



Artwork by Lara Dias
(Year 6 2007)

All Saints
Catholic Primary
School Liverpool
2009
**Environmental
Plan
Report
Recommendations**

All Saints Catholic Primary
School
Environment Committee
44 George Street
PO Box 3282 Westfield
LIVERPOOL NSW 2170
Phone 02 9602 2155 Fax 02 9600 8418





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Environmental Footprint 2007

The work of the 2007 Environment Committee concluded with the publishing of the Report and the inclusion of guidelines for reaching our targets. The 2008 Environment Committee in co-operation with the Principal, staff members, students and the parents and carers, and supported by various providers of specifically targeted services, were responsible for implementing the recommendations during 2008. The monitoring of the 2008 implementation identified a number of strengths and new challenges including the increased use of electricity due to increased number of PCs and Interactive whiteboards. As a result, a further year of working with the recommendations and the implementation plan will take place in 2009. In 2010, the school will again do an assessment of its environmental footprint in 2009 and compare the data with the 2006 information.

By comparing our 2006 data with the 2009 data, the school community will be able to assess its commitment to implementing the recommendations and judge whether it has taken its environmental stewardship, based on gospel and environmental values, seriously.

Context for Environmental Work 2009 (as with 2008)

With the reality of climate change and its impact on our environment, and our Sydney Catholic Schools' emphasis on Environmental Stewardship¹, All Saints Catholic Primary School in Liverpool reviewed its 2006 operations in the light of its environmental footprint, and to assess what was possible and manageable in order to reduce this footprint.

As a result of reflection on *On Holy Ground – An Ecological Vision for Catholic Education in New South Wales*², a number of principles were embraced from this report:

- Our diverse ecology is fragile and humankind's footprint is heavy
- Creation is gift and we are its stewards
- As Christians and stewards, we need to live the care that is required
- We are called to radically change our lifestyle and unsustainable patterns of consumption and production

On Holy Ground provided a succinct and clear long term ecological vision for Catholic organizations. Four key areas appeared to invite attention. These were:

- Promoting ecological sustainable development
- Ensuring appropriate and effective education in this area so that connections are made
- Engaging all stakeholders and bringing them into the decision making process, and
- Advocating that all Christians have an **ecological vocation**

In summary, it became clear that as a Catholic School Community, we had a responsibility to:

- To foster in learners (in our school community) an appreciation of creation as gift and their relationship with it and their co-responsibility as co-creators of the future
- To develop in learners the skills, attitudes, values, commitment to initiate individual and collective responses that are environmentally responsible and reflective of their ecological vocation
- To inspire learners to decrease their ecological footprint and increase their spiritual one, as creatures made in the image and likeness of God

These responsibilities will be addressed again in 2009 at three levels- at the curriculum level, at the management of resources level and at the management of school grounds level.

¹ See section 5.3 in *How Effective is our Catholic School* (2006), Catholic Education Office Sydney.

² *On Holy Ground- An Ecological Vision for Catholic Education in New South Wales* (2006) Catholic Earthcare Australia

Environment Committee and Community engagement 2008/9

In 2008/9, the committee's role will be to support and monitor the implementations of the 2007 Report in relation to:

- Water usage and management
- Energy usage and management
- Carbon emissions
- Solid waste and their management
- Transport and its management
- Biodiversity and its management
- Stormwater, its drainage and management

The Committee would call for assistance where needed, and try to engage experts where necessary.

The Committee will continue to use the weekly Newsletter to inform the community regarding implementation plans

The Committee is committed to reflecting the school's progress in relation to the following areas identified in *On Holy Ground*:

- Living sustainable as a community
- Reviewing our management and organisation
- Care of the Land
- Ecological inclusion in Worship, Prayer and Liturgy
- Children's work

WATER

Teacher/Class responsibilities in reducing Water Consumption are:

1. Awareness raising of the need for effective and efficient management of water resource included in class and school programs
2. Usage and management monitored by students and teachers
3. Ensure leaks are attended to by reporting to the Office

School Administration responsibilities in reducing Water Consumption are:

4. Replacement of untimed taps with timed taps as financial resources become available
5. Monitoring of impact of water tanks to support the limited bush gardens to act as green and possible wildlife corridors
6. Ensure reported leaks are managed quickly and efficiently.
7. Additional gardens to be planted with water tolerant native species only
8. Review by the school's Environment Committee

ENERGY

Teacher/Class responsibilities in reducing Energy Consumption are:

1. Establish monitored processes to ensure that Computer screens are switched off when not in use.
2. Ensure computers and screens are shut down at the end of each day and switched off at the power point (where manageable).
3. Implement and monitor a policy to ensure lights and fans are turned off when no one is present in the learning space
4. All Air Conditioning will be set at fixed degrees (Summer 22°C, Winter 20oC) allowing the units to rest more.
5. Implement the Code for an Environment Friendly Classroom and the Development of HERO – Heating, Energy, and Recycling Officer in a strategic manner.

6. Turn off stairs and corridor lights. Staff and students to do this as they see the need

School Administration responsibilities in reducing Energy Consumption are:

7. Establish monitored processes to ensure that Computer screens are switched off when not in use
8. Ensure computers and screens are shut down at the end of each day and switched off at the power point (where manageable).
9. Implement and monitor a policy to ensure lights and fans are turned off when no one is present in the learning space
10. **Attach Mains Timers to all Zip boilers and water coolers to turn off between 6pm and 6am each day.**
11. **A USB activated Power board will be installed for all computers with peripherals. This will save 10% of power consumption by disabling standby power consumption.**
12. Refitting current halogens with 35W Super Halogens (5000 hour globes) as necessary
13. Refitting existing lighting luminaries (T8) with more energy efficient T5 tubes as they need replacing. **Part of the Commonwealth Plan in 2009**
14. Switch to Green Power **Could not be done in 2008.**
15. Purchase Office equipment to reflect best practice Energy Star rating criteria
16. Monitor Urban Solar Farm. **Use Commonwealth grant to add panels in 2009**
17. Review by the school's Environment Committee

CARBON EMISSIONS

Teacher/Class responsibilities in reducing Carbon Emissions are:

1. Implement Electricity reduction recommendations.
2. Implement a policy of deliberately reducing waste
3. Recycle paper and cardboard
4. Reduce reliance on photocopying. **Limit paper purchase.**
5. Education focus where possible on living with global warming and understanding and removing (or lessening) our impact on the greenhouse effect depending on age of students.

School Administration responsibilities in Carbon Emissions are:

6. Switch to Greenpower which will add 10% to Electricity bill, but eliminate 60.4 tonnes of GHG emissions.
7. Purchase **additional** solar cells to generate electricity.
8. **Continue** recycling of paper and cardboard.
9. **Continue and expand** recycling of bottles and cans
10. Implement Green Office policy in relation to recycling office and computer equipment, printing, photocopiers and Fax machines, energy efficient appliances with ENERGY STAR rating.
11. Eventually, after reduction measures have been implemented, All Saints would need to purchase fully certified carbon credits in order to become CO₂ free TM.
12. Review by the school's Environment Committee

SOLID WASTE

Teacher/Class responsibilities in reducing Solid Waste are:

1. Teachers/students to facilitate awareness of the need to reduce and recycle.
2. Ensure that teachers manage student exercise books as efficiently as possible
3. Promote strategies to reduce food waste
4. Teachers provided with code to access the photocopying machines in order to track usage **Not in 2009**
5. Systematically implement recycling of paper and cardboard in the classroom/learning areas

- Recycle computer and other ink cartridges through the office

School Administration responsibilities in reducing Solid Waste are:

- Continue** recycling of paper and cardboard
- Engage cleaners with recycling policy.
- Continue** recycling strategy for drink containers and bottles.
- Recycle computer and other ink cartridges through the office
- Review by the school's Environment Committee

TRANSPORT

Teacher/Class responsibilities in relation to Transport

- Consider emissions implications when planning school excursions
- In **Years 3 – 6** calculate Excursion emissions and build offset into price of excursions. Bank the offset into offset account.

School Administration responsibilities in relation to Transport

- Calculate Whole School emissions and build offset into price of excursions/carnivals and bank the \$ offset requirement into offset account.
- Purchase locally where possible to reduce transport costs.
- Review by Environment Committee

BIODIVERSITY

Teacher/Class responsibilities in relation to Biodiversity

- Take a planned approach to class responsibility for school ground area
- Include education in Biodiversity where possible particularly in relation to the impact of rubbish
- Keep areas around classes/stairs clean
- Areas as follows:**

Area Description	Responsibilities outlines	Class/Grade responsible
Bell Garden	<ul style="list-style-type: none"> Keep clean and tidy Plant new plants Keep watered 	All Kindergartens
Stage 1 Playground – Street gardens	<ul style="list-style-type: none"> Keep clean and tidy Plant new plants Keep watered 	All Year 1 classes
Stage 1 Playgrounds	Ensure playground is left clean at the end of playing times	All users – set up roster
Near K Marum – garden	<ul style="list-style-type: none"> Keep clean and tidy Plant new plants Keep watered 	6 Cahill 6 Loreto
Gardens near Staff room	<ul style="list-style-type: none"> Keep clean and tidy Plant new plants Keep watered 	6 Marum 6 Chisholm
Stage 3 Playground	Ensure playground is left clean at the end of playing times	All users – set up roster
Gardens near and area behind Library	<ul style="list-style-type: none"> Keep clean and tidy Plant new plants 	5 Chisholm 5 Loreto

	<ul style="list-style-type: none"> • Keep watered 	
Gardens near and behind ESL/RR/Spanish	<ul style="list-style-type: none"> • Keep clean and tidy • Plant new plants • Keep watered 	5 Cahill 5 Marum
Garden near Office entrance	<ul style="list-style-type: none"> • Keep clean and tidy • Plant new plants • Keep watered 	2 Marum
Garden near and area around Year 2C and 2CH	<ul style="list-style-type: none"> • Keep clean and tidy • Plant new plants • Keep watered 	2 Cahill 2 Chisholm
Garden (Vegetable)	<ul style="list-style-type: none"> • Keep clean and tidy • Plant new plant • Keep watered 	ESL Primary
Grassed area	<ul style="list-style-type: none"> • Keep clean and tidy 	Year 3s – set up roster
Stage 2 playground –	<ul style="list-style-type: none"> • Keep clean and tidy • Keep Trees watered • Create Pot Gardens? 	Year 4s – set up roster

School Administration responsibilities in relation to Biodiversity

5. Where garden corridors exist, plant heavily with a variety of native plants to support a variety of bird life
6. **Include some small ponds, and other water holders to support biodiversity - 2009**
7. Keep garden areas mulched
8. **Mount nesting boxes on trees - 2009**
9. Obtain bush rock to create habitats for lizards
10. **Develop** the school vegetable garden to support students in their understanding of plants growing.
11. Review by Environment Committee

STORMWATER

Teacher/Class responsibilities in relation to Storm Water

1. Educate students re: the importance of Storm water drains and what happens to the water. Storm water drains to Cabramatta Creek. Eventually, Cabramatta Creek reaches Chipping Norton Lakes on the Georges River. The Georges River enters Botany Bay near Taren Point.

School Administration responsibilities in relation to Storm Water

2. Ensure all drains are painted with the sign *Drains to Cabramatta Creek*.
3. **Ensure that maintenance personnel understand not to sweep dirt into drains. Drains to be cleaned out regularly.**
4. Review by Environment Committee

ENVIRONMENTAL EDUCATION

Teacher/Class responsibilities in relation to Environmental Education

Ecological Vision

1. **An understanding of the Religious dimension of Environment Education is incorporated in class / program learning – make use of Curriculum links across all KLAs (draft 2008)**

2. Classes engage with the overall purpose of improving the school's Environmental footprint
3. Effective action plans (including working with the above recommendations) are in place and are regularly reviewed.

Curriculum

1. Integrate those areas of the Religious Education Syllabus that are related to Environment education, especially Spirituality, Moral Teaching, Liturgy, Prayer, and Social and Ecological Justice.
2. Outcomes specific to Environmental Education K – 12 NSW Government Syllabuses will be integrated.
3. Extra curricular opportunities provided by special events (eg Harbour Day) will be used to enhance community and class learning.
4. The recommendations previously stated will be monitored

Management of Resources

5. The classroom/learning program will slowly improve in its management of resources by employing the "Four Rs" – *Refuse, Reduce, Reuse, Recycle*

School Administration responsibilities in relation to Environmental Education

Ecological Vision

6. An understanding of the Religious dimension of Environment Education is incorporated in Newsletters, School Assemblies and culture of the school.

Curriculum

7. Professional development of staff with a focus on making meaning of the school's Environmental footprint and attempts to reduce will take place regularly
8. Staff members will be held accountable for their areas of responsibility
9. Progress in implementing the Report's recommendations will be a regular feature at Student Representative Meetings, at Parent Association meetings, at Staff Meetings and in School Newsletters
10. Stage 2 will be targeted for sustained Environment Education through a targeted Unit of Work including an excursion program.

Management of Resources

The school will slowly improve in its management of resources by employing the "Four Rs" – *Refuse, Reduce, Reuse, Recycle*

Networking and Linking

The school will form links with local organisations similarly focussed.

Review by Environment Committee

2008/9 IMPLEMENTATION RECORD

In June 2009 and again in November 2009, all teachers and learning groups, as well as the school administration will be asked to report on their effectiveness in implementing the guidelines as outlines above. The following Feedback Form will be completed by all classes, support programs, staff and office:

Teacher:		Role:	June 2009/November 2009
Item	Strategy	Comply?	Comment
•	Water Raising awareness		
•	Water Monitoring usage		
•	Water – Leaks / problems reported		
•	Energy – monitoring HERO (or similar) process established and in use. Lights/Fans		
•	Energy – Computer screens switched off when not in use?		
•	Energy - Computers all switched off end of day		
•	Energy - Air-conditioning at set temperatures		
•	CO2 emissions – reduce waste		
•	CO2 emissions Recycle paper/cardboard		
•	CO2 emissions – reduce Photocopying		
•	CO2 emissions – education focus		
•	Solid Waste – waste reduced		
•	Waste – Exercise books well used		
•	Waste – promote reduction in food waste		
•	Waste – continue to implement recycling		
•	Waste – Recycle Print cartridges		
•	Transport – emissions considered 3-6		
•	Transport – emissions offset (Yrs 3-6)		
•	Biodiversity – responsibility for area – systems in place at class/grade levels?		
•	Biodiversity – education included		
•	Storm water – Students educated on management of Storm water		
•	Environmental Education – Ecological Conversion – RE?		
•	Environmental Education – Curriculum inclusion?		
•	Environmental Education – manage resources		

Appendix 1 – Assessment of one's personal environmental footprint

Your personal ecological footprint

Just think about the impact you and your family are making in relation to the following:

Water

What am I doing to reduce my water usage?

- ✓ In the bathroom? _____
- ✓ In the kitchen? _____
- ✓ In the garden? _____

Energy

What am I doing to reduce my electricity use?

- ✓ In the use of lights? _____
- ✓ IN the use of electrical appliances? _____
- ✓ In the use of Hot Water? _____
- ✓ In the use of heating? _____
- ✓ In the use of air-conditioning? _____

Waste

How have I reduced my waste?

- ✓ Food waste? _____
- ✓ Garden Waste? _____
- ✓ Bottles and paper waste? _____
- ✓ Do I reduce, reuse, recycle, and refuse?

Transport

What do I do to reduce petrol consumption?

- ✓ Do I drive everywhere? _____
- ✓ Do I make sue of public transport? _____
- ✓ Do I walk where possible? _____

Cleaning

How do I clean without damaging the environment?

- ✓ For pathways I use a broom or a hose?
- ✓ Do I use biodegradable or standard detergents?
- ✓ Do I use oxygen or chlorine bleach

Food

How do I help reduce the environmental damage of food?

- ✓ Do I grow some of my own food? _____
- ✓ Do I eat organically grown food? _____
- ✓ Do I eat locally grown food? _____
- ✓ Do I avoid processed food? _____
- ✓ Do I avoid over-packaging? _____

(Provided by Jill Finnane, Permaculturalist, author of *Lawn to Lunch*)

Code for Environment Friendly Class

Use Water carefully

- Turn off taps when not in use
- In toilets, use the half flush instead of the full flush
- Turn off dripping or leaking taps and bubblers or report them to the Office
- Wash the paint brushes in a bucket of water not under running water

Use Electrical Energy carefully

- Use lighting only when needed
- Have a light person to turn off lights when not in use
- Put a jumper on (or take it off) instead of using the air conditioner. Summer temperature to be set at 22°C. Winter temperature to be set at 20°C
- Have a person in charge of turning the computers off in the afternoon
- Turn electrical items off at night instead of leaving them on standby
- Open the blinds for natural light

Minimise creation of Waste

- Implement recycling policy
- Ensure management of rubbish is effective and monitored in all classes and other learning spaces
- Re-use used paper as scrap paper.
- Use exercise books and handwriting books efficiently.
- Reduce / Minimize photocopying requirements

Class responsibility – wider school commitment

- Ensure that your class/grade responsibility is incorporated into class planning (Responsibilities to be worked out at the start of each year)
- Ensure all students are engaged in this process at some stage through the term.

HERO - Heating, Electrical, Recycling Officers. Ensure that a roster system for this position operates in all classes



Appendix 6 – Summary of Excursions 2006

Excursions record – 2006 Guide for 2008

	Destination	Transport used	Distance travelled
Kinder garten	<ul style="list-style-type: none"> • Sydney Opera House • Fairfield City Farm • Sydney Aquarium 	2 buses 2 buses 2 buses	41 kms each way 10 kms each way 40 kms each way
Year 1	<ul style="list-style-type: none"> • Taronga Park Zoo • Fairfield City Museum 	2 buses 2 buses	49 kms each way 9 kms each way
Year 2	<ul style="list-style-type: none"> • Elizabeth Farm Parramatta • Airport 	2 buses 2 buses	16 kms each way 28 kms each way
Year 3	<ul style="list-style-type: none"> • Sydney Tower • Auburn Mosque/Buddhist Temple/Bicentennial Park • Nan Tien Temple 	2 buses 2 buses 2 coaches	41 kms each way 46 kms each way 84 kms each way
Year 4	<ul style="list-style-type: none"> • Imax Theatre • Art Gallery • Royal National Park • Royal National Park 	Train Train 1 bus 1 bus	40 kms each way 41 kms each way 32 kms each way 32 kms each way
Year 5	<ul style="list-style-type: none"> • Gold – Bywong • St Mary’s Cathedral / Bicentennial Park • Imax Theatre 	3 coaches 3 buses 3 buses	228 kms each way 59 kms each way 40 kms each way
Year 6	<ul style="list-style-type: none"> • Canberra • Powerhouse Museum • Picnic – Drummoyne Swimming Centre 	3 coaches 3 buses 3 buses	251 kms each way 40 kms each way 33 kms each way

In addition:

- Athletics Carnival - 13 buses – 24 kms each way**
- Swimming Carnival (14 Feb) - 12 buses - 26 kms each way**
- Swimming Carnival (19 Dec) - 12 buses - 26 kms each way**
- Swimming Program - 1 buses - 700 kms each way.**