

Environment Guidelines

Introduction

To promote in the School community a sound understanding of the environment, both natural and built, and a sense of responsibility for its preservation and care.

Strategies

1. That the school and its members act in ways which are environmentally responsible.
2. To help students develop a sound understanding of environmental issues.
3. To support students in appreciating and respecting their immediate surrounds.
4. To develop and maintain the school's facilities and grounds in a way which exemplifies our commitment to environmental values, especially with regard to:
 - a) recycling/waste management
 - b) water and energy conservation
 - c) grey water management
 - d) indigenous respect – cultural understanding
 - e) planting of endemic, indigenous species
 - f) pest control
 - g) use of recycled materials within the class rooms
 - h) being aware of photocopying use, photography reproduction
 - i) colour printing
5. To be involved in community environmental projects.
6. To include an environmental impact statement in proposals affecting the physical environment of the school.
7. To have an annual environmental audit, to monitor how the environment policy is being implemented.
8. To minimise negative impacts on the environment wherever possible. Negative impact will be avoided if an acceptable, affordable and environmentally-friendly alternative is available.
9. To involve the students as much as possible in taking responsibility for environmental issues, e.g. recycling, composting, growing native plants and edible gardens.

Practice

At Kinma, in both the Preschool and the Primary we have vegetable gardens that the students are responsible along with their families to manage. This is done on a weekly basis during free choice or tinkering afternoons. Once a term we have a whole day tinkering and additional time is put into the garden maintenance.

We walk every week through National Park and the students discuss the need for respect in these areas. We have from time to time experts from local government, indigenous groups and experts within our school community speak support the broadening of the children's understanding.