

Environmental Education Policy 2005

Rationale

Environmental education seeks to achieve a level of competence and citizenship in all students that will enable them to contribute to the achievement of sustainable societies. Through environmental education students acquire knowledge, skills and attitudes to enable them to form judgements about sustainable lifestyles and to participate in environmental decision-making. They can also acquire technical skills associated with environmental management, such as environmental cost accounting and life cycle analysis.

When environmental education is incorporated into the school curriculum students:

- learn **about** the environment
- develop skills to investigate and solve issues **in** the environment
- acquire attitudes of care and concern **for** the environment
- adopt behaviours and practices which **protect** the environment
- understand the principles of ecologically sustainable development

Policy

Schools are to develop policies that will deliver environmentally sound outcomes in the following focus areas:

- CURRICULUM
- MANAGEMENT OF RESOURCES
- MANAGEMENT OF THE SCHOOL GROUNDS

At Katoomba High School

- Environmental awareness is promoted by the organisation of School Clean Up Days where rubbish is collected, recorded and analysed by students prior to its disposal.
- Invitations are extended to environmental organisations such as Ozgreen to visit the school and speak to students.
- Students participate in the Lord of the Weeds competition organised by the University of New England.
- Cross faculty participation is encouraged in the Sustainable Living Project which aims at getting students to design initiatives that will make the school more ecologically sustainable.

- There is an Environment Committee which shoulders the responsibility for the management of the school property in an environmentally sustainable manner and which co-ordinates improvements to the school grounds and gardens.

In ENGLISH/DRAMA

- Raise profile of environment as a context for the development of decoding messages
- Develop critical thinking to evaluate the presentation of Environmental Issues) in Media.

In MATHS

- Recycle paper
- Minimise the use of paper in the classroom
- Standard Mathematics, Year 9 has an Environmental Topic
- Use recycled paper where possible.

In SCIENCE

- We have integrated environmental themes from the 7-12 curriculum into our programs to develop skills and values about sustainability
- We conduct an annual energy audit involving students
- We avoid disposal of chemicals down laboratory sinks
- We participate in Weedbuster week and Clean-up Australia Day
- We coordinate a Streamwatch program
- We have a representative on the Environment Committee
- We use the surrounding bushland as a teaching resource.

In HSIE

- Environmental issues receive a high profile in the material mandated in our syllabuses – Geography at all stages, Legal Studies, Aboriginal Studies, Society and Culture, all have significant environmental content. History also contains an environmental perspective that forms part of the content presented to students.
- We are involved in community sponsored projects such as the Model United Nations Assembly which canvases issues that are of importance to the international environment e.g. global warming.
- We are involved in community consultation with neighbouring properties concerned with rubbish and run-off from the school grounds.
- We co-ordinate the re-cycling of white paper on behalf of the school community.
- Our students have been involved in supporting initiatives to plant beds of native flora in the school grounds

In PDHPE

- Practical lessons and activities include
- Maintaining a balance between PE activities and the use of environment, eg camping, cross country and athletics (use of grass, running)
- Respect for the environment when completing PE and sport activities
- Avoiding impacts with the environment
- Recognising environmental factors in all risk assessments involving PE and Sport
- In PDH environmental education is related to:
 - Safety in the environment
 - Being prepared for changes in the environment
 - Appreciation of the environment

In CREATIVE AND PRACTICAL ARTS – Visual Arts

- A selection of Junior and Senior programs offer the opportunity to explore Environmental issues
- Students are made aware of the responsible utilisation of materials and resources eg recycling of photographic chemicals, use of recycled cardboard box for paint palettes etc.
- Student murals beautify the environment and give the students a sense of ownership which results in greater respect for their environment

In CREATIVE AND PRACTICAL ARTS – Music

- Use recognised environmentally friendly cleaning materials
- Maintain instruments to high standard to reduce need for replacements
- Incorporate Historical contexts of Instrumental Development of Natural World

In LANGUAGES OTHER THAN ENGLISH

- Students learn about the geography of francophone and Hispanic countries, Environmental issues are discussed when studying particular countries.
- As students become more proficient in the language they are studying, real life newspaper/magazine articles and news programs are studied and discussed. Environmental issues are frequently encountered and students gain a broader perspective on these issues.
- Students are encouraged to learn about those countries that speak the language they are learning and to respect their culture and environment.

In TECHNOLOGY AND APPLIED STUDIES – Industrial Arts

Include optics dealing with timber sustainability in different parts of most Modules in IT – Timber

Only purchase plantation Radiata Pine for all projects

Demonstrate efficient methods of marking out and cutting up of materials

Use mostly water-based finishes

Recycling of past projects and scrap materials in Timber and Metal

Safe disposing of turps based paints

In TECHNOLOGY AND APPLIED STUDIES – Computing

- Recycle paper
- Minimise the use of paper in the classroom
- Use recycled paper where possible.

In TECHNOLOGY AND APPLIED STUDIES – Home Economics

- Recycle paper
- Use both side of paper where appropriate
- Use recycled paper where appropriate
- Grow herbs
- Order food quantities that will be used
- Do not waste water
- Do not put dyes down sinks
- Teach about sustainable living and farming practices
- Do not purchase foods which are over packaged

In STUDENT SUPPORT

- Environmental issues are taught in the Life skills syllabus in HSIE and Science across all stages
- The Support Faculty have developed a Sensory garden of Learning which encourages students to develop sensory awareness and an appreciation of their physical environment
- Students are involved in growing plants and maintaining the sensory garden beds
- The sensory garden has received an environmental award from the local council
- Creative art activities are developed using environmental themes