Environmental Management Plan

From: **Oct 2012**  
To: **Nov 2013**

Last Modified: **1/12/2012**

Written by:  
Principal-Sandra McCarthy
Principal's statement
Stonehenge State School is committed to the preservation and conservation of the environment. Through strategic planning and the actions detailed in this School Environmental Management Plan we will ensure that our school will demonstrate leadership in developing and maintaining a sustainable environment for future generations to enjoy.

Vision/mission statement
Our purpose is to provide a safe and supportive learning environment that empowers each and every student to realise their full learning potential. In order to fulfil our vision each student is taught and supported to develop the confidence, independence and the motivation needed to deal with life's challenges and opportunities.

Management and planning priorities
Our school aims to provide programs and practices to continually raise awareness in the community of environmental issues. Students will have the opportunity to develop skills and practices that will ensure that they are responsible ‘eco-citizens’ of the future, ensuring that they know how to care for the earth. To make our school more sustainable we will improve energy efficiency and increase biodiversity within the school grounds.

School profile and background
Stonehenge is a small community 160 kilometres south-west of Longreach in central Queensland. The town has a relatively stable population of thirty and the main industry for rural properties in the surrounding area is grazing of cattle. Wool growing is a secondary option for a few of the properties but the rise in dingo numbers is proving troublesome. Macropod harvesting is the major source of income for many families living in the township. The school has been the centre of the community since it first opened in 1900 and the residents are loyal supporters of the school. Some of our students are 2nd and 3rd generation students.

About the local environment and community
Our school is located in a rural setting. The eastern outlook of the school is a paddock. It is a harsh environment with long hot summers with temperatures in the high 30’s. After summer rain the thin rocky soil grows native grasses and the cassia, turkey bush and seena burst into bloom. After rain native grasses quickly grow and cover the gibber flat. As the summer temperatures rise the grass dries off and is eventually blown away. Eucalyptus species that are growing in the wild have been chosen and planted in the school grounds to provide shade and the mulched gardens beds are predominately planted with natives.
Stonehenge is situated on the Thomson River and permanent waterholes scattered along tracts of the meandering channels as it heads south towards Lake Eyre provides fishing and yabbying opportunities. At Stonehenge the Thomson River, at its highest flood peak, reached 6.88 metres on 31st January, 1974. The river is the communities water source. When the river is running water is pumped into a dam. Treated and untreated water is provided to all residents in town as well as the school. Cane toads were first reported in Stonehenge in January, 2011 after a big run in the river.

Environmental education achievements
Student involvement in Green Froggies is approx. 100%
Prior to the formalisation of this environmental plan the school has participated in the following: Green and Healthy Schools National Tree Day Clean Up Australia Day Endangered Species Week
**Environment team**

**Name:** Stonehenge's team is called Green Froggies  
**Number of people:** 14  
**The team includes:**  
- Parents  
- Parents and Citizens/friends association  
- Administration and support staff  
- School Principal  
- Students

The Green Froggies combine with the Parents & Citizens Association and meet on an as needs basis. We take on simple eco activities around the school. Projects we work on during this time include renewing the mulch on the garden beds, checking dripper lines, pruning and weeding.

**Photo gallery**

Our school  
Our principal

Our local area  
Our school environment team
Our school achievement
About this plan

Environmental vision
Our school will promote environmental responsibility and actions in students.

Focus area goals
Across the focus areas the goals of this plan are:

Curriculum, Teaching and Learning
Our whole school curriculum framework planning has linked SOSE and Science concepts about biodiversity, energy and water conservation into the other KLA's of technology, mathematics and English. This ensures that we have a whole-school approach to developing students knowledge and understanding in maintaining sustainability.

Management of Resources Energy, Waste and Water
We aim to maximise our ecological contribution to sustainability in alignment with the Queensland Environmental Sustainable Schools Initiative (QESSI)
--conserve water use in school by 15%
-improve energy efficiency by 30% through behaviour change and solar power
-increase biodiversity in the school grounds

Management of School Grounds including Biodiversity
To maintain and expand native bushland and biodiversity
To create and maintain learning areas around the school that demonstrate best practice in biodiversity protection, energy and water minimisation.

Integrated Whole School Planning
The SEMP will be used as a guide for all operations within the school.

School and Community Partnerships
Our goal is to have all staff, students and parents of the school community aware off and participating in the plan
Foster partnerships with Ergon energy education officers
Foster partnerships with Desert Channels, local nursery and community members

Celebrating progress
Our school will celebrate progress by:

- Regular updates in the school newsletter
- Stories for local media: newspapers, television or radio
- Reported in the school annual report
- Grants and competitions applied for
### Actions

**Issue:** Increase Biodiversity In School Grounds

**Outcome:** The increased trees will provide homes for a wider number of insects and birds.

**Indicators:** Monitoring growth of trees and increase in bird life

**Overall timeframe:** Duration of plan

<table>
<thead>
<tr>
<th>Action</th>
<th>Project management</th>
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</thead>
<tbody>
<tr>
<td>Contract Desert Channels, local nursery and community members for advice on suitable plants for the school environment</td>
<td></td>
</tr>
<tr>
<td><strong>Timeframe</strong></td>
<td>Term 1, 2013</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>School and classroom planning to develop a list of suitable plants after consulting with nursery, locals and Desert Channel staff.</td>
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<tr>
<td><strong>Responsibility</strong></td>
<td>Staff and Green Froggies</td>
</tr>
<tr>
<td><strong>Monitoring procedure</strong></td>
<td>Plants selected must be hardy, drought tolerant and evergreen.</td>
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<tr>
<td>Purchase Plants</td>
<td></td>
</tr>
<tr>
<td><strong>Timeframe</strong></td>
<td>Term 1, 2013</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>School budget</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Principal</td>
</tr>
<tr>
<td><strong>Monitoring procedure</strong></td>
<td>Plants must fit guidelines.</td>
</tr>
<tr>
<td>Planting, weeding and monitoring plants</td>
<td></td>
</tr>
<tr>
<td><strong>Timeframe</strong></td>
<td>Term 2, 2013 and onwards</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Plants purchased school budget</td>
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<tr>
<td><strong>Responsibility</strong></td>
<td>Principal and Green Froggies:</td>
</tr>
<tr>
<td><strong>Monitoring procedure</strong></td>
<td>Measure plants each term to monitor growth</td>
</tr>
</tbody>
</table>
## Actions

### Issue: Energy Consumption - Change Behaviours
Embed energy conservation measures across the school

### Outcome:
The power usage across the school will drop

### Indicators:
Lower power consumption readings on quarterly accounts

### Overall timeframe: 2013 and onwards

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| Use most current Ergon account to gain understanding of amount of power used in an accounting period of a quarter. | **Timeframe**: Term 4, 2012  
**Resources**: Staff and Ergon power account  
**Responsibility**: Principal  
**Monitoring procedure**: Principal |
| Students conduct an audit of all electrical appliances and the hours they operate daily | **Timeframe**: Term 1, 2013  
**Resources**: Link with C2C unit or Maths (data collection, measurement)  
**Responsibility**: Principal  
**Monitoring procedure**: Principal and students |
| Establish written processes and procedures in the school for energy conservation measures | **Timeframe**: Term 1, 2013  
**Resources**: Signage for light switches, timers on appliances where possible  
**Responsibility**: Principal  
**Monitoring procedure**: Principal and staff |
| Fit blinds to all windows to moderate heating/cooling in classrooms | **Timeframe**: Term 4, 2012  
**Resources**: School budget  
**Responsibility**: Principal  
**Monitoring procedure**: Principal and Admin Officer |
## Actions

**Issue:** Solar Power

The school will install additional solar panels and connect them to the grid

**Outcome:** The solar power put back into the grid will reduce the amount of power the school needs to purchase from the grid.

**Indicators:** Reduction in overall power account

**Overall timeframe:** Term 1, 2013

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</table>
Community and environment network

These organisations will join in our environmental meetings and activities:

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Type of assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desert Channels</td>
<td>Information and advice</td>
</tr>
<tr>
<td>Contact details: 07 46580600</td>
<td></td>
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<tr>
<td>North Keppel Island Environmental Education Centre</td>
<td>Technical and curriculum support</td>
</tr>
<tr>
<td>Contact details: 49392510</td>
<td></td>
</tr>
<tr>
<td>Ergon Energy</td>
<td>Expert advice</td>
</tr>
<tr>
<td>Contact details: Christine Robertson- Energy Education Advisor</td>
<td></td>
</tr>
<tr>
<td>Education Advisor-p: 07 3228 2185 f: 07 3228</td>
<td></td>
</tr>
<tr>
<td>8170 m: 0417 007 899 e: <a href="mailto:christine.robertson@ergon.com.au">christine.robertson@ergon.com.au</a></td>
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Evaluation

The evaluation outlines the schools achievements in each focus area.

Curriculum

Goals: Our whole school curriculum framework planning has linked SOSE and Science concepts about biodiversity, energy and water conservation into the other KLA's of technology, mathematics and english. This ensures that we have a whole-school approach to developing students knowledge and understanding in maintaining sustainability.

Resource Management

Goals: We aim to maximise our ecological contribution to sustainability in alignment with the Queensland Environmental Sustainable Schools Initiative (QESSI)
- conserve water use in school by 15%
- improve energy efficiency by 30% through behaviour change and solar power
- increase biodiversity in the school grounds

Energy Consumption - Change Behaviours

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Grounds Management

Goals:
- To maintain and expand native bushland and biodiversity
- To create and maintain learning areas around the school that demonstrate best practice in biodiversity protection, energy and water minimisation.

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<td>• Planting, weeding and monitoring plants</td>
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Whole School Planning

Goals: The SEMP will be used as a guide for all operations within the school.

School Community Participation

Goals: Our goal is to have all staff, students and parents of the school community aware off and participating in the plan
- Foster partnerships with Ergon energy education officers
- Foster partnerships with Desert Channels, local nursery and community members