



## POLICY TITLE: SUSTAINABILITY POLICY

### DEVELOPED/REVIEWED BY

Principal  
Governance Committee

### REVIEW SUMMARY

This policy reflects the King David School's commitment to environmental sustainability, climate action and the Jewish imperative of *Tikkun Olam*. It aligns with current Victorian and Commonwealth legislation, including requirements for climate action, waste reduction, renewable energy adoption, and sustainable procurement practices.

The policy has been reviewed to strengthen clarity, reflect best practice in schools, and provide clear guidance for implementation and monitoring.

### DOCUMENT DEVELOPMENT PROCESS

This policy has been developed using existing school policy wording, informed by Jewish values and updated to reflect current legislative frameworks, community expectations and educational best practice.

It has been prepared with reference to:

- The School's values and strategic priorities
- Relevant legislation, including the Climate Change Act 2017 (Vic)
- Contemporary research and evidence on sustainability in educational settings

### RATIONALE

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)*

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.

Name of Document: Sustainability Policy	Version No. 2	Date: February 2026	Authorised by: School Council
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## DEFINITIONS

<b>direct emissions</b>	Are emissions from owned or controlled sources. For example, campuses, facilities, school owned vehicles.
<b>indirect emissions</b>	Are emissions from the generation of purchased energy and any other emissions that occur as a consequence of the School's operations.
<b>sustainability</b>	Meeting the needs of the present without compromising the ability of future generations to meet their own needs
<b>climate literacy</b>	Understanding the influence of climate on society and ecosystems and the role of human action in climate change.

## PRINCIPLES/GUIDING PRINCIPLES

The following guiding principles outline the foundation of The King David School's approach to sustainability and climate action, ensuring that our practices are consistent with our values, responsibilities, and long term vision for a sustainable future.

- Jewish values and *Tikkun Olam* underpin all sustainability actions
- The School will serve as a role model in environmental responsibility
- Sustainability will be embedded across operations, education and community engagement
- A commitment to moving towards net-zero emissions guides decision making
- Financial, procurement and operational practices must apply a "climate lens"
- Students will be empowered to become active participants and leaders in climate action
- The School will collaborate with government, local councils and networks to achieve broader community sustainability goals

## PROCEDURES

### Aiming for Zero Emissions

We aim to contribute to the reduction of 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 move towards net-zero greenhouse gas emissions, we will focus on reducing the impact of each of Scope 1, Scope 2 and Scope 3 emissions.

### School Operations

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

#### 1. Energy Efficiency and Renewable Energy:

- 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.

## Education

- Integrate sustainability and climate change topics into the curriculum across various subjects.
- Provide opportunities for students to engage in environmental projects and initiatives.

## Community Engagement

- Provide climate literacy education to community members to encourage positive climate aware decision-making.
- Encourage active participation in community-wide sustainability initiatives.

## RESPONSIBILITY

- Principal
- All King David School Staff
- All King David School Community

## RELATED LEGISLATION

- Climate Change Act 2017 (Vic.)
- Environment Protection Act 2017 (Vic.)
- Education and Training Reform Act 2006 (Vic)
- National Greenhouse and Energy Reporting Act 2007 (Cth)
- Circular Economy (Waste Reduction and Recycling) Act 2021 (Vic)
- Occupational Health and Safety Act 2004 (Vic)

## RELATED DOCUMENTS

- Child Safety and Wellbeing Policy May 2024
- OH&S Policy November 2024
- [ResourceSmart School Program Guide](#)
- Appendix A: Specific Strategies
- Appendix B: Green Procurement Guidelines

## NEXT REVIEW

February 2029

## 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.