Sustainable directions: walk through visual energy audit, 7:30am, 30/8/2012</td>
<td>Entered and won – water for Good Excellence award 2012</td>
<td></td>
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</tr>
</tbody>
</table>

**What we will be doing next**
- Discussion of audit results with Green group, possibilities for timers for laptops to reduce standby power, education for both students and teachers.
- Biodiversity/Food Garden: Biodiversity Audit completed in 2010, to be re-visited. Food garden was set up – able to be used by classes – by who?

**What we will be doing next**
- Rotaract – possible set up of can collection in 2013.
- Small group of teachers helping students to get free bikes for refugees.
- Rotaract to collect recycling – donate money to chosen charity

**What we will be doing next**
- Discussion with school finance committee/Senior leaders regarding purchase of timers for laptops, and office equipment.

Updated April 2013
## SCHOOL ENVIRONMENT* MANAGEMENT PLAN (SEMP)

*Includes environmental, social/cultural and economic dimensions

### Action Plan

**Theme/ Topic:** ENERGY

**Goals:**
- Identify potential areas of excess use of electricity within school grounds
- Trial ideas/gadgets to reduce standby power = reduce energy use within school

<table>
<thead>
<tr>
<th>Action identified</th>
<th>Location</th>
<th>Strategies to achieve action</th>
<th>Who</th>
<th>Time frame</th>
<th>Completed</th>
</tr>
</thead>
</table>
| Learning + curriculum | - Incorporate the use of real data in Maths classes, Re: electrical usage, discussion of bills etc. – Many classes do cover this – depends on the teacher, is within the NAP curriculum – needs to be put into SACE numeracy curriculum.  
- Development of assessment items around electricity usage(?)  
- Ways in which energy is produced/consequences/potential impacts/Global Warming etc. – Part of NAP Sc – curriculum, continuing in Core Science curriculum. | NAP/ Maths Teachers  
NAP/Science teachers  
Mike | 2012 onwards | Ongoing review of curriculums. |
| Heating/Cooling A/C | All areas | - Discussion with students regarding use of A/C/Heater, promotion of opening windows  
- Discussion with students regarding their use of A/C/Heaters at home.  
- Inform staff of electricity usage within school (2x per year at staff meetings) – Kate | ?  
All teachers  
Kate | Twice per year (staff PD) ongoing | |
| Business Management Policy development | Discussion regarding purchase of energy saving gadgets to reduce standby power purchase – trial energy saving devices.  
- Develop school policy regarding Air-conditioning temperature – signage on A/C  
- Develop school policy regarding standby-appliances in teacher offices.  
- Development of standard job and person specification regarding the schools commitment to “sustainability” to be added to all new positions advertised for Thebarton Senior College. | Senior leaders  
Kate  
PAC | Trial in T3/T4 2013 | |
| Auditing | Continue to collect DECD data regarding electricity usage – compare to previous years.  
Inform staff of usage.  
Monitor and check standby-power/appliance off periodically after school – inform staff | Kate  
Kate | | |
| Evaluation | How we will know we have achieved our goals. | Kate  
Env. Group | | |
**Theme/ Topic:** WASTE ......? – Some energy topics fit in this as well..

**Goals:**
- Identify major areas of waste and potential areas for recycling of materials
- Set up can recycling station
- Get student involvement regarding collection of cans - Rotaract

<table>
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</tr>
</thead>
</table>
| Learning + curriculum | - Recycling/waste taught topics taught in CEP/NAP/ CORE SKILLS classes.  
- Review of curriculum regularly  
- Incorporate Waste paper/rubbish auditing into Numeracy/Maths curriculum? | Class teachers  
Mike | 2012 - onwards | Ongoing |
| - Food Waste – Topic for 2013 World Environment Day  
- 2 NAP Science and Maths classes using this as a topic for curriculum activities | Sarandia  
Minxy | T2 2013 |
| - VET introduction of compulsory Sustainability Unit in Cert III and Cert IV IT Certificate | Matt  
Josh | 2012  
2013 |
| - Discussion with students regarding use of paper waste bins around school.  
- Discussion with students regarding waste around college and recycling of cans for Rotaract. | Class teachers | 2012 - onwards |
| Student Involvement | - Development of a student group for environmental : Rotaract approached to collect cans  
- How else can students be involved? – Community Garden (Future project?) | Cathy  
Cameron | Term 1  
2013 - Onwards |
| Business Management | - Investigate and purchase of suitable printing paper that is environmentally friendly  
- Investigate different supply chain for school purchasing materials  
- Reduce number of printers, use of scan card to collect printing  
- Decrease number of printers, high volume scanner.  
- Switch printers to default to double sided printing. | Desi  
Nick/Enis/Emir/ Kate | End 2013 |
| Policy development | - Continue to audit paper waste – contact SITA for amount of paper collected.  
- Audit rubbish in T3 | Kate | T2 - 2012  
T3 - 2013 |
| Auditing | - Compare waste paper pick-ups with last years.  
- Inform staff of results  
- Compare rubbish audit with last years. | Kate | T2 - 2012  
T3 - 2013 |

Updated April 2013
<table>
<thead>
<tr>
<th>Area</th>
<th>Goals Achieved</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Most faculty Areas were mapped for current practices in sustainability.</td>
<td>Term 1, 2012</td>
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<tr>
<td></td>
<td>- Behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Curriculum content</td>
<td></td>
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<td></td>
<td>Reported results to Staff at a staff meeting.</td>
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<td></td>
<td>To be reviewed twice in 2013</td>
<td></td>
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<td></td>
<td>Interested teachers from the staff meeting volunteered to help with World</td>
<td>Term 2, 2012</td>
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<td></td>
<td>Environment day:</td>
<td></td>
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<td></td>
<td>- Teaching activities in class and on the day, included but not limited to:</td>
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<td></td>
<td>1. Sustainability walking tour</td>
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<td></td>
<td>2. Waste paper audit</td>
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<td></td>
<td>3. Rubbish Audit</td>
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<td></td>
<td>4. Recounts, and student movies of excursions to Christies walk – sustainable</td>
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<td></td>
<td>housing.</td>
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<td>5. Poster competition</td>
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<td>6. Poster presentations on alternative energy.</td>
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<td>Approximately 15 teachers were involved in the &quot;Energy&quot; focus theme for term</td>
<td>Term 4</td>
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<td></td>
<td>4, who based their teaching around the topic of energy for their students.</td>
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<td>Poster competition</td>
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<td></td>
<td>SACE – Scientific Studies – Environmental Science, curriculum written, 14</td>
<td>Term 3, 4</td>
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<td></td>
<td>students enrolled</td>
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<td>Raising Whole School</td>
<td>TSC’s First world environment day – Expo</td>
<td>Term 2, 2012</td>
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<td>Awareness</td>
<td>- Students work presented at expo</td>
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<td>- Outside agencies invited to attend</td>
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<td>Successful – to be added as an event for 2013 calendar</td>
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<td></td>
<td>Energy Poster competition/ display of yr: 11 design work on sustainable</td>
<td>Term 4</td>
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<td></td>
<td>housing.</td>
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<td>Presentation to Rotaract regarding the collection of cans and bottles around</td>
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<td></td>
<td>the school</td>
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<td></td>
<td>Ride to work day</td>
<td>Term 4</td>
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<td>Professional Development</td>
<td>Sustainable Directions</td>
<td>Term 3</td>
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<td>- Whole school PD in transition week</td>
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<td>- Numerous resources available to teachers to use.</td>
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<td></td>
<td>- L:\10 SHARED RESOURCES\Sustainability\Sustainability resources</td>
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<td>- PD for CLT team and site leaders in change management RE: sustainability</td>
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<tr>
<td></td>
<td>- PD for RTO, AP development, Sustainability project leader – how to set up</td>
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<td></td>
<td>a EMP (business, RTO model), how to get ISO 14001 recognition.</td>
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</table>
| Working parties | Schools Environmental Group formed  
Met 1 – 2x a term to discuss data collected, and potential focus areas for teaching. | Ongoing |
|-----------------|-------------------------------------------------------------------------|--------|
| **Student groups** | Rotact group:  
Investigating logistics for collecting bottle and cans for recycling.  
Environment and Sustainability Student Group meeting lunchtimes every even week. | 2013 |
| **Audits and Data collection** | Collection of data regarding schools:  
- Waste (rubbish, paper, greens) and recycling.  
- Energy usage and export.  
- Water usage  
- Transport (cab, flights only)  
Collected data entered into Energy Analytics  
- carbon foot print generated for the college for 2011.  
Areas identified as high carbon emissions.  
Main Area identified: ENERGY  
Visual Inspection and report from Sustainable directions:  
- Use of IR cameras and thermal imaging to perform an Energy Audit on the school.  
- Results show area of concern: Standby Power, particularly the laptop trolleys/cupboards, Monitors and computers, phone chargers left on.  
- L:\00 SHARED RESOURCES\Sustainability\Sustainability resources\Thebarton Senior College Visual Audit.pdf  
- Results presented to staff at staff meeting.  
Interested teachers (mostly the environmental group) met to discuss teaching of “Energy Theme” in term 4. | Term 3 |
| **Documentation development** | Sustainable Directions: Resources of how to develop a EMP (Environmental Management Plan) – business model.  
Schools Environmental Management Plan (SEMP) using help from NRM board – Matt Cattanach, AUSSI school initiative. | Ongoing |
| **Human Resources** | Sustainable Directions – information regarding supply chain, how to buy greener products  
Sustainability incorporated into all future Job descriptions and building tenders | Ongoing |
| **Awards and publicity** | KESAB – Water for Good Excellence Award  
Messenger story about Water for Good Excellence Award – November 28th, 2012 | Term 4 |