Beaconhills College

2021-2022

OUR GREEN REPORT

Beaconhills College's environmental activities.

ACKNOWLEDGEMENT OF COUNTRY

Beaconhills College acknowledges the Wurundjeri and Boon Wurrung peoples as the Traditional Custodians of this Land on which our College is built. We honour and respect their ongoing cultural and spiritual connection with this Country which includes Traditional Custodianship of the land, waterways and skies across Australia. We honour the richness, diversity and sophistication of the cultures of First Nations peoples. We admit with sorrow the wrongs of the past that have taken place and continue into today and that Sovereignty was never ceded. We pay deep respects to Elders past and present and honour the strong leadership that is evident in the emerging Elders of tomorrow. We recognise that education is the key to unlocking our understanding of Aboriginal and Torres Strait Islander Australia and seek to explore what reconciliation means at Beaconhills College by partnering together and working to build a more just and compassionate society for the traditional owners of this land.

CONTENTS

ENVIRO-COM

Beaconhills College acknowledges the importance of managing its ecological footprint and embedding the principles of sustainability throughout the College. We are a large community of people and use a lot of resources in delivering our extensive programs. We are committed to looking at our practices and continually introducing sustainable measures that will care for and nurture the environment.

Our leadership in this area provides enormous opportunities for our community to learn about the environment and sustainability in everyday life. We keep improving our curriculum to ensure that environment and sustainability is fundamental within the Teaching and Learning Program.

I would like to thank members of our College team, who are responsible for developing the policy and implementing the key actions from the College's Strategic Environmental Management Plan (SEMP). The College has a clear agenda ahead and is committed to actioning our sustainability measures.

During a period when governments are struggling to respond to the enormous health and climate change issues, Beaconhills College has set some ambitious targets that will lighten our ecological footprint.

I am pleased to say that this report demonstrates a range of strategies that we are implementing and although much has already been achieved, there is still a lot more work to be done.

David Young
Business Manager

OUR VISION, OUR MISSION

LEARNING THAT MATTERS

AT BEACONHILLS COLLEGE, OUR VISION IS TO BE AN INNOVATIVE LEARNING COMMUNITY THAT IS FOCUSED ON

LEARNING THAT MATTERS.

***Learning That Matters* comprises six key pillars; *Environment and sustainability*, *Learning mindset*, *Values and character*, *Wellbeing*, *Citizenship and service*, and *Our global community*.**

We aim to encourage our students and the wider community to be responsible stewards of the environment; to care, to raise awareness of the natural environment and actively work towards being more environmentally-friendly in our everyday lives. We continue to associate ourselves with sustainable practice and implore others to follow our example.

OUR MISSION

RAISE AWARENESS

RAISE AWARENESS WITHIN AND BEYOND OUR OWN COLLEGE COMMUNITY SHOWING RESPECT, COMPASSION AND INTEGRITY FOR THE ENVIRONMENT AND EVERYTHING THAT LIVES IN IT.

Why do we care about being green?

The College was founded in 1982 and now comprises more than 3000 students (Early Years to Year 12) across our Berwick and Pakenham campuses and a community exceeding 10,000. From the classroom, to the grounds and gardens and the wider community, Beaconhills has long recognised the opportunity to a make positive difference to the world in which we live. We are aware of our responsibility to lead by example and to encourage our students to be responsible stewards of the environment, for their own future – and that of the planet.

However, our graduating students face increasing challenges in the world. They want to live healthy lives and find meaningful careers where they have the potential to shine. But they are up against a growing climate emergency in an increasingly uncertain world.

Not only do we have a vested interest in mitigating atmospheric and oceanic pollution, but it is our responsibility as an institution of learning to give factual and transparent information about how climate change will impact us and what we can do to lower our emissions.

New governance of environmental processes (Strategic Environmental Management Plan)

In 2010, the College launched its first environmental and sustainability plan.

Since 2017, the College has been working on a new strategy to manage the way we approach environmental challenges and address how we educate our students and families about sustainability.

At the start of 2018, with the guidance of the CERES outreach team through the ResourceSmart Schools Program, the College developed its *Strategic Environmental Management Plan (SEMP)*. *SEMP* covers our education and sustainability vision, *Sustainability Policy*, and *Green Procurement Policy*, the implementation of environmental initiatives and the *Curriculum Review*.

Lastly, in the implementation section of the document, the *SEMP* highlights the College's current practices and future goals in the areas of biodiversity, electricity, water and waste.

Growing culture and reputation on environmental protection

In 2019, College representatives were privileged to meet with environmental officers from South Africa and participate in a PhD thesis researching environmental programs in schools. We also participated in multiple ResourceSmart Schools workshops, hosted a workshop and spoke at the Steps to Sustainability Conference at Melbourne Zoo. We are increasingly recognised as an environmentally-conscious school, willing to share our stories and practices with others in the sector. Some of the schools in the local area with which we have connections include Officer Secondary College, Koo Wee Rup Secondary College and Nossal High School.

We are always looking for ways to share our knowledge and practices with others and welcome enquiries from schools or other organisations.

KEY ACHIEVEMENTS

LEADING THE WAY

AWARD-WINNING AND GREEN POWERED.

OFF THE GRID

With a new 130kW solar system at Berwick Campus' Middle School, we now have an 870kW system across both campuses. This is the second largest in the state and has offset our electricity usage by 52 percent.

SMARTER ABOUT WASTE

This year, we have increased our recycling and significantly lowered our overall landfill waste. With new monitoring systems, we are now better equipped to recognise where we need to improve in our waste collection.

GREENER LIVING

The College built a soccer pitch-sized community garden at Pakenham. This has produced more than 50 crates of fresh vegetables, which were donated to fight food insecurity in the Cardinia Shire.

RESOURCESMART SCHOOLS AWARD FOR SUSTAINABILITY WORK

TEACHER AWARD FOR ENVIRONMENT WORK

Long-serving Beaconhills College teacher Clare Tuohy has won Sustainability Victoria's ResourceSmart Schools Teacher of the Year (Secondary) Award in 2022, for her hard work promoting social and environmental justice.

She was honoured for her outstanding work developing the Beacon of Hope Community Garden at the Pakenham Campus, which grows fresh produce for people in the local region experiencing food insecurity. She worked in collaboration with Sustain: The Australian Food Network, Flourish and the Cardinia Food Movement.

The ResourceSmart School Awards are Victoria's largest sustainability celebration for primary and secondary school students, teachers and school volunteers taking remarkable sustainability action.

THE BEACON OF HOPE COMMUNITY GARDEN

The first stage of the Beacon of Hope Community Garden is complete, with 10 garden beds of various sizes. This has already helped the College fight food insecurity in our local region through the donation of 50 crates of fresh produce to Frankies Community Kitchen in Warragul and other welfare agencies.

As envisioned by Clare Tuohy and Tony Sheumack, the College will continue to expand the garden and increase the output of produce to people in need in the Casey and Cardinia shires.

In 2022, we are building infrastructure to allow more onsite community programs with local residents and friends of Beaconhills College.

Sustainability in a changing world during COVID-19

In the last two years, the College has had major reductions in energy use and waste production due to the COVID-19 lockdowns.

For the return to onsite learning, we increased project work to accommodate for return-to-school procedures and to build the sustainability focus of the College. This involved student participation in environmental outcomes. Creating outdoor learning spaces, managing litter, and holding wrapper-free lunch days were also a priority.

The College has also been educating students about healthy outdoor activities, waste management and correct recycling at home, conservative electricity usage, and helping in the garden. We have promoted these topics through initiatives such as the Beacon of Hope Garden and getting involved in the Breadtags for Wheelchairs recycling program.

RESOURCE USE

AIMING FOR EFFICIENCY

ELECTRICITY

THE COLLEGE'S GOAL OF ACHIEVING ZERO NET ELECTRICITY FROM THE GRID BY 2025 IS PROGRESSING SMOOTHLY, WITH THE GENERATION OF 820MWH OF ELECTRICITY WHICH OFFSETS THE ENTIRE COLLEGE'S ELECTRICITY USE BY 40 PER CENT.

During the COVID-19 lockdowns, the College increased its solar power system to 870kW. We generated over a gigawatt hour (1000 megawatt hours) through our solar resources in 2021. In perspective, this is about as much power as 80 homes would use in a year.

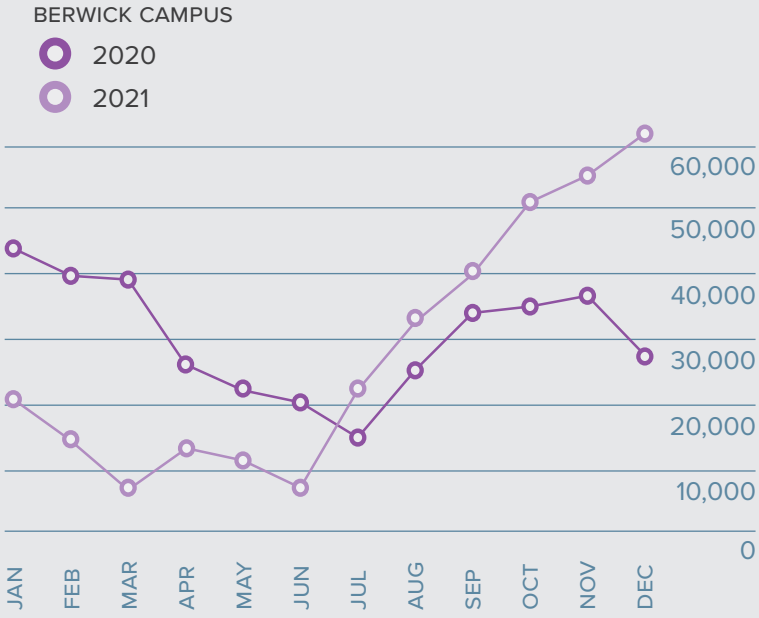
Of that gigawatt hour, around 370 megawatt hours were fed back to the grid, which helps provide power to homes around the College. This not only helps the distribution of electricity across our region but also helps lower electricity prices for households.

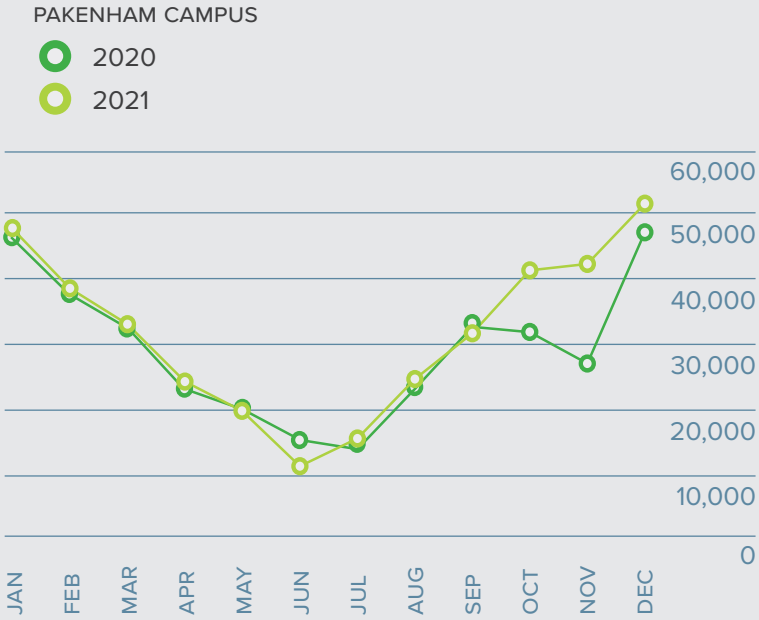
Currently, Berwick Campus has a 375kW system and Pakenham Campus has a 300kW system. Envirogroup, which installs and helps us maintain the systems, has been an invaluable source of knowledge and has helped the College to create one of the biggest solar systems in the state.

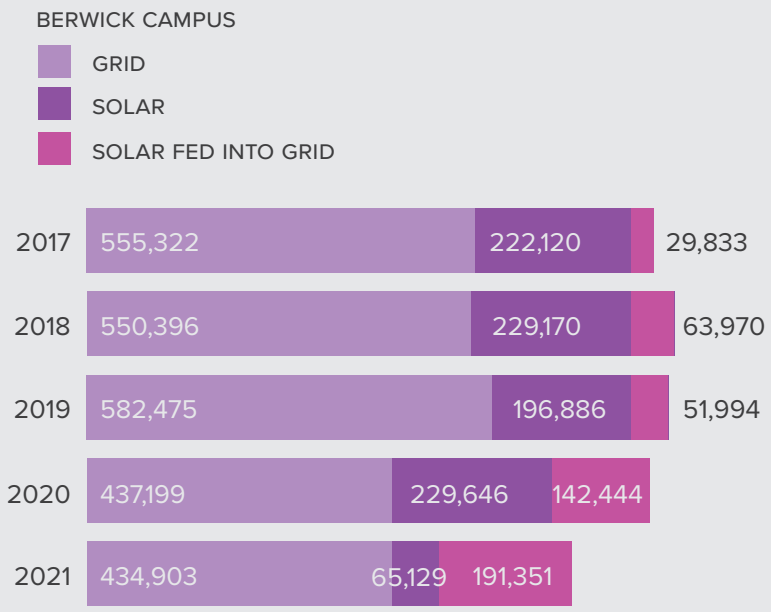
SOLAR GENERATION (MWH)

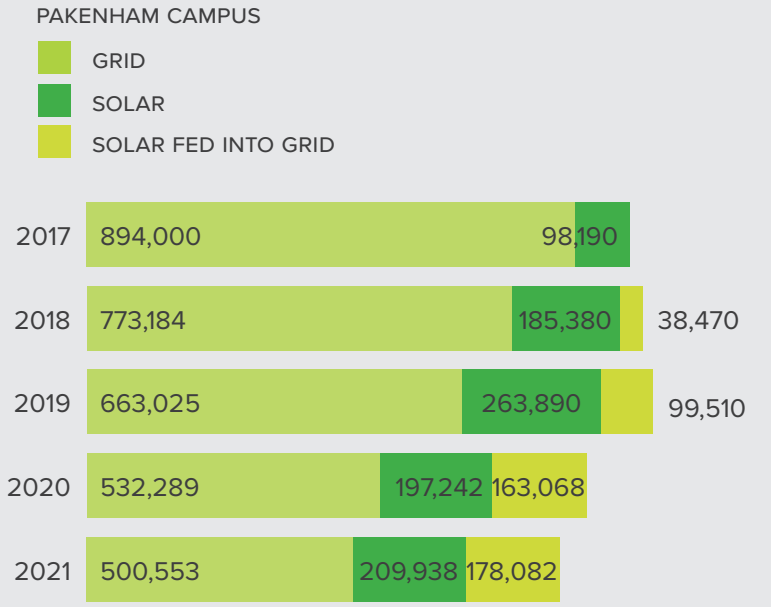
With the installation of the 130kW system in Middle School, Berwick has had a large increase in its overall solar generation this year. The total system size at the Berwick Campus is now 505kW. Due to a communication issue with one of our solar arrays, the data on this graph is incomplete – we have generated around 15-20 per cent more than this.

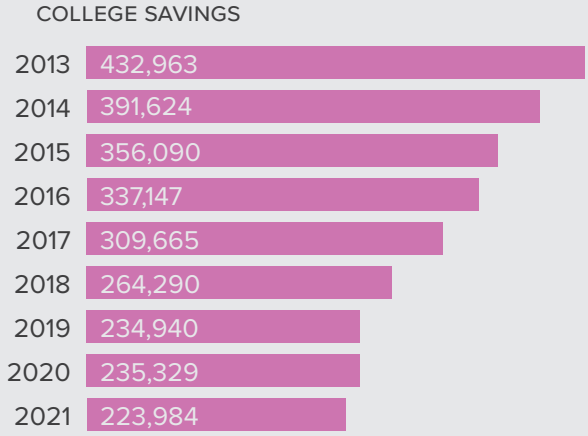
All systems have operated for the past two years with no major issues and generation has been very positive. In November 2020, one of our systems was temporarily down causing lower yield that month. We are currently looking at ways of maximising our systems to achieve our goal of net zero by 2025.











ELECTRICITY USE (KWH)

The COVID-19 lockdowns greatly reduced our electricity use. We've been able to feed more electricity back into the grid, aiding our net zero goal by 2025. We look forward to analysing how much electricity feeds into the grid this year, now everyone is back on campus.

In 2021 there were no new installations and lockdowns continued throughout the year. The campus had reduced energy usage with more electricity fed into the grid. In the next three years, the Pakenham Campus will be undergoing a major replacement program of buildings in Middle School. Existing buildings will be demolished and the new facilities will be developed with several energy efficiency measures, including a large solar power system. These changes will be monitored to understand the impact this will have on energy use at the College.

ELECTRICITY USE ($)

The College saved a total of $ 1.1 million if we continued to have the same costing as 2013.

GREENHOUSE GASES

WE HAVE MANY PROJECTS AIMED AT REDUCING OUR 'THREE SCOPES' OF EMISSIONS, TO HELP LIGHTEN OUR ECOLOGICAL FOOTPRINT.

The three scopes of emissions are:

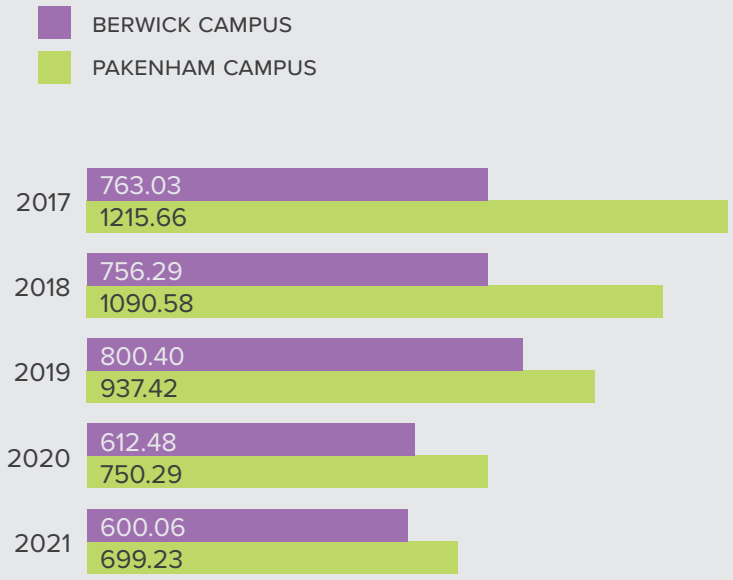
1. Direct greenhouse gases produced from burning fuel or gas.
2. Emissions generated from electricity requirements.
3. Other indirect emissions through the organisation's actions such as business travel, transport etc.

To reduce our first scope of emissions, we are planting trees and shrubs at both campuses and working with local community organisations such as the Cardinia Environment Coalition. This vegetation acts as a carbon sink to extract carbon out of the atmosphere. We are reducing company vehicle use, how much fuel we use and have invested in electric vehicles. We have reduced our gas use, as we mainly run on electricity and only use gas in stovetops in kitchen areas.

Our second scope is discussed in more detail in the electricity section of this document.

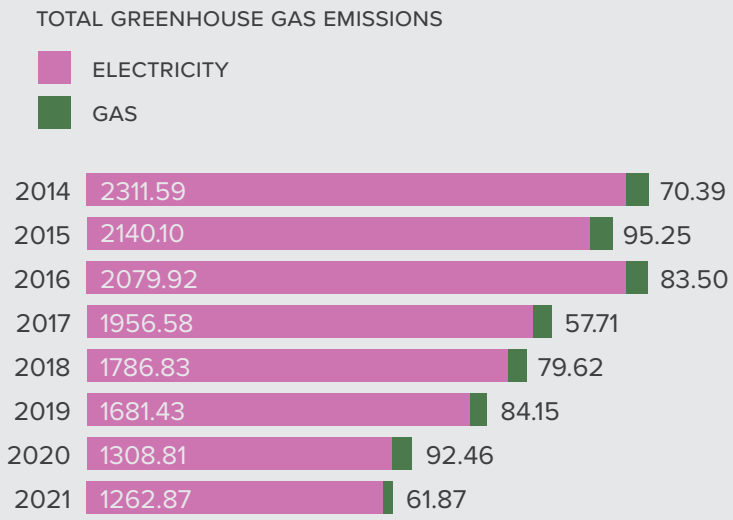
We are reducing our third scope of emissions by looking at how we contribute to the outside world. This includes the energy required to make products for the College and the transport distance it takes to get to the College.

Firstly, we grow about 35 per cent of the fruit and vegetables we use in the canteens on campus. We source the remaining food locally, from Victorian companies. This ensures we minimise the distance food has to travel getting to the College and the fuel required to transport the food. Secondly, where possible, we source second-hand furniture from local op shops, reducing the energy costs of making new furniture. We only buy from companies which incorporate environmental responsibility into their vision. Thirdly, we encourage the Beaconhills community use public transport and other transport means to come to school, to reduce emissions from parents' vehicles.



GREENHOUSE GAS EMISSIONS (TONNES CO_2E)

The total greenhouse gas use was calculated from the total amount of gas and electricity the campus uses. Due to gas use being almost negligible, the graph's trend looks very similar to the electricity use graph. Our main plan for reducing emissions is by cutting our electricity use. We have not yet found a time-efficient way to track the College's vehicle emissions, however we know this is a contributing factor in the College's emissions.



GREENHOUSE GAS EMISSIONS (KW)

2014: 100kW solar power systems installed at Berwick and Pakenham Campuses.

2017: 200kW solar power system installed at Berwick Campus. 3000 fluorescent globes were replaced with LEDs. A new policy was implented requiring new buildings to have sustainably built infrastructure.

2018: 130kW solar power system installed at Pakenham Campus, 4000 fluorescent globes replaced with LEDs.

2019: 100kW solar power system installed at Pakenham Campus and a 75kW system installed at Berwick Campus.

2021: 125kW solar power system installed at Berwick Campus.

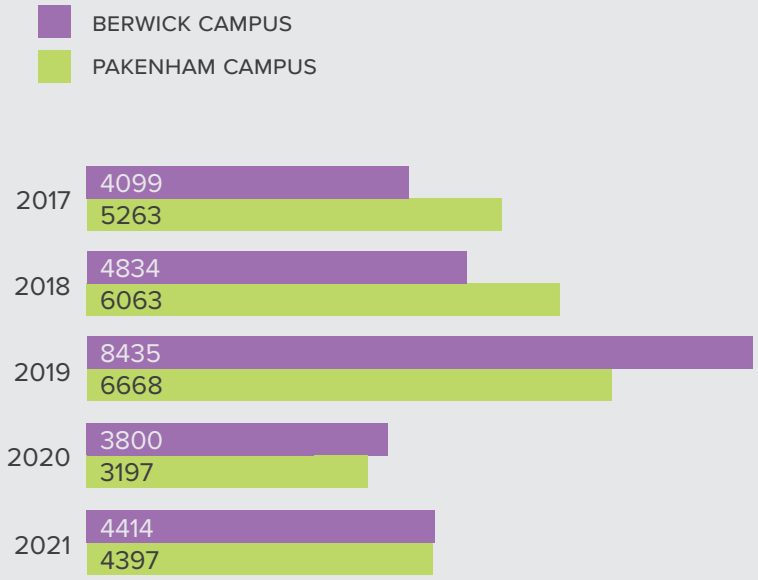
WATER

WE REDUCED OUR MAINS WATER USAGE BY OVER HALF AT BOTH SITES IN 2020. FROM THE EFFECTS OF THE PANDEMIC AND THE FACT WE HAD NO MAJOR LEAKS AT EITHER CAMPUS, UNLIKE IN 2019, WE SAW MINIMAL USAGE OF WATER.

As our irrigation and lavatory water is from water tanks, we only use mains water for cleaning and drinking purposes.

All new buildings at the College are fitted with water-efficient taps and appliances and water tanks are installed to direct stormwater to toilets and gardens around the buildings.

Our water usage remained well below 2019 levels with fewer students and staff on site consuming water. The main periods of water usage were when the College was open, and we expect these levels to rise in 2022.



MAINS WATER USE (KL)

The graph highlights the effects of fewer people at the College in 2020 and 2021 and our continued efforts to maintain our water systems.

WASTE

ALL RECYCLING STREAMS.

- organic
- commingle
- paper/cardboard
- clothing
- small electrical
- battery
- metal
- soft plastics
- construction waste.

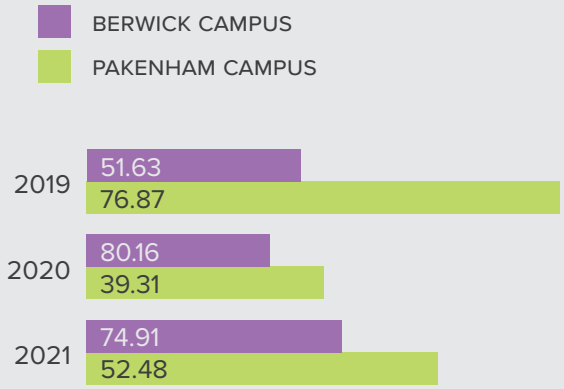
Contractor: BINGO

BINGO INDUSTRIES
PUSHING FOR A WASTE FREE AUSTRALIA

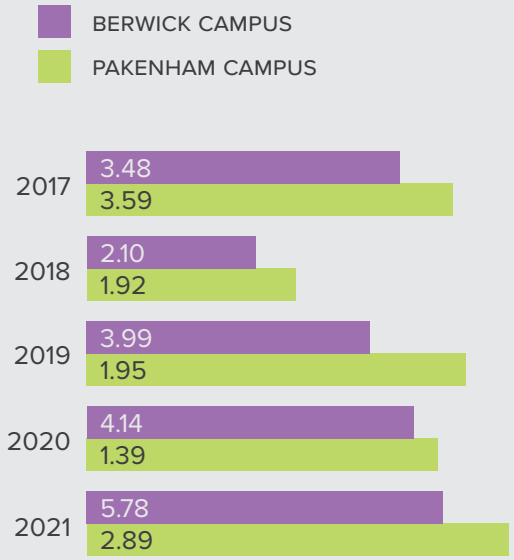
- comprehensive and accurate tracking system
- tracks all our waste in both litres and tonnes rather than using an equation to calculate tonnes from measuring litres, which was very inaccurate.

Challenge: contamination of recycling bins by soft plastics causing the recyclable content to be sent to landfill.

LANDFILL COMPARISON



COMMINGLE COMPARISON



LANDFILL (T)

This year, we've been able to consolidate our waste data to incorporate our various sources of waste. Around 65 per cent of our landfill waste data is attributable to our construction and furniture replacement, whereas only 35 per cent comes from classroom and outside bins. Around 70 per cent of our construction waste is recycled at BINGO's Recycling facility in West Melbourne. In 2020, due to students not being onsite, more projects happening around the College and construction, waste was generated at a higher rate than usual.

ALL RECYCLABLES (T)

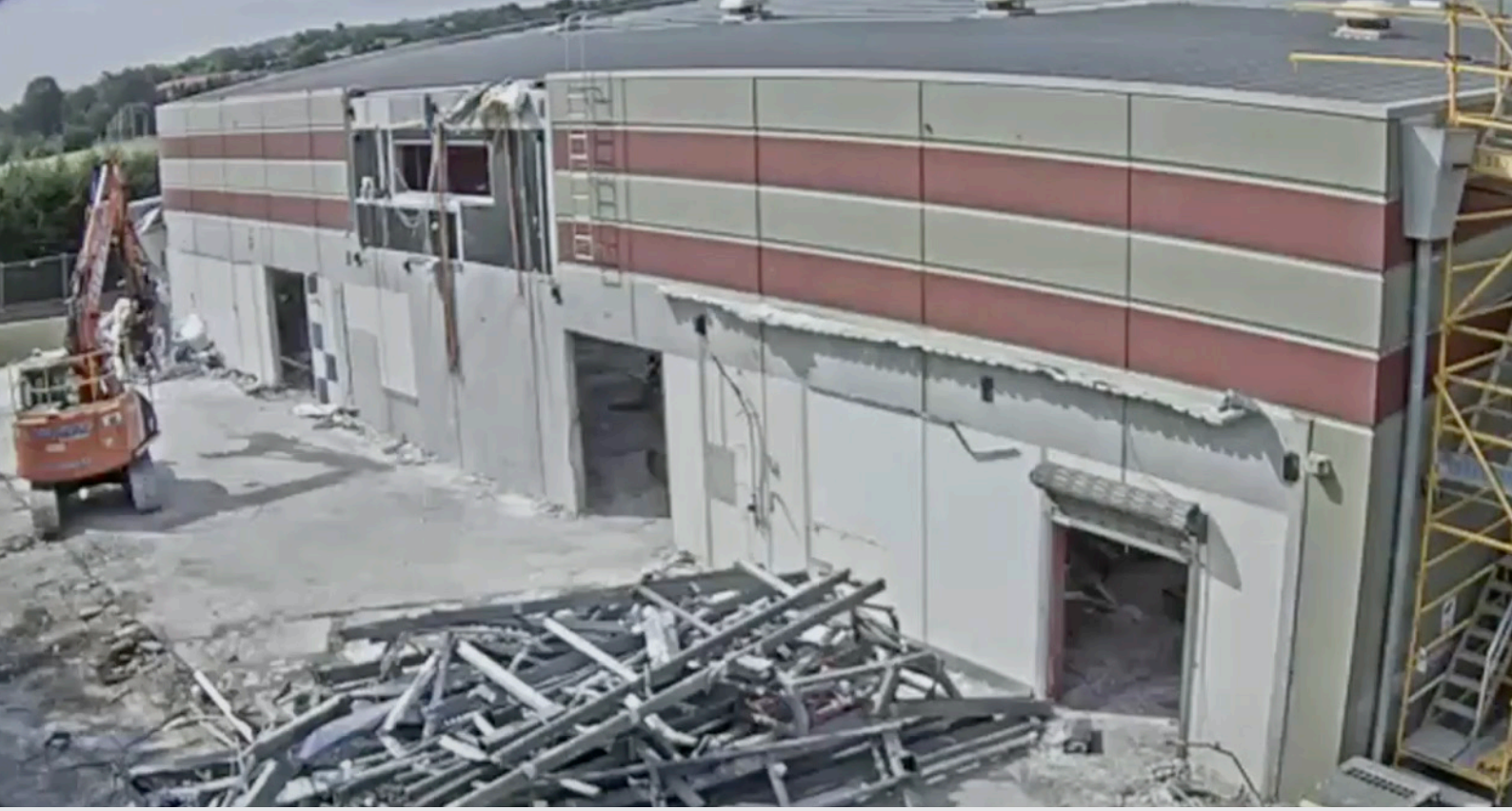
Our main sources of recycling are commingle, paper and cardboard recycling. We are always striving to improve recycling and proper allocation of resources. Due to the COVID-19 lockdowns, we haven't been able to reinforce correct recycling and waste disposal due to students not being onsite. We are increasing our recycling in 2022 and look forward to implementing programs promoting increased recycling.

BERWICK CAMPUS

- obtained a third and fourth commingle skip to successfully eliminate overflow going into landfill
- cleaning out Senior School, cleaning and sorting projects during lockdowns and demolishing of the performing arts building generated excess amounts of furniture and construction waste.

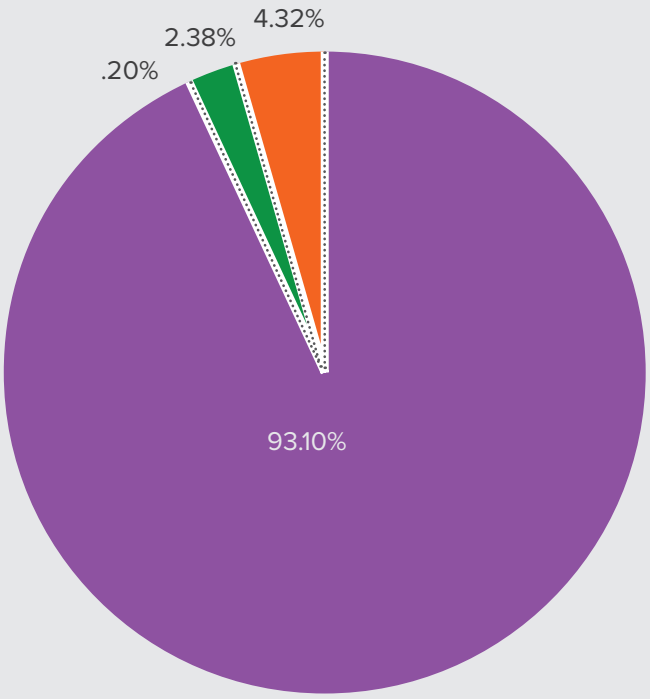
PAKENHAM CAMPUS

- cleanouts of old furniture and equipment, organising College cleaning and sorting projects during lockdowns and a furniture overhaul of Senior School were the main waste spikes for 2021.



MATERIALS DISTRIBUTION (TONNES)

- CONCRETE (2313.12)
- RUBBISH (107.41)
- STEEL (59.04)
- JEWELLERY (5) - (COPPER, BRASS, STAINLESS STEEL AND ALUMINUM)



DEMOLITION OF THE BERWICK CAMPUS' PERFORMING ARTS HALL

The demolition of the former Performing Arts Hall was part of our ongoing development program. The decision was considered in detail as part of a core strategy to replace ageing facilities with greener, fit-for-purpose teaching and learning spaces.

Ninety three per cent of total recycled material. The concrete recycled will be used in other construction projects across Melbourne and in earthworks. Steel and miscellaneous objects found inside the building will also be recycled for use in construction projects.

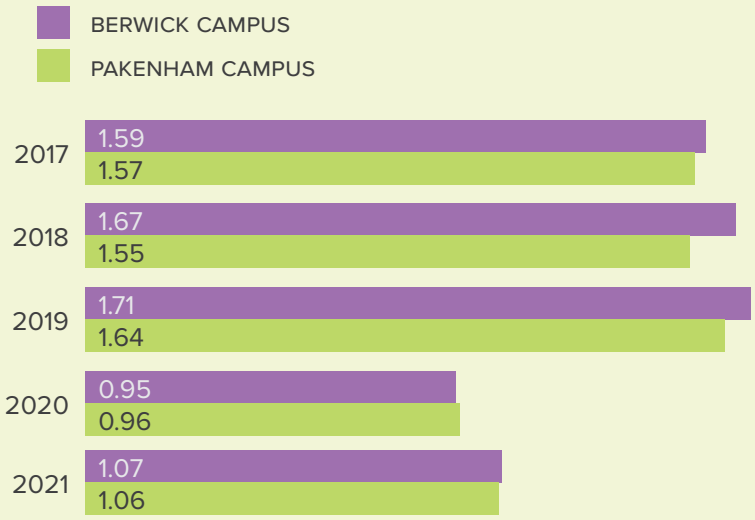
During demolition, our contracts with building groups focused on the sustainability of energy and materials. The majority of the new building's materials will be durable, recycled products, with resource-minimising building design.

PAPER

SINCE 2012, THE COLLEGE HAS USED PAPERCUT MF TO TRACK ALL OF ITS PRINTER USAGE INCLUDING HOW MANY PAGES ARE PRINTED AND WHO PRINTS THEM.

Using the online platform provided by Papercut MF, each person can view their own paper use and the College can generate reports to see the busiest printers and users in the College.

In 2021, we replaced all toilet paper and hand towel stations so that they only allow 1-2 pieces of paper at a time. This has significantly reduced paper use in our bathrooms.



PRINTED PAGES (MILLIONS)

The College's printing has continued to decrease due to the COVID-19 pandemic. It will most likely increase in 2022 with students and staff returning to onsite learning.

GARDENS AND GROUNDS

A FLOURISHING HABITAT

CREATING A FLOURISHING HABITAT IN OUR GROUNDS IS A PRIORITY FOR THE COLLEGE. WE HAVE ESTABLISHED GREEN SPACES THROUGHOUT BOTH OUR CAMPUSES AND ENCOURAGE STUDENTS, STAFF AND PARENTS TO HELP MAINTAIN AND CONTINUALLY IMPROVE THE LANDSCAPE.

In 2021, the College completed major developments of our garden spaces at both campuses with the building of the Beacon of Hope Community garden at Pakenham and the Early Years Bush Kinder and vegetable garden at Berwick.

These installations help expand our already diverse range of gardens at the College, including four Indigenous gardens and seven vegetable gardens.

The Little Beacons Bush Kinder will be used as an outdoor learning space for the early explorers teams, where they will be able to experience Indigenous plantings and explore the area.

The development of the vegetable garden at Little Beacons Berwick was assisted by a grant from Landcare. Through this grant, we were able to provide garden boxes, soil, plants, and a bee mural for the area creating a greener and more productive use of the space.

Through these areas, we plan to promote an increase in outdoor learning programs and the incorporation of natural spaces in classes. We hope that this will increase interest and awareness of the environment and environmental issues within our community.

INDIGENOUS AND FOOD GARDENS

Berwick Campus

- food garden and orchard (Year 9 building)
- food garden (Food Technology building)
- Indigenous plantings (Senior School buildings)
- Indigenous garden (Year 9 building)
- food garden (Little Beacons Learning Centre)
- Indigenous bush kinder (Little Beacons Learning Centre).

Pakenham Campus

- Indigenous wetland area (Year 9 Centre)
- Indigenous garden (Founders' Gazebo)
- food garden (Junior School precinct)
- herb patch (Canteen)
- herb garden (Little Beacons Learning Centre)
- food garden (Food Technology building)
- Beacon of Hope Community Garden
- Year 9 vegetable patch.

ALL THINGS FOOD

SUSTAINABLE. LOCAL. ORGANIC.

Kitchens and canteens

Around 35 per cent of the fruit and vegetables used at the College's kitchens and canteens come from the school's agricultural areas. It is important that students enjoy the benefits of healthy organic produce and also learn where food comes from. We value fresh, locally-grown produce over imported varieties and rely on local businesses to provide us with seasonal produce for our ever-changing Canteen menu.

Organic waste and worm farms

The College maintains its organic waste in-house by using our worm farms and organic waste bins located around the school. Each outside landfill bin has two accompanying bins; one commingle and one organic waste, coloured red, yellow and green respectively. Once the organic waste is collected, it is deposited into the College's worm farm, where the worms eat the organic waste turning it into nutrient rich soil to be used in the College's gardens.

THE IMPORTANCE OF WETLANDS

Around our campuses, we are working with local community groups and charities to promote conservation and revegetation. We've been working with Landcare and the Cardinia Environment Coalition to plant trees around Cardinia Creek in Berwick and Toomuc Valley Creek in Pakenham to facilitate habitat growth. Creating more wetlands around the Pakenham and Berwick campuses provides habitat for local flora and fauna, reinforcing the efforts of restoring habitat inside the College campuses to help preserve and protect species.

Berwick Campus

The Berwick Campus, located on a hillside, was once bushland with a creek in the valley. To recreate this environment, we've grown trees around the perimeter of the campus and created a wetland environment at the bottom of the hill. Throughout the campus, we have sheltering plants, logs and rocks to provide habitat to lizards and invertebrates, allowing them to travel throughout the campus.

Pakenham Campus

Before there were stormwater drains and buildings, Pakenham Campus was a wetland area with lots of wildlife and plants. Our plan is to restore some of the wetland area that was destroyed and conserve some of the Indigenous endangered species in the area. So far, we have built two pond areas, one at the front of the campus next to the bus loop and the other at the back next to the Year 9 Centre; these ponds provide crucial habitat for birds and other animals allowing them access to water and a safe place to nest. The ponds are breeding ground for invertebrates, amphibians and lizards which we want to see thrive.

COMMUNITY ENGAGEMENT

INTERNATIONAL. NATIONAL. LOCAL.

CHANGING LIVES THROUGH SERVICE: SHAPING A FUTURE OF GREATER POSSIBILITY FOR COMMUNITIES THROUGH ENVIRONMENTAL ACTIVISM.

Contribution to community through service has always been part of the true spirit of Beaconhills College. Research and personal experience show a clear link between “doing good” for others and a sense of personal wellbeing. This is proudly supported within Beaconhills College.

Environment and sustainability are key service areas within our strategic approach to delivering meaningful and relevant support programs, both locally and abroad. We are excited to continue to deliver so much in this space.

As important as our support programs is the need to raise awareness and understand environmental impacts. This includes the need to adopt more sustainable products, habits, and processes, knowing that in time these will generate positive environmental changes for the future.

Beaconhills College will continue to develop meaningful learning opportunities and experiences for students and their families to further explore matters relating to the environment.

Sarah Dyce
Head of Citizenship and Service


10
GLOBAL FOOD SECURITY
12
FOOD PRODUCTION AND THE ENVIRONMENT
FOOD MILES
TRANSPORTATION

SERVICE.

FOOD INSECURITY

Making change one meal at a time.

In March 2022, a group of Year 8 students were given the opportunity to learn about food insecurity through interactive and hands-on learning.

Learning

Students spent time with three Monash University dietetics students discussing the pressing issue of food insecurity.

Students explored their understanding of food insecurity, including who is most affected, contributing factors, and the impact it has on our environment.

Students were amazed by how much they learnt, with 100% of students surveyed reporting that they increased their knowledge and understanding of food insecurity.

Afterwards, students discussed all elements learnt and dissected their preconceived ideas on the topic.

Action

Students had the opportunity to produce a hot and healthy meal for people experiencing food insecurity in our local community.

Students worked in groups to prepare a minestrone soup with vegetables grown in our Beacon of Hope Community Garden. Students developed their understanding of the importance of accessing fresh and healthy produce as well as the many ways to develop environmentally sustainable food systems (such as vegetable gardens).

Outcome

While the soup was cooking, students had the opportunity to meet Leanne, the manager of a local emergency food relief organisation called Follow Bless Collective.

Leanne told the students where their soup is going, who it will feed, and the positive impacts it will have on those in need. Students then had the opportunity to ask Leanne questions about the support services they offer and what factors drive vulnerability and food insecurity.

LOOKING TO THE FUTURE

Projection until 2025

Beaconhills will continue to research and implement green building design for all new developments on our campuses and review procurement policies and end-of-life procedures for equipment.

We plan to install another 800kW of solar to achieve our net 0 target - meaning we will feed the same amount of electricity into the grid that we use.

Beaconhills College will keep finding ways to improve our recycling and extend our service programs. Educating students, staff and families about the vital importance of sustainability is a key priority for the future of our planet.

PLANNING FOR THE FUTURE

A BALANCED APPROACH

By design

A balanced perspective to landscape design decision-making, expanding the determinants of design beyond the traditional values of aesthetics and use, to include pedagogy, ecology, water conservation and long-term maintenance.

The Landscape Master Plan adopts a functional approach to campus ecology. Ecosystem services, such as climate regulation, water supply and regulation, erosion and sediment control, are considered essential to the creation of a landscape that is attractive, resilient and affordable to maintain.

Teaching and learning

The plan aims to help deliver a transformative impact on teaching and learning practices, through more opportunities for experiential-based student learning.

The plan also defines an overall framework for landscape organisation and treatment, design concepts to enhance areas of the existing landscape, and guidelines for landscape systems, including ecology, planting design, irrigation and exterior furnishings.

LANDSCAPING A MASTER PLAN

The College has finalised landscape master plans and design guidelines for both campuses.

The *Landscape Master Plan* is intended to encourage unity in the design within and across both campus landscapes over time, so that individually designed parts of the landscape relate properly to one another, regardless of when they are built.

The *Landscape Master Plan* objectives are:

- the development of a detailed plan to guide the future development of all external landscape areas of each campus that supports the delivery of contemporary educational programs and practices for our learning community
- a process that ensures ownership of a landscape master plan that establishes sustainable practices around maintenance and use of spaces that is incorporated into our programs
- identification of the landscape master 'palette' for each campus that represents Indigenous cultures, history and heritage
- identification of key places and themes that represent purpose-based logic consistent with the strategic needs of our programs and *Learning That Matters*
- engaging with students on the redevelopment of the plans.

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17/06/22