

**Guidelines for schools:**

**DEVELOPING**

**AN ENVIRONMENTAL PLAN**

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**July 2008**



**Anglican Education Commission**  
**Diocese of Sydney**

## Executive Summary

These guidelines are structured in the following way:

1. *Introduction* (pp. 2-4) provides a brief survey of key stages in the environmental debate.
2. *A biblical understanding of creation* (pp. 5-14) presents a Reformed theocentric approach following the pattern of creation, fall, redemption and new creation.
3. *Principles of stewardship* (pp. 15-21) examines the biblical concept of stewardship and the present call for sustainability before applying this to the school situation.
4. *Whole school approaches to environmental sustainability* (pp. 22-25) looks at the research base regarding the effectiveness of environmental education and the features of a successful sustainable school.
5. *Developing an environmental policy* (p. 26) sets out the seven areas in effective policy development. This is followed by ten essential steps in policy implementation.
6. *Becoming a sustainable school* (pp. 27-29) provides the focus areas for an environmental audit, a checklist for a school's Sustainable Environment Management Plan, and a web link to organisations that can assist schools with environmental education.
7. *Christian ministry opportunities towards those most affected by climate change* (p. 30) has a brief list of possibilities that can be explored.
8. *Resources and Appendices* (pp.31-39) give schools a lead in current Christian thinking, web sites through which to access material, Bible verses to use with students to explore these issues, Anglican General Synod (October 2007) resolutions, and NSW Department of Education and Training policies.

## Action plan

The steps recommended in these guidelines are:

1. Set up a school environmental management committee (SEMC)
2. Determine achievable and sustainable environmental objectives
3. Develop a statement of commitment, vision and policy statement
4. Form sub-committees for the 5 key areas (p.26)
5. Audit of teaching and learning and management practices by sub-committees
6. Develop an action plan
7. Prioritised by the SEMC
8. Ratification by the governing body
9. Develop procedures for monitoring and evaluation
10. Set up formal reporting requirements
11. Implementation
12. Evaluation and review.