

Climate and Zero Carbon

We consider Climate Change to be one of the greatest challenges that we face globally, and that our students will continue to deal with well into the future. As such, we seek to engage with this challenge by considering how our actions contribute to Climate Change, and how we can reduce our footprint and work towards positive solutions, and by taking opportunities to be part of a broader community response.

As a Special Character school, we acknowledge and seek to follow Jesus' instruction to 'love your neighbour' in the context of the social justice issues relating to Climate Change (both now and for future generations).

Drawing on the work and recommendations of our Sustainability Panel, our school will:

- conduct baseline audits,
- set energy and transport use goals (which may include offsetting),
- develop and implement plans,
- monitor progress and review goals.

In general, and as part of our curriculum, we:

- Investigate, experience and seek to understand the Carbon cycle, the Greenhouse effect, Climate Change and associated environmental and social issues. We use these experiences as a context for learning and development in other curriculum areas.
- Give our students, teachers and whanau opportunities to learn about and better appreciate climate and greenhouse gas issues through Education Outside the Classroom (EOTC) on camps, daytrips and class outings.
- Provide opportunities for our students to understand climate and greenhouse gas issues from a broader lens and different perspectives.
- Seek opportunities to work in collaboration with relevant community groups and experts and to learn from local tangata whenua and other key stakeholders, considering their various perspectives, knowledge and wisdom.
- Identify opportunities for students to advocate for practical solutions to these issues (such as through participating in forums, submissions, letters to the editor and meeting community leaders).

As opportunities arise, we:

- Look for realistic and positive ways to reduce our emissions from school-related transport (such as buses, bikes, walking or car-sharing) and energy use.
- Promote shared travel and active travel to and from school.
- Participate in tree planting projects as biodiversity and offset opportunities.
- Promote our school's positive actions, and encourage others taking similar steps.
- Look to be part of a broader collaborative approach, knowing that while individual actions matter, an integrated community-wide and global response is required.