



The Torah opens with the creation of an idyllic and harmonious world in which each part (land, water, air, sky, living creatures and humanity) has its place and is recognised as the purposeful product of the Divine Creator. Humanity is appointed to both work and protect the earth for all time. We recognise that our generation must now fulfil its part in upholding this sacred and fundamental responsibility. The King David School must serve as a role model for and teach future generations about caring for the natural world.

“See my handiwork, how beautiful it is. Be careful not to ruin and destroy My world, for if you do, there is no one to repair it after you” (Midrash)

1. Introduction:

At The King David School, inspired by the imperative towards Tikkun Olam, we recognise the critical importance of addressing climate change and environmental sustainability to ensure a better future for our planet and future generations. As a responsible educational institution and community organisation, we are committed to reducing our carbon footprint and actively contributing to a sustainable and climate-resilient community.

2. Goal: Achieving Zero Emissions

We aim to achieve net-zero greenhouse gas emissions from our school's operations.

The table below lays out the three components of our school's emissions.

Scope 1	Direct emissions from owned or controlled sources e.g., operating campuses and other facilities, or vehicles.
Scope 2	Indirect emissions from the generation of purchased energy.
Scope 3	All indirect emissions (not included in scope 2) that occur as a consequence of the School's operating.

To achieve net-zero greenhouse gas emissions, we will take the following steps:

1. Conduct a holistic audit of operational practices to ascertain the School's emissions impact.
2. Analyse the results and then set reduction targets in each of Scope 1, Scope 2 and Scope 3 emissions. These will be reviewed annually in the *Pathway to Zero Report*.

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3. School Operations

Reductions in emissions will be generated across School Operations as guided by the below actions.

1. Energy Efficiency and Renewable Energy:
 - Conduct an energy audit to identify energy consumption patterns and opportunities for efficiency improvements.
 - Implement energy-saving measures throughout the School.
 - Prioritise renewable energy sources in supplying the School.
2. Transportation:
 - Promote the use of sustainable transportation options, such as walking, cycling, carpooling, or public transportation.
 - Explore the feasibility of utilising electric or hybrid vehicles for school transportation needs.
3. Waste Reduction and Recycling:
 - Implement a comprehensive waste management system that prioritises recycling, composting, and waste diversion.
 - Educate students and staff about the importance of waste reduction and proper recycling practices.
 - Keep to the absolute minimum the use of disposable plates and cutlery. Where used, will be environmentally sustainable products.
4. Water Conservation:
 - Promote water-saving practices and technologies.
 - Educate students on water conservation and the importance of preserving this precious resource.
5. Sustainable Procurement:
 - Prioritise the procurement of environmentally friendly and sustainable products and services.
 - Partner with suppliers who demonstrate a commitment to sustainability.
6. School Finances
 - Ensure a climate lens is considered in key financial decisions such as ethical investment, banking and access to superannuation.
7. Food sustainability
 - Ensure a climate lens is considered in setting menu for key events such as camps and community evenings. Consideration should be given to avoidance of high emissions food types such as red meat with priority given to vegetarian/vegan and/or lower emissions offerings.
8. Climate Literacy
 - Ensure that appropriate professional learning opportunities are provided to staff to inform sustainable decision making.

4. Education

- Integrate sustainability and climate change topics into the curriculum across various subjects.
- Provide opportunities for students to engage in environmental projects and initiatives.
- Organise workshops, seminars, and events that raise awareness about climate change and sustainability.

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5. Community Engagement

- Provide climate literacy education to community members to encourage positive climate aware decision-making.
- Encourage active participation in community-wide sustainability initiatives.
- Collaborate with other schools, organisations, and local authorities to advocate for sustainable policies and actions.

6. Reporting and Monitoring

- Maintain a Sustainability Committee with representation from across the School's sub schools and Operations Team. The membership of the committee will be determined by the Principal.
- The Sustainability Committee is responsible for overseeing the implementation of this policy.
- Regularly monitor and report on progress towards achieving zero emissions goals through the *Pathway to Zero Report*.
- The *Pathway to Zero Report* will be presented at a School Council meeting annually.
- Share updates and successes with the school community to foster transparency and engagement.

7. Conclusion

By adopting this sustainability policy, The King David School aims to inspire our students, staff, and families to embrace sustainable practices and take collective action in creating a more sustainable future for all.

Please also refer to: Appendix A - Specific Strategies Appendix B - Green Procurement Guidelines

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Appendix A – Specific Strategies

- Continue our participation in the AUSSI Vic Resourcesmart Schools Modules – (Core, Waste, Energy, Water, Biodiversity) leading to, and then maintaining, our 5 Star Certification
- Utilise grants available
- Maintain the school's vegetable gardens to promote good environmental practices and to allow children to experience the links between growing and eating food.
- Establish daily recycling of organic waste products using a worm farm and/or compost bins.
- Continue the operation of the student led initiative where all classes are represented to promote student participation in good environmental practices
- Maintain links with the Stonnington Sustainable Schools network which fosters links between local schools, the council and the broader community
- Reduce our use of paper and laminating, using email and white boards rather than printing and photocopying. Record paper usage and feedback to staff
- Monitor the use of photocopier paper and encourage all staff to reduce their usage of this paper, by using double sided sheets, laminating for reuse, and reduction to fit more information on each page (develop photocopier/printer/laminator guidelines)
- Establish Paper free days where the school activities are done with no use of paper. Continue to provide facilities for recycling of all recyclable waste, and compost bins for organic waste
- Rubbish-free lunch days to become more regular and then eventually mandatory.
- Participation in special events each year such as World Environment Day, Enviroweek, Sustainable Schools Festival etc.
- Aim to have a Waste Free Fete
- Establish a weather station to help students learn about climate change
- Participate in Sustainable School award programs.
- Keep to the absolute minimum the use of disposable plates and cutlery. Where used, will be environmentally sustainable products.

Appendix B - Green Procurement Guidelines

Wherever possible and practical the school will purchase the following:

- 100% recycled paper products
- Recycled and sustainable products for student supplies
- Renewable energy
- Low energy lighting (Fluorescent and LED)
- Natural cleaning products with lower quantities of chemical additives
- Computers with energy compliance and an end of life recycling program
- Timber and building products from sustainable sources or timber alternatives

Wherever possible and practical the school will avoid the following:

- Products which are harmful to the environment or whose production process is harmful to the environment or not sustainable.

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