RATIONAL

Environmental education seeks to achieve a level of competency 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.

KEY POLICY STATEMENTS

- Environmental education will become an integral part of all key learning areas and subjects as students work to achieve the outcomes of syllabuses.
- Environmental education will foster students’ understanding of the environment as an integrated system, and to develop attitudes and skills which are conducive to the achievement of ecologically sustainable development.
- The policy has three focus areas:
  i. Curriculum
  ii. Management of resources
  iii. Management of school grounds

PRINCIPAL’S RESPONSIBILITIES

The principal will:
- Develop strategies to give internal and external support to the teachers and students
- Support and assist the environmental/grounds committee
- Support and supervise the class teachers in planning, implementing and evaluating environmental education across the KLA’s.

1. Across Curriculum Focus
- Identifying and addressing those outcomes which are specific to environmental education in the K-6 syllabuses
- Integrating the teaching of environmental education topics and issues to support outcomes in other syllabuses
- Using the opportunities provided by special events and school community actions to enhance those student learning outcomes related to environmental education

2. Management of Resources
- Addressing the management of energy, products, materials, waste and water
• Employing best practice in the sustainable management of resources and comply with government regulations, laws and policies
• Maximising learning opportunities created by the school’s management of resources to make links with the curriculum

3. Management of School Grounds
• Using and developing the grounds and buildings to enhance and achieve the objectives of environmental education and syllabus outcomes
• Using the grounds and buildings as learning areas
• Identifying and implementing long term strategies that will rehabilitate areas of the grounds and buildings and reflect best practice in suitable management

**Teachers’ Responsibilities**

Teachers will support the principles of environmental education by:
• Providing a learning environment which supports students as they develop an awareness, understanding and appreciation of the natural and built environments at local, national and global levels.
• Identifying opportunities to increase students’ understanding of contemporary environmental issues, such as global warming
• Giving special emphasis to local environmental problems (ie think globally, act locally)
• Providing opportunities for students to develop into effective and committed environmental citizens and advocates

**Students’ Responsibilities**

Students will:
• Learn about the environment
• Develop skills to investigate and solve issues in the environment
• Adopt behaviours and practices which protect the environment
• Understand the principles of ecologically sustainable development

**Reference**
*Environmental Education Policy for Schools*, NSW DET Curriculum Support Directorate, 2001

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