

Pinelands High School Environmental Policy

As humans, we have a responsibility to care for the environment. As a school, we have a responsibility to educate the school community about environmental care. The quality all-round education we strive for at Pinelands High School must include **education for sustainable development (ESD)**.

The planet faces urgent and dramatic challenges. These challenges are globally interconnected and include climate change, loss of biodiversity, unsustainable use of resources, and inequality. ESD gives people the knowledge, skills, values and agency to address these challenges. It empowers people to make informed decisions and take individual and collective action to change society and care for the planet. ESD is a lifelong learning process.

ESD should not be purely theoretical, but rather theory combined with practical environmental care solutions that are modelled at the school. As the school becomes more sustainable we reduce our resource consumption and save money. Caring for the environment is, therefore, both beneficial to the planet, and to the school.

The following points outline our vision for environmental care at Pinelands High School under three main headings: **Management of Resources**, **Education** and **Participation**.

1. Management of Resources and School Grounds

The **daily operations** and **infrastructure** of the school promote environmental care.

1.1 Waste

Reducing waste is part of the culture of the school.

The recycling program is robust.

Composting organic matter occurs throughout the school.

Decreasing the amount of waste generated is taken into consideration throughout the school (including but not limited to: the tuckshop, the coffee shop, stationery, school projects and special events).

The school grounds are litter free.

1.2 Biodiversity

The gardens throughout the school promote biodiversity.

Locally indigenous plants are favoured.

Pesticide and herbicide use is minimal.

Practices that protect biodiversity are implemented (e.g. grow don't mow in spring, leaves not cleared from beds, creating compost areas).

1.3 Water

Water use is monitored, and efficient use is promoted.

Waterwise practices are employed throughout the school.

Steps are being taken to ensure that the school is more water resilient.

1.4 Energy

Energy use is monitored, and efficient use is promoted.

Alternative energy sources are explored and implemented.

2. Education for Sustainable Development

The **whole school community** is educated on the need for environmental care and practical ways to care for the environment.

2.1 **Students:** incorporated into the curriculum, posters (in classrooms, on lockers, behind bathroom doors, on notice boards), assemblies, tutor

2.2 **All Staff:** on the staffroom notice board, in ProGro sessions

2.3 **Parents and Guardians:** on social media (Instagram, Facebook, school blog), in the school newsletter

2.4 **Wider school community:** on social media (Instagram, Facebook, school blog)

3. Participation and Action

The **whole school community** is encouraged to participate in environmental action.

3.1 **Students:** classroom cleaning and recycling, water and electricity saving awareness, the opportunity to be part of the Eco-club

3.2 **All Staff:** Efficient resource use in classrooms, offices, and around the school. Assisting in Eco-club meetings, special environmental days and action projects where appropriate. Incorporating ESD into the curriculum, and into extra-curricular activities.

3.3 **Parents and Guardians:** Assisting in Eco-club meetings, special environmental days and action projects where appropriate.