



# GEELONG GRAMMAR SCHOOL

## Sustainability Policy

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### 1. Purpose

- 1.1 To embed effective practice sustainability initiatives, targets and decision making across all areas of the school campus, curriculum, and community.

### 2. Scope

- 2.1 This Policy has been endorsed by the School Council and applies to all campuses, residents, volunteers, employees, and students at the School.

### 3. Environmental Action Team

- 3.1 This policy was written in collaboration with the 2022 Environment Action Team. All students are invited to join the student Environment Action Team (EAT) which regularly meet to discuss and implement sustainability initiatives across all campuses.

### 4. Targets

- 4.1 By setting clear targets, managing resources efficiently and embedding sustainability into education, the whole School community can embody what it means to live sustainably.
- 4.2 Each action area as described below includes set targets to report against and work towards. The School will deliver a year-on-year progression towards delivery of these targets from the 2021/22 baseline.

### 5. Commitment to Environment

- 5.1 Sustainability action supports the wellbeing of all members of the School and broader community. By working towards regeneration and sustainability improvements the School is taking action to help the community to thrive.
- 5.2 The School is committed to the following action areas, described below:
- 5.2.1 Governance and Community;
  - 5.2.2 Energy and Transport;
  - 5.2.3 Waste and Circular Economy; and
  - 5.2.4 Biodiversity, Agriculture and Water.

### 6. Governance and Community

- 6.1 Demonstrate effective practices and leadership in sustainability.
- 6.2 School Governance and Community targets;

YEAR	2030	2035	2040
TARGET	75% reduction on 2021/22 GHG emissions	Net zero emissions	Regenerative practices in place and net negative emissions

#### This will be achieved by:

- 6.2.1 Educate, involve and communicate with employees, students and subsequently their families, in responsible energy usage, water efficiency, waste management, biodiversity improvement and environmental awareness;
- 6.2.2 Achieve and maintain multi-star accreditation status in accordance with the ResourceSmart Schools program run by

Sustainability Victoria;

- 6.2.3 Commit to the development and maintenance of a school action plan based on the four action areas outlined in section 5.2 of this policy;
- 6.2.4 Comply with and exceed the requirements of relevant legislation and regulations to continually improve our environmental performance, such as targeting a minimum 5-star green star equivalence or 10% exceedance of the National Construction Code (NCC) for capital projects; and
- 6.2.5 The inclusion and weighting of sustainability in the School’s Procurement Policy and all future tenders and contract negotiation.

**7. Energy and Transport**

- 7.1 Reduce emissions from energy consumption and transport.
- 7.2 School Energy and Transport targets;

YEAR	2025	2030	2035
TARGET	20% of the School’s electricity usage will be met by onsite solar energy generation	75% of the School’s electricity usage will be met by renewable electricity from either onsite solar energy generation or through a power purchase agreement or retail contract	Electrification of all School small plant, vehicles and farm equipment

This will be achieved by:

- 7.2.1 From 2023, all new small passenger vehicles purchased will be electric. Where an electric alternative is not available vehicles must meet Euro 6 emissions standards;
- 7.2.2 Phase out the use of solid, gas and liquid fuels for non-educational purposes at all campuses and residences by replacing all assets with electric alternatives upon renewal;
- 7.2.3 Seek to improve thermal performance of all new and existing buildings through energy efficiency measures such as draft proofing, insulation, external shading, solar orientation and passive design;
- 7.2.4 Reduce the urban heat island effect across all campuses with the use of high solar reflective index (SRI) colours and organic planting and surfaces;
- 7.2.5 All new appliances installed are to have a Minimum Energy Performance Standard (MEPS) rating of at least 1-star below the maximum Star Rating available for that appliance type and capacity;
- 7.2.6 The procurement of assets with zero ozone depletion potential and the lowest available global warming potential refrigerant and heating systems with a high coefficient of performance;
- 7.2.7 Promote active transport initiatives such as walking, running and cycling across all campuses; and
- 7.2.8 Changes to third party related transport through a combination of progressive tenders, contract renegotiation and behaviour change.

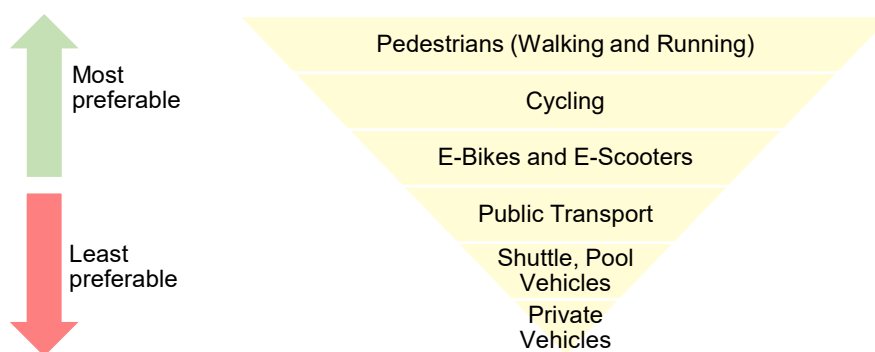


Fig 1.1 – Transport Hierarchy

## 8. Waste and Circular Economy

8.1 Reduce waste and promote the circular, share and repair economies.

8.2 School Waste and Circular Economy targets;

YEAR	2030		
TARGET	15% reduction in waste generated from 2021/22 levels	50% reduction in organics to landfill from 2021/22 levels	80% recycling rate

This will be achieved by:

8.2.1 Waste-wise events and the elimination of single use plastics at all campuses;

8.2.2 Commitment to following the waste hierarchy and implement Australian standard bin colours;

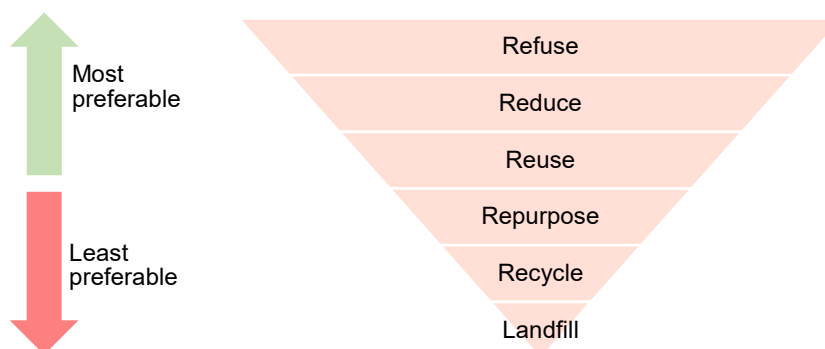


Fig 1.2 – Waste Hierarchy

8.2.3 The use of recycled paper and procuring assets with recycled content;

8.2.4 Promotion and adoption of the share and repair economies; and

8.2.5 Reduction in all types of waste generated including food waste.

## 9. Biodiversity, Agriculture and Water

9.1 Care for and regenerate our land; and

9.2 School Biodiversity, Agriculture and Water targets;

YEAR	2030	2030	2035
TARGET	Prioritise indigenous vegetation in all new planting and establish biodiversity buffer zones to the bay, dams and rivers on school land	Reduce potable water consumption by 20% from 2021/22 levels	Reduce potable water consumption by 45% from 2021/22 levels

This will be achieved by:

9.2.1 Prioritise using harvested and recycled water in irrigation systems;

9.2.2 All building fittings and fixtures to meet the minimum 5-Star Green Star equivalent Water Efficiency Labelling and Standards (WELS) ratings;

9.2.3 Work with local nurseries, Landcare groups, social enterprises and students to increase biodiversity at the School by increasing the amount of indigenous flora local to each bioregion and ecological vegetation class (EVC);

9.2.4 Promote the benefits of indigenous vegetation including creating habitat, saving water and reducing the accidental spreading of environmental weeds;

9.2.5 Protect the environment through an innovative and proactive approach to conservation and environmental issues by eliminating upward light, installing litter traps, rain gardens, bioswales and building nesting boxes;

9.2.6 Prioritise ethically, locally and seasonally sourced produce in diets; and

9.2.7 Pilot, explore and demonstrate sustainable farming practices from a range of sustainable farming systems including



agroecology, biodynamics, land-based aquaculture, organic farming, permaculture, regenerative farming, silvopasture and urban agriculture.

## 10. Roles and Responsibilities

10.1 Sustainability is the responsibility of all students, employees and community members. This will be achieved by:

- 10.1.1 The School will ensure curriculum delivery will incorporate elements of sustainability at all year levels in line with the Australian Curriculum requirements;
- 10.1.2 The School will support the development, ongoing operation and expansion of an Environment Action Team involving employees, students and residents at each campus;
- 10.1.3 The School will engage in sustainable practices that incorporate environmentally friendly behaviours by utilising systems and processes promoted through the ResourceSmart Schools framework;
- 10.1.4 The School will lead the community by demonstrating exemplary practices in waste management, water and energy usage, and develop the school grounds to promote biodiversity and indigenous flora;
- 10.1.5 The ResourceSmart Schools framework and school action plan will be utilised to measure progress in reaching our targets, as well as completing modules in the ResourceSmart Schools framework;
- 10.1.6 The School will seek to develop and maintain a School Environment Management Plan (SEMP);
- 10.1.7 The School will continue to recognise and respect the cultural heritage, beliefs and continuing connection with this land held by our traditional owners and custodians, in doing so recognise the responsibility the School community has in caring for and regenerating this country;
- 10.1.8 The School will promote sustainability and report its achievements to the School and the wider community;
- 10.1.9 The School will include “Sustainability” as a standing agenda item for the School Council or relevant Council sub-committee meeting, and report on regeneration, resource usage, resource savings and action plan progress, annually to the School Council and the School community;
- 10.1.10 The School will support finance and business managers at each campus to work with students to enter data into the ResourceSmart portal; and
- 10.1.11 The School will promote this policy and make it available as a public document on the school’s website.

## 11. Regular review

- 11.1 This policy will be reviewed when appropriate or required, and at a minimum every three years.
- 11.2 Responsibility for this policy resides with the Sustainability Manager, Operations and Shared Services.

## 12. Definitions

<b>Bioregion</b>	a landscape-scale approach to classifying the environment using a range of attributes such as climate, geomorphology, geology, soils and vegetation. There are 28 bioregions identified within Victoria.
<b>Coefficient of Performance (COP)</b>	the ratio of power (kW) that is drawn out of the heat pump as cooling or heat, and the power (kW) that is supplied to the compressor. A high COP value represents a high efficiency. The minimum COP recommended is 4 or higher.
<b>Ecological Vegetation Class (EVC)</b>	the standard unit for classifying vegetation types in Victoria. Described through a combination of floristics, lifeforms and ecological characteristics.
<b>Global Warming Potential (GWP)</b>	a measure of how much energy the emissions of 1 ton of a gas will absorb over a given period of time, relative to the emissions of 1 ton of carbon dioxide (CO <sub>2</sub> ). R744 is refrigerant grade CO <sub>2</sub> and therefore has a GWP of 1.
<b>Greenhouse Gas (GHG)</b>	means the gases in the Earth’s atmosphere that trap heat.
<b>National Construction Code (NCC)</b>	Australia’s primary set of technical design and construction provisions for buildings.
<b>Net negative emissions</b>	means all scope 1, 2 and 3 greenhouse gases generated from the School’s residences and operations are offset by more generation from renewable powered assets or assets that remove greenhouse gases from the atmosphere.
<b>Net zero emissions</b>	means all scope 1, 2 and 3 greenhouse gases generated from the School’s residences and



	operations are offset by generation from renewable powered assets or assets that remove greenhouse gases from the atmosphere.
<b>ResourceSmart Schools (RSS) program</b>	a program offered by Sustainability Victoria that supports Victorian schools to embed sustainability across the school facilities, community and curriculum, while saving resources and money for the school.
<b>School Environment Management Plan (SEMP)</b>	a document that sets out the School's intentions regarding environmental education and environmental management.
<b>School Community</b>	means all students, employees, campus residents, parents, and Old Geelong Grammarians.
<b>Solar Reflective Index (SRI)</b>	a measure of solar radiation that is reflected by a surface and the emissivity of the surface. The minimum recommended SRI is 64. Black = 0, White = 100.
<b>Sustainability</b>	meeting the needs of the present without compromising the ability of future generations to meet their own needs.
<b>The School</b>	means Geelong Grammar School, including its registered Boarding Premises (boarding houses at the Corio Campus and units at the Timbertop Campus).

### 13. Review and circulation

<b>Responsible Department:</b>	<input checked="" type="checkbox"/> Shared Services and Operations
<b>Version:</b>	2.0
<b>Approved by:</b>	<input checked="" type="checkbox"/> School Council
<b>Effective Date:</b>	30.05.2023
<b>Review Date:</b>	20.10.2025
<b>Applicable Location:</b>	<input checked="" type="checkbox"/> School wide
<b>Applicable to:</b>	<input checked="" type="checkbox"/> School Community
<b>Audience:</b>	<input checked="" type="checkbox"/> School Community <input checked="" type="checkbox"/> Public
<b>Publication</b>	<input checked="" type="checkbox"/> School Website

### 14. Document History

Version	Date Published	Remarks
1	20.10.2022	First version
2	30.05.2023	Second Version