

Ashgrove State School



Environmental Management Plan

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Written by:

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Ashgrove State School

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Queensland Sustainable Schools

<http://www.sustainableschools.qld.edu.au>

About Ashgrove State School

Principal's statement

Ashgrove State School has a clear vision to be one of the leading primary schools in Australia. As part of this vision, ensuring each child receives a well rounded education is a fundamental belief of the school community. A key component of a well rounded education is the commitment to embedding the practice of sustainability in education for all students.

Our school has a rich tradition as one of the first established schools in the State of Queensland. Our community understands the importance of ensuring the school reflects its tradition in projecting into the future. Over the last few years our school population has grown significantly. As our school population grows, it is crucial that sustainable development is a key consideration of all school plans and curriculums.

The School Environmental Management Plan (SEMP) is a tool that will enable us to document, implement, reflect and celebrate sustainability.

Our school community is committed to our school and ensuring that our students have modern facilities that allow them to become global citizens. Our community consists of a highly professional workforce, active parent body and a wider community who have invested heavily in the school as a key component of the Ashgrove community.

As we move forward in this millennium and sustainability becomes more crucial in the global village, I encourage all to read this document, be inspired and play your part in making Ashgrove State School a sustainable and environmentally friendly school of the future.

Vision/mission statement

The school vision is 'Ashgrove the School of the Future'. Our vision for the students is to prepare every student to contribute to and thrive in the future by providing enriching educational experiences within a safe, supportive and challenging environment.

Management and planning priorities

A major priority is to advance the reading ability of every student in the school. Other priorities areas include continual development of school community partnerships, school curriculum, high quality teaching practice and an improvement in school leadership positions and experience.

School profile and background

Established in 1877, our school has an excellent reputation in the community for its tradition of achievement in academic, cultural and sporting activities. The school caters for 710 students from Prep to Year 7. Ashgrove State School prides itself on 'putting students first' and educating for the future. The school is located on busy Glory Street, Ashgrove and is surrounded by streets, residential buildings, a fire station and a creek. There is no opportunity for future expansion of school grounds.

About the local environment and community

Ashgrove State School is situated in the leafy suburb of Ashgrove approximately four kilometres north west of the Brisbane CBD. It is skirted by Enoggera Creek on one corner which is lined with vegetation. An edible garden with raised garden beds and young fruit trees is situated at the front of the school and is lined with native and exotic trees on one side. There is one oval with established trees on two sides. There are established trees shading the Year 1/2 and Prep playgrounds and some small garden beds around the buildings with hardy drought resistant plants.

Ashgrove is an established residential community in the Gap Ward of Brisbane City Council. A high proportion of the population have post secondary school qualifications and work in clerical, professional or managerial positions. There is an active environmental group called SOWN (Save Our Waterways Now) which works to restore local creeks and waterways and is supported by the Brisbane City Council.

Source - www.abs.gov.au
www.saveourwaterwaysnow.com.au

Environmental education achievements

Management of Energy, Waste and Water

- Solar panels installed on the roof of one Prep building and connected to solarschools.net
- successful grant of \$30,000 for additional solar panels - installed on B Block
- Solar heating for pool
- Pool blanket
- Water tanks providing water to some toilets
- Water tanks near the pool area providing water to top up the pool
- compost bins in the edible garden used for garden waste
- worm farms
- water efficient toilets
- recycling of toner cartridges
- e-newsletter
- shredded paper from office is used in the edible garden

Biodiversity and Grounds

- large kitchen garden with a wide variety of vegetables, herbs and fruit trees using organic gardening principles
- gardening teacher employed as a part of the Stephanie Alexander Kitchen Garden program
- large established trees and a mixture of native and exotic waterwise plants throughout the school

This plan fits into whole school planning through the following:

- The school's strategic management plan
- Reported on in the school annual report
- Integrated with curriculum programs
- Links to extra-curricular activities for students

Environment team

Name: The SEMP committee

Number of people:

- The team includes:
- Teachers
 - Administration and support staff
 - Grounds staff
 - School Principal

The team's focus is to introduce more sustainable practices within the school and promote and educate the school community about these practices. Sustainability is a cross curricular priority in the National Curriculum and C2C. The Semp committee will assist with and promote sustainability education within the curriculum across all year levels.

There is a small committee, which is flexible and open to anyone on staff that meets two to three times a term or more frequently as special projects arise.

Photo gallery

Our school



Our principal



Our local area



Our school environment team



Our school achievement



About this plan

Environmental vision

Our school aims to provide programs and practices to embed within the school community a commitment to ecologically sustainable practices and to provide a better place to live, work and play.

Focus area goals

Across the focus areas the goals of this plan are:

Curriculum, Teaching and Learning

Effectively intergrate sustainability concepts into school programs, lessons and student activities and to support teachers with implementation.

Management of Resources Energy, Waste and Water

Water is being managed efficiently in the school. Initially the SEMP will focus on lessening our impact on the environment by reducing waste going to landfill. Once this is being managed efficiently and effectively the focus will shift to reducing energy usage.

Management of School Grounds including Biodiversity

Improve green spaces around the school in order to increase biodiversity, enhance the children's learning environment, to develop a feeling of ownership within children and staff and for the enjoyment of the school community.

Integrated Whole School Planning

Integrate sustainability ideas and practices into whole school plans and operational documents over the next three years.

School and Community Partnerships

Engage the whole school in decision-making and implementing environmental activities and ensure the local community feels welcome to participate in projects and student learning.

Celebrating progress

Our school will celebrate progress by:

- Regular updates in the school newsletter
- Relevant displays and events at school
- Showcased on the school website
- Promoted at school assemblies
- Grants and competitions applied for
- Awards or badges for those involved
- Reported in the school annual report

Actions

Issue:	Lack of recycling and organic waste collection There is no recycling system currently in place for paper and other recyclable products and no system set up to collect food scraps for compost bins.
Outcome:	Recycling of paper and other recyclable products from classrooms, office, tuckshop and library. Collection of food waste for compost bins for use in the kitchen garden.
Indicators:	Reduction of waste in general waste bins, increased participation in paper and other recycling and an increase in the amount of compost produced.
Overall timeframe:	Term 2 2013

Action	Project management
Grant application for free waste minimisation infrastructure from DERM.	
Timeframe	submitted by 17th August 2012
Resources	Time
Responsibility	Liane Murphy
Monitoring procedure	success of application
Introduce recycling bins for paper and general recyclable products. Bins in classrooms then emptied into recycling bins supplied by BCC. Kerbside collection.	
Timeframe	Term 1 2013
Resources	Recycling bins for each classroom and office area. Kerbside collection bins.
Responsibility	Liane Murphy and classroom teachers
Monitoring procedure	Feedback from teachers, cleaners and groundsman
Enter into agreement with BCC for recycling bins for kerbside collection	
Timeframe	Term 3 2012
Resources	time
Responsibility	Liane Murphy, Joy Sinclair
Monitoring procedure	Liane Murphy
Introduce collection of fruit and vegetable scraps to be placed in compost bins and used for worm farms.	
Timeframe	Term 1 2013 and ongoing
Resources	waste collection buckets
Responsibility	Liane Murphy, classroom teachers
Monitoring procedure	Liane Murphy, Jane Ball
Reduce and reuse paper from printers and photocopying	
Timeframe	Term 4 2014
Resources	promotional resources, containers for collecting and storing reusable paper
Responsibility	SEMP committee, teachers, teacher aides, office staff
Monitoring procedure	paper purchase, photocopying
SEMP committee and BSM to report on waste management achievements.	
Timeframe	Mid 2013 and then end of each year
Resources	Waste bills and waste audit results
Responsibility	SEMP committee and BSM
Monitoring procedure	End of year report
Actions	

Issue: There is a lack of awareness and education of waste minimisation and recycling.

There is no recycling of paper or other recyclable products occurring within classrooms and offices and recycling of food scraps for use in compost bins and worm farms is no longer occurring. Staff, students and parents need education on how to use recycling bins properly and the importance of waste reduction and recycling.

Outcome: Waste/recycling education included in sustainability units in science and other KLA's and education and information provided on how to use recycling bins.

Indicators: Feedback from teachers, students and cleaners. Inspection of general waste bins, recycling bins and food scrap bins.

Overall timeframe: Term 2 2013

Action	Project management
Identify references to waste minimisation and recycling in C2C science units and other KLAs and make links to practical recycling programs being introduced in the school.	
Timeframe	Term 1 2013
Resources	C2C documents, school planning documents
Responsibility	all teaching staff and HOC
Monitoring procedure	SEMP committee and HOC to record
Access free education programs and kits relating to waste minimisation and recycling. Clean up Australia website, Healthy Waterways	
Timeframe	Term 4 2012 and ongoing
Resources	Brisbane City Council waste education programs, Urban ECC waste kits, websites
Responsibility	Liane Murphy, SEMP committee
Monitoring procedure	teacher feedback
Participate in School's Clean Up Day' and audit rubbish collected. Hold 'Rubbish Free Lunches' each term.	
Timeframe	March 2013, ongoing 'Rubbish Free Lunches
Resources	Clean Up Australia website, promotional information, gloves, bins
Responsibility	SEMP Committee
Monitoring procedure	audit of rubbish collected
Develop procedures for staff and students on how to use and manage mixed recycling and composting bins.	
Timeframe	Term 1 2013
Resources	DERM stickers on recycling bins, information sheets for each teacher
Responsibility	SEMP committee
Monitoring procedure	Feedback from staff.
Promote the introduction of recycling in the school newsletter and on Parade and through DERM fridge magnets sent home to each child.	
Timeframe	Introduction in Term 4 2012 and updates each term
Resources	School newsletter, fridge magnets
Responsibility	Liane Murphy
Monitoring procedure	Feedback from parents and students
Actions	

Issue: There is a lack of respect of garden areas and grounds in the school.

Some gardens and green areas have become overgrown and children run through and play in gardens, destroying plants.

Outcome: Children will become inspired to care for and take responsibility for gardens.

Indicators: Productive, healthy and attractive gardens.

Overall timeframe: Term 2 2012

Action	Project management
Participate in 'Schools Tree Day' each year.	
Timeframe	annually
Resources	Resources from 'Schools Tree Day'
Responsibility	SEMP committee
Monitoring procedure	SEMP committee
Trial hens in edible garden using a 'chook tractor'. Introduce permanently if successful.	
Timeframe	trial Term 4 2012 then ongoing
Resources	chook tractor, hens, food and poultry needs, time
Responsibility	Jane Ball, Chris Couchman
Monitoring procedure	Jane Ball
Develop an adopt-a-garden scheme for classes to take on the responsibility of caring for a garden and to increase biodiversity within the schools.	
Timeframe	Term 4 2012 and ongoing
Resources	gardening tools, gloves, plants
Responsibility	Liane Murphy, SEMP committee
Monitoring procedure	SEMP committee
Replant bank between edible garden and footpath.	
Timeframe	Term 4 2012
Resources	plants, gardening equipment
Responsibility	Jane Ball
Monitoring procedure	More plants in this area
Open Edible Garden to students one lunchtime per week	
Timeframe	Term 3 2012
Resources	staff supervisors, gardening equipment
Responsibility	Liane Murphy
Monitoring procedure	Jane Ball to monitor popularity
Start a student environmental group to promote and participate in garden and sustainability projects.	
Timeframe	Term 1 2013 and ongoing
Resources	time, staff volunteers, gardening equipment
Responsibility	SEMP committee
Monitoring procedure	popularity of group and successful projects
Actions	

Issue:

Review of planning documents, C2C and whole school structures to include Education for Sustainability

C2C and other planning documents need to be reviewed to highlight the sustainability components.

Outcome: Sustainability education from curriculum documents and school sustainability projects taught explicitly in all classes.

Indicators: Evidence of sustainability education in year level planning documents.

Overall timeframe: Throughout the year as each unit is planned

Action	Project management
In each year level's planning meeting, review sustainability content in all KLAs.	
Timeframe	Each term
Resources	C2C and other planning documents
Responsibility	HOC and classroom teachers
Monitoring procedure	Year level documents
Search for and acquire new resources to assist with teaching sustainability education.	
Timeframe	Ongoing
Resources	websites, government agencies, Brisbane Environmental Education Centre, Brisbane City Council
Responsibility	HOC and classroom teachers, Library staff
Monitoring procedure	List of available resources attached to planning documents
SEMP committee to identify annual environmental priorities	
Timeframe	End of year each year
Resources	time
Responsibility	Semp committee
Monitoring procedure	Liane Murphy
Intergrate the SEMP into the school annual plan	
Timeframe	2015
Resources	time,SEMP document
Responsibility	Patrick Murphy, Liane Murphy
Monitoring procedure	
Actions	

Issue: Increase of electricity usage

With an increase in student numbers, classrooms and airconditioning of buildings there has been a continual growth in electricity usage.

Outcome: Reduce excess and unnecessary electricity usage.

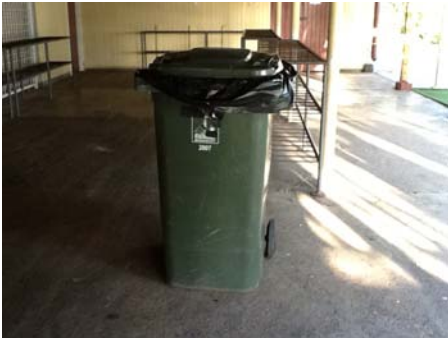
Indicators: Decrease in kWh electricity usage

Overall timeframe: Term 4 2014

Action	Project management
Monitor the school's energy usage and solar power generation through eq.solarschools.net and utility bills.	
Timeframe	Term 4 2014
Resources	solarschools.net website, utility bills
Responsibility	SEMP committee, Joy Sinclair (BSM)
Monitoring procedure	through resources
Promote and encourage energy saving practices including switching off lights, equipment on standby and air conditioning when not needed.	
Timeframe	Term 4 2014
Resources	Promotional and information materials
Responsibility	staff and students
Monitoring procedure	SEMP committee

Issues photo gallery

Lack of recycling and organic waste collection



There is a lack of awareness and education of waste minimisation and recycling.



There is a lack of respect of garden areas and grounds in the school.



Increase of electricity usage



Community and environment network

These organisations will join in our environmental meetings and activities:

Organisation	Type of assistance
Brisbane City Council Contact details: Jean Delzoppo 3027 5712	recycling bins, waste education
Brisbane Urban Environmental Education Centre Contact details: Keith Enchelmaier(P) 35527120	energy and waste education
Pullenvale Environmental Education Centre Contact details: (P) 33741002	Environmental education programs
Nudgee Beach Environmental Centre Contact details: (P) 32677811	Environmental education programs
Greening Australia Contact details: Jo Wilde (07) 3006 3042	plants, education about plant propagation
Imaging Technology Aust. Pty Ltd Contact details: (07) 38564355	collection of printer cartridges for recycling

Evaluation

The evaluation outlines the schools achievements in each focus area.

Curriculum

Goals: Effectively intergrate sustainability concepts into school programs, lessons and student activities and to support teachers with implementation.

There is a lack of awareness and education of waste minimisation and recycling.	
Action	What was achieved?
<ul style="list-style-type: none"> Identify references to waste minimisation and recycling in C2C science units and other KLAs and make links to practical recycling programs being introduced in the school. 	
<ul style="list-style-type: none"> Access free education programs and kits relating to waste minimisation and recycling. Clean up Australia website, Healthy Waterways 	

Review of planning documents, C2C and whole school structures to include Education for Sustainability	
Action	What was achieved?
<ul style="list-style-type: none"> In each year level's planning meeting, review sustainability content in all KLAs. 	
<ul style="list-style-type: none"> Search for and acquire new resources to assist with teaching sustainability education. 	

Resource Management

Goals: Water is being managed efficiently in the school. Initially the SEMP will focus on lessening our impact on the environment by reducing waste going to landfill. Once this is being managed efficiently and effectively the focus will shift to reducing energy usage.

Lack of recycling and organic waste collection	
Action	What was achieved?
<ul style="list-style-type: none"> Grant application for free waste minimisation infrastructure from DERM. 	
<ul style="list-style-type: none"> Introduce recycling bins for paper and general recyclable products. Bins in classrooms then emptied into recycling bins supplied by BCC. Kerbside collection. 	
<ul style="list-style-type: none"> Enter into agreement with BCC for recycling bins for kerbside collection 	
<ul style="list-style-type: none"> Introduce collection of fruit and vegetable scraps to be placed in compost bins and used for worm farms. 	
<ul style="list-style-type: none"> Reduce and reuse paper from printers and photocopying 	

There is a lack of awareness and education of waste minimisation and recycling.	
Action	What was achieved?
<ul style="list-style-type: none"> Participate in School's Clean Up Day' and audit rubbish collected. Hold 'Rubbish Free Lunches' each term. 	

Increase of electricity usage	
Action	What was achieved?
<ul style="list-style-type: none"> Monitor the school's energy usage and solar power generation through eq.solarschools.net and utility bills. 	
<ul style="list-style-type: none"> Promote and encourage energy saving practices including switching off lights, equipment on standby and air conditioning when not needed. 	

Grounds Management

Goals: Improve green spaces around the school in order to increase biodiversity, enhance the children's learning environment, to develop a feeling of ownership within children and staff and for the enjoyment of the school community.

There is a lack of respect of garden areas and grounds in the school.	
Action	What was achieved?
<ul style="list-style-type: none"> Develop an adopt-a-garden scheme for classes to take on the responsibility of caring for a garden and to increase biodiversity within the schools. 	
<ul style="list-style-type: none"> Replant bank between edible garden and footpath. 	
<ul style="list-style-type: none"> Open Edible Garden to students one lunchtime per week 	
<ul style="list-style-type: none"> Participate in 'Schools Tree Day' each year. 	
<ul style="list-style-type: none"> Trial hens in edible garden using a 'chook tractor'. Introduce permanently if successful. 	

Whole School Planning

Goals: Integrate sustainability ideas and practices into whole school plans and operational documents over the next three years.

There is a lack of awareness and education of waste minimisation and recycling.	
Action	What was achieved?
<ul style="list-style-type: none"> Develop procedures for staff and students on how to use and manage mixed recycling and composting bins. 	

Review of planning documents, C2C and whole school structures to include Education for Sustainability	
Action	What was achieved?
<ul style="list-style-type: none"> SEMP committee to identify annual environmental priorities 	
<ul style="list-style-type: none"> Intergrate the SEMP into the school annual plan 	

Lack of recycling and organic waste collection	
Action	What was achieved?
<ul style="list-style-type: none"> SEMP committee and BSM to report on waste management achievements. 	

School Community Participation

Goals: Engage the whole school in decision-making and implementing environmental activities and ensure the local community feels welcome to participate in projects and student learning.

There is a lack of respect of garden areas and grounds in the school.	
Action	What was achieved?
<ul style="list-style-type: none">• Start a student environmental group to promote and participate in garden and sustainability projects.	

There is a lack of awareness and education of waste minimisation and recycling.	
Action	What was achieved?
<ul style="list-style-type: none">• Promote the introduction of recycling in the school newsletter and on Parade and through DERM fridge magnets sent home to each child.	