Introduction

The School Environment Management Plan (SEMP) is a tool to help you evaluate your school’s environmental performance and establish goals, policies and procedures to reach your desired outcomes.

This user-friendly tool will help you develop a plan that includes actions to improve management of waste, water, energy and biodiversity. Taking action in these areas has the potential to significantly improve your school’s environmental sustainability, engage students and the local community, and make substantial cost savings.

In developing this plan you will complete 10 of the 24 actions required under the ResourceSmart Schools Core Module checklist. The sections of the SEMP which correspond to these 10 actions are highlighted within the plan.

We hope that you find this tool helpful and wish you all the best on your sustainability journey.

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

Action B1.2
Bona Vista Primary School aims to become a Sustainable School by reducing our greenhouse gas emissions and sustaining our environment through adopting sustainable practices in our everyday lives. Our vision is to integrate all aspects of sustainability into our teaching and learning and every day procedures.

Rationale/Mission
Why our school wants to become more sustainable

Bona Vista Primary School recognises the need in today's society to become aware, develop policies and procedures and support the education of our staff, students and broader community in relation to environmental sustainability.

Current infrastructure and daily operations
Have you reviewed current infrastructure and daily operations to better integrate sustainable initiatives

Action A1.4
Bona Vista Primary has reviewed multiple ways to ensure their daily operations is in line with the integration of sustainable initiatives for energy, waste, water and biodiversity. Eg: an ongoing commingled recycling program; bin systems in all classrooms to separate recycling, waste and compost, the promotion of waste reduction projects, building an awareness in the efficient use of water to further develop the vegetable gardens and regular monitoring of energy consumption using the purchased Energy Audit Kit (which includes a PowerMate Lite, Lux Meter and Non-Contact Thermometer).

Links with other school plans and policies
e.g. Site Improvement Plan, school master plan etc.

Action A1.9
Bona Vista is a small rural school that works cooperatively with the Baw Baw Shire and the Education Department in the maintenance of its grounds according to the school site improvement plan and Shire expectations. Discussions with other schools do occur in relation to best practice for ongoing needs.
# School Environmental Management Plan

**Action A1.7**  

| Leadership team (working group) | **Action C1.2** | The energy audit that was completed at the school was inclusive of all students. Different students are chosen on a rotational system to be responsible for the emptying of bins, gardening, feeding the animals etc. We are taking a whole school approach in Leadership towards sustainability. |

| Student action team (SAT) | **Action B1.4** | All students are a part of the Action Team due to the school being relatively small in numbers. We believe this gives all students responsibility and ownership of the planned actions into sustainability to ensure they, as citizens, continue to make decisions best for our environment. |

| Curriculum overview & links to sustainability | **Action B1.1** | Many aspects of daily teaching and learning encompasses the importance of sustainability across all curriculum. |

| Professional development | **Action B1.3** | The school Principal and staff attended a Resource Smart Professional Development session presented by the local Resource Smart facilitator. The Principal also attended a Sustainability Victoria workshop that included a session on energy. All staff are responsible for ensuring actions and plans are put into place - monitored and changed accordingly. |
### ResourceSmart Schools benchmarks

<table>
<thead>
<tr>
<th>Category</th>
<th>Primary, Secondary &amp; P-12</th>
<th>Primary, Secondary &amp; P-12</th>
<th>Primary</th>
<th>Secondary &amp; P-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Waste</strong></td>
<td>0.3 m³/year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Water</strong></td>
<td>4 KL/year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Energy</strong></td>
<td>250 kWh/year</td>
<td>400 kWh/year</td>
<td>1.4 GJ</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.9 GJ</td>
<td>0.6 tonnes CO₂</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.4 tonnes CO₂</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Biodiversity

- Increase habitat quality assessment score to: >75 within the school ground

### Our current state of play

**Start 2015**

Based upon data collected this is what is currently happening in our school:

<table>
<thead>
<tr>
<th>Category</th>
<th>Primary, Secondary &amp; P-12</th>
<th>Primary</th>
<th>Secondary &amp; P-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Waste</strong></td>
<td>.25 m³/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Water</strong></td>
<td>? KL/year</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Energy</strong></td>
<td>? kWh/year</td>
<td>386 GJ</td>
<td></td>
</tr>
<tr>
<td></td>
<td>? GJ</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>? tonnes CO₂</td>
<td>0.6</td>
<td></td>
</tr>
</tbody>
</table>
## Setting targets

### Our school’s target  End of 2015

<table>
<thead>
<tr>
<th>Waste</th>
<th>Water</th>
<th>Energy</th>
<th>Biodiversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim to keep waste to landfill per student to below:</td>
<td>Aim to keep use of mains water per student to below:</td>
<td>Aim to keep energy use and CO(_2) emissions per student to below:</td>
<td>Increase habitat quality assessment score to:</td>
</tr>
<tr>
<td>0.22 m(^3)/year</td>
<td>() KL/year</td>
<td>300 kWh/year</td>
<td>(&gt;) 5 within the school ground</td>
</tr>
</tbody>
</table>

### Aspirational targets for Year 2016

<table>
<thead>
<tr>
<th>Waste</th>
<th>Water</th>
<th>Energy</th>
<th>Biodiversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.21 reduction (Long term – )</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Aspirational targets for Year 2017

<table>
<thead>
<tr>
<th>Waste</th>
<th>Water</th>
<th>Energy</th>
<th>Biodiversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.20 reduction (Long term – )</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### How are we going reaching our targets?

<table>
<thead>
<tr>
<th>Year 1: 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>m³ landfill waste per student</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Year 2: 2016

<table>
<thead>
<tr>
<th>Year 2: 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>m³ landfill waste per student</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Year 3: 2017

<table>
<thead>
<tr>
<th>Year 3: 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>m³ landfill waste per student</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Provide an outline of what you have already achieved for each of the following areas

**Energy**
- Conducted an energy audit
- Fluorescent tubes changed to LED tubes
- Curtains, blinds and sky lights are installed
- Signage in classrooms and office areas
- Printer and computer monitors have sleep mode
- Solar panels (5.4kW grid connected solar panel system)
- Light timers and sensors
- Cross ventilation (automated CO2 vents) and ceiling fans
- School recently purchased an Energy Audit Kit (includes a PowerMate Lite, Lux Meter and Non-Contact Thermometer)
- Heater/ Air conditioner in main classrooms are pre-set to optimal temperatures as determined by DET
- All items (computers, IWB, printers, etc.) are turned off at the switch over the holiday period
- Where possible we purchase supplies, especially paper that is PEFC, PCF, recycled content and Carbon Neutral

**Water**
- Water tanks
- Rain catching gutters etc
- Half flush toilets
- Wash trough has push button water taps

**Waste**
- Paper recycling system
- No packaged food outside of classrooms
- Compost is collected
- Chickens
- Working bees to maintain and clean up grounds
- Litter separated
- Students have own drink bottles and reusable lunch boxes
- Printers set to double sided printing
- We recycle all printer cartridges
- We use scrap paper (paper that has printing on one side) in the classrooms and office

**Biodiversity**
- Vegetable garden
- Sensory garden with native plants
- Mulching/ compost
- Litter system for collection
**Current & past sustainability activities & opportunities for the future**

Provide an outline of what you have already achieved for each of the following areas

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teaching and learning planned with a focus on sustainability where practical.</td>
<td>- Students involved in energy audit.</td>
</tr>
<tr>
<td>- The school animals and vegetable garden are a part of day to day learning.</td>
<td>- Students given opportunities to research, discuss and implement ways to conserve energy.</td>
</tr>
<tr>
<td>- Weekly science lessons Foundation - Year 6.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Everyone at Bona Vista Primary are involved in the sustainability program at the school.</td>
<td></td>
</tr>
</tbody>
</table>
## Goals – What would we like to achieve?

Provide a goal or vision of what you would like to achieve for each of the following areas

### Energy

**GOAL:** To assess, monitor and reduce energy consumption by at least 10% by December 2016.

**SUGGESTED ACTIONS:**
- Implement a maintenance regime so heaters, air conditioners etc are regularly serviced to ensure they are working efficiently
- Implement a switch off regime for computers/monitors/printers at breaks, end of day
- Implement a heating/cooling system with agreed temperatures etc
- Use resources and equipment as efficiently as possible
- Include students in the process of developing and maintaining an Energy Efficient school

### Water

**GOAL:** To assess, monitor and reduce water consumption by at least 10% by December 2016.

**SUGGESTED ACTIONS:**
- Use resources and equipment efficiently
- Involve students and their families in the planning of water saving initiatives
- Assign students to monitor water usage and report wastage
- Have students collect water from under drinking taps

### Waste

**GOAL:** To assess, monitor and reduce non-recyclable/hard waste by at least 10% by December 2016.

**SUGGESTED ACTIONS:**
- Students to promote and organise Nude Food/ Waste Free days
- Maintain the collection of waste food scraps for chicken feed
- Ensure students in the maintenance of the gardens
- Majority of families to receive the newsletter electronically
- Include members of the broader school community in the process of developing a waste wise school
- Encourage the reduction in the amount of photocopied paper being used

### Biodiversity

**GOAL:** To assess, monitor and improve habitats around the school by at least 10% by December 2016.

**SUGGESTED ACTIONS:**
- Consult local community on ways to improve our garden areas
- Build and install nesting boxes made from recycled timber around the school
- Build and install recycled bird feeders in the sensory garden
- Have more students involved in the maintenance of the vegetable garden area
- Create a master plan of the school grounds incorporating native indigenous plants
- Further develop and maintain the existing vegetable garden to include herbs
Goals – What would we like to achieve?

Provide a goal or vision of what you would like to achieve for each of the following areas

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISION: To have everyone involved in the curriculum development to ensure that everyone has an excellent understanding of our responsibility and become actively involved in creating, maintaining and improving energy saving ways in our school and homes. SUGGESTED ACTIONS: - Embed more sustainability aspects into curriculum with whole term focus in teaching and learning on each of the four aspects (Energy, water, waste and biodiversity). - Promote a switch off and save policy for technological equipment, heating/cooling, lighting. - Students will investigate ways to conserve energy at the school and at home. - Reduce the amount of packaging of foods students bring to school daily. - Promote a water wise turn off policy. - Engage with community activities including ‘Clean Up Australia Day’, Planet Ark’s ‘National Tree Day’ and ‘National Recycling Week’, ‘Earth Hour’ and ‘EnviroWeek’. - Use the Cool Australia, Get it Right on Bin Night and the Gould League websites to develop curriculum and resources. - Plan excursions that incorporate a sustainability focus every second year.</td>
<td>VISION: To have all students understand different elements of the School Sustainability Plan and to become responsible for their actions. SUGGESTED ACTIONS: - Students decide upon a name given to a student that is responsible for monitoring and educating students on how to be more sustainable. This can become a weekly award at Assemblies (e.g. Power Ranger, Waste Warriors etc) - Designated clean up areas for each year level in the school yard - Students reminded of their responsibility to adhere to the sustainability program in the school by regular reminders in the classroom, at assemblies and in the newsletter - Students promote and organise Nude Food days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>VISION: To have all students take a leadership role in the implementation, review and progress of the School Sustainability Plan. SUGGESTED ACTIONS: - All students will continue to be encouraged to play an active part in the sustainability programs and actions of the school. - Look into a buddy system with the older students supporting the learning and understandings of younger students. - A focus on sustainability in the Annual Implementation Plan - Regular focus on sustainability at staff meetings, assemblies and in the newsletter</td>
<td></td>
</tr>
</tbody>
</table>
## Action Plan – How are we going to achieve our goal(s) and target(s)?

**Theme/Topic:** (This would relate to one or more of the areas from the goals section)

Biodiversity

**Goals:**

Build and install recycled bird feeders in the sensory garden

<table>
<thead>
<tr>
<th>Action</th>
<th>Location</th>
<th>Strategies to achieve action</th>
<th>Resources</th>
<th>Who</th>
<th>Timeframe</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review local birds</td>
<td>Classroom</td>
<td>Students to research - local birds and their habitats</td>
<td>Computers, library books, class discussion</td>
<td>Staff, students and parents</td>
<td>End of term 3 2015</td>
<td>No</td>
</tr>
<tr>
<td>Design bird feeders</td>
<td>Classroom</td>
<td>During Maths sessions students, using their prior knowledge, design bird feeders (considering materials, dimensions etc). Look at lots of examples of different types of bird feeders - picture books, photos, research on-line</td>
<td>Notes from staff PD, Cool Australia website</td>
<td>Staff and students</td>
<td>End of term 3 2015</td>
<td>No</td>
</tr>
<tr>
<td>Make bird feeders</td>
<td>Classroom outside areas</td>
<td>Invite parents and members of the community to work with students in making the student designed bird feeders. Dedicate time to run this program. Involve local paper for advertising and promotion.</td>
<td>Recycled timber, tools</td>
<td>Students, staff, parents, community helpers</td>
<td>Term 4 2015</td>
<td>No</td>
</tr>
<tr>
<td>Install bird feeders around the school</td>
<td>School Grounds</td>
<td>Ask parents to help install feeders is designated areas. Have students explain the significance of creating the bird feeders.</td>
<td>Whole school community</td>
<td>Term 4 2015</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation**

How we will know we have achieved our goals.

Bird feeders will be erected in the school grounds.
**Action Plan – How are we going to achieve our goal(s) and target(s)?**  
*Year: 2015*

**Theme/Topic:** (This would relate to one or more of the areas from the goals section)  
Energy Saving

**Goals:**  
Implement a maintenance regime so heaters, air conditioners etc are regularly serviced to ensure they are working efficiently

<table>
<thead>
<tr>
<th>Action</th>
<th>Location</th>
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<th>Who</th>
<th>Timeframe</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a data base of appliances in the school</td>
<td>Admin.</td>
<td>Audit of all appliances in the school</td>
<td>Principal and Business Manager</td>
<td>During 4th term 2015</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Research servicemen</td>
<td>Admin.</td>
<td>Research servicemen in the local area that could service these appliances. Create a list of companies and servicemen available.</td>
<td>Principal and Business Manager</td>
<td>During 4th term 2015</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Update database</td>
<td>Admin.</td>
<td>Add to the database the names and contact details for each of the service providers. Look up and record contact details</td>
<td>Principal and Business Manager</td>
<td>During 4th term 2015</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Book services</td>
<td>Admin.</td>
<td>Contact service providers and book them to complete a service of required appliances. Allow time to complete this and above strategies.</td>
<td>Principal and Business Manager</td>
<td>During 4th term 2015</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Add to database dates of service</td>
<td>Admin.</td>
<td>Include suggested time frame for repeated services ensuring a cyclic system is in place. Keep database up to date and ensure all appliances are serviced.</td>
<td>Principal and Business Manager</td>
<td>By beginning of 2016</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation**  
How we will know we have achieved our goals.  
There will be a reduction in the amount of energy used as seen on future bills and all appliances will be working efficiently.
## Action Plan – How are we going to achieve our goal(s) and target(s)?

**Year:** 2015

### Theme/Topic: (This would relate to one or more of the areas from the goals section)

- Waste

### Goals:

- Majority of families to receive the newsletter electronically

### Action Plan:

<table>
<thead>
<tr>
<th>Action</th>
<th>Location</th>
<th>Strategies to achieve action</th>
<th>Resources</th>
<th>Who</th>
<th>Timeframe</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notify parents</td>
<td>Admin</td>
<td>Advertise in the Newsletter that the school will soon be introducing the newsletter electronically and that in keeping with the school energy saving program you will be asking parents to utilise this system.</td>
<td>Principal and Business Manager</td>
<td>1st term 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent feedback</td>
<td>Admin</td>
<td>Create an information slip to be returned asking parents for their email addresses. Ensure this is completed, distributed and received back.</td>
<td>Principal and Business Manager</td>
<td>1st term 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email database</td>
<td>Admin</td>
<td>Compile all family emails as received on a data base - use this to create a mail group on the computer. Allow time for this to be created</td>
<td>Principal and Business Manager</td>
<td>1st term 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remind parents</td>
<td>Admin</td>
<td>Reminders to parents along with a timeline as to when the school will be turning to an electronic version of the school Newsletter. Involve the students in the reminding of parents about the forthcoming change.</td>
<td>Principal and Business Manager</td>
<td>1st term 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin sending Newsletter via</td>
<td>Admin</td>
<td>Do this each week.</td>
<td>Principal and Business Manager</td>
<td>2nd term 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>emails</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Evaluation:

- How we will know we have achieved our goals.

The majority of families at Bona Vista Primary School will be receiving their Newsletters and accessing these via their email addresses.
### Goals:

Students decide upon a name given to a student that is responsible for monitoring and educating students on how to be more sustainable.

<table>
<thead>
<tr>
<th>Action</th>
<th>Location</th>
<th>Strategies to achieve action</th>
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<th>Who</th>
<th>Timeframe</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom discussion</td>
<td>Classroom</td>
<td>Discuss the school's plan to become more energy efficient. Familiarise the students with strategies and ideas to be put into practice ensuring Bonavista is an energy/water saving school. Discuss what each individual's role is.</td>
<td></td>
<td>Staff, Students</td>
<td>3rd term 2015</td>
<td>Yes</td>
</tr>
<tr>
<td>Research</td>
<td>Classroom</td>
<td>Research and discuss what this means for all individuals. Allow class time for research, discussions and sharing of information.</td>
<td>Computers, library books</td>
<td></td>
<td>3rd term 2015</td>
<td>No</td>
</tr>
<tr>
<td>Discuss new award system</td>
<td>Classroom</td>
<td>In discussion announce that the school would like to nominate students at the school who are taking their role responsibly and modelling to others energy/water saving ways.</td>
<td></td>
<td>Principal</td>
<td>3rd term 2015</td>
<td>No</td>
</tr>
<tr>
<td>Name award system</td>
<td>Classroom</td>
<td>Students will be given the chance to brainstorm a name for this award and through a voting system decide upon one name as the weekly award. Students also decide how a student will be selected.</td>
<td></td>
<td>Staff and students</td>
<td>3rd term 2015</td>
<td>No</td>
</tr>
<tr>
<td>Weekly award</td>
<td>Classroom</td>
<td>Create award. Awards then happen at weekly assemblies with an explanation as to why that particular student is the recipient for that week.</td>
<td></td>
<td>Principal</td>
<td>4th term 2015</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Evaluation

How we will know we have achieved our goals:

The award name is agreed upon and it is in place to happen for each Assembly.
### Action Plan – How are we going to achieve our goal(s) and target(s)?

**Year:** 2015

<table>
<thead>
<tr>
<th>Action</th>
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<th>Who</th>
<th>Timeframe</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste audit</td>
<td>Whole school</td>
<td>Have students measure the amount of waste they bring to school in the packaging of their food. Weigh/compare results across the school.</td>
<td>Whole school</td>
<td>3rd term 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ways to reduce waste</td>
<td>Whole school</td>
<td>Research/discuss ways this amount of rubbish can be reduced. Look at and talk about examples of food that are not packaged. Students make posters to put around the school to encourage students to bring less waste to school.</td>
<td>Whole school</td>
<td>3rd term 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students decide on a set day to trial a Nude Food day</td>
<td>Whole school</td>
<td>Students advertise, talk about at school assembly and advertise in the school newsletter a day for a Nude Food trial - explaining what it is and why the students are being asked to try it as aligned to the school waste wise program</td>
<td>Whole school</td>
<td>3rd term 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare results</td>
<td>Whole school</td>
<td>Compare the results of this day to the first day of rubbish collection. On the Nude Food day staff to highlight some great examples of food brought to school.</td>
<td>Whole school</td>
<td>3rd term 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nude Food days scheduled</td>
<td>Whole school</td>
<td>Nude Food days are diarised and occur throughout the year. Students see the results of their waste collections and are rewarded for their efforts in reducing waste.</td>
<td>Whole school</td>
<td>Ongoing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Evaluation

How we will know we have achieved our goals.

There is less rubbish that comes from the food students bring to school.
**Action Plan – How are we going to achieve our goal(s) and target(s)?**

**Year:** 2015

<table>
<thead>
<tr>
<th>Theme/Topic: (This would relate to one or more of the areas from the goals section)</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
<td>Reduce the water consumption in the school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action</th>
<th>Location</th>
<th>Strategies to achieve action</th>
<th>Resources</th>
<th>Who</th>
<th>Timeframe</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimate water usage</td>
<td>Whole school</td>
<td>Students estimate the amount of water that the school uses.</td>
<td></td>
<td>Staff</td>
<td>4th term 2015</td>
<td></td>
</tr>
<tr>
<td>Research conserving water ideas</td>
<td>Whole school</td>
<td>Research/discuss/brainstorm ways each student could become more water wise. Students make posters to be put around the school advertising these ideas.</td>
<td>Computers, library books</td>
<td>Staff and students</td>
<td>4th term 2015</td>
<td></td>
</tr>
<tr>
<td>Measure water wastage</td>
<td>Whole school</td>
<td>Have students collect and measure waste water in buckets from under drinking taps.</td>
<td>Buckets</td>
<td>Staff and students</td>
<td>4th term 2015</td>
<td></td>
</tr>
<tr>
<td>Graph results</td>
<td>Whole school</td>
<td>Ongoing collection and recording of wasted water over an agreed time frame. Record and create a graph showing the lessening of water waste in the school.</td>
<td></td>
<td>Students</td>
<td>Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation**

How we will know we have achieved our goals.

There will be a significant cut in water usage at the school.