

Green Leadership

Environmental Policy

- Review and update the Environmental Policy regularly to keep up with the latest global and local environmental trends and measures.
- Establish carbon management policy, reduction target(s) and action plans to achieve carbon neutrality.
- Invite students to provide inputs in environmental policy formulation.

School Management Support and Commitment

- Have at least three to five staff members in different ranks and groups in the environmental committee. The group formation should include principal or vice-principal, curriculum development officer, staff responsible for school catering, procurement and facility management.
- The environment committee should meet regularly (recommend to meet at least three times a year) to guide the school's focus and priorities in environmental protection, as well as to organise and promote internal and interschool environmental activities and development.

Education for Sustainable Development / Environmental Education Plan in School Curriculum

- Incorporate environmental topics into formal school curriculum, such as carrying out projects on United Nations Sustainable Development Goals / environmental / sustainability-related issues to encourage students investigate into different environmental problems and explore potential solutions.
- Support teachers to attend external environmental training regularly on different up-to-date environmental issues such as marine litter, plastic pollution, biodiversity and sustainable consumption. Schools can adopt sustainable development / carbon neutrality as the theme of staff development day or arrange relevant training on that day.

Programme and Performance

- Devise long-term environmental strategies, set annual specific and measurable environmental targets and review the progress every year to reduce carbon emission, energy consumption, water consumption, food waste and other environmental aspects.
- Keep a regular record of all water and energy consumption (by checking the bills or meters) as well as solid waste production, to provide objective data that could assist the school to monitor effectiveness of conservation actions.
- Conduct waste / energy / carbon audit to identify room for continual improvement.
- Conduct surveys to collect teachers, students, parents and the public opinions on environmental issues and environmental programmes organised by the school and respond to the feedback.

Energy Conservation

- Adopt the following energy saving measures where practical:
 - apply solar film on classroom windows to reduce the amount of solar heat entering the classrooms;
 - use energy-efficient lighting such as LED lights;
 - use energy-efficient office equipment such as air-conditioners, refrigerators and printers with energy labels;
 - install motion sensors or timers for automatic lighting control; and/or
 - establish real-time energy management system to identify abnormalities in energy consumption and poor performance in energy efficiency.
- Promote the use of renewable energy at schools, i.e. installing solar panels or solar lamp, etc.

Waste Management

- Adopt the following waste reduction measures where practical:
 - provide reusable lunch containers and cutleries for students;
 - request students and teachers to bring their own cutlery and food containers during school parties and school picnic;
 - set up green kitchen if feasible to enable meal portioning to reduce food waste;
 - adopt electronic systems for parents to view school notices to minimise paper use;
 - adopt electronic textbooks to replace printed textbooks;
 - install hand dryers to reduce the use of paper towels;
 - convert old and un-used items into usable items, such as discarded cardboard boxes as waste separation bins, damaged drawers as flower pots, old CDs as scarecrows; and/or
 - use student cards to borrow library books to minimise the materials used for producing library cards.

- Ban the selling of single-used plastic bottled drinks and straws on campus, or impose a levy on disposable tableware.
- Offer incentives to staff members, students and parents to encourage inputs on environmental initiatives or uptake of environmentally-friendly practices on campus. For example, liaise with canteen and tuck shop to provide discount to encourage students and school staff to bring their own reusable cups for drinks and containers for snacks, if applicable.
- Assign students as “Food Waste Ambassadors” to monitor students’ lunch behaviour to minimise food wastage.
- Compost food waste and use it as fertiliser within the school.

Green Procurement

- Procure environmentally-friendly products such as printing paper, toilet tissues and paper towels with recycled content, refillable stationery, and biodegradable cleansing agent.

Greening

- Develop greenery (*e.g. rooftop garden*) and organic farming on campus.
- Label the plants (*e.g. QR codes*) to provide information for education purpose.

Indoor Air Quality

- Install air-purifying devices.
- Measure and monitor Indoor Air Quality regularly.

Environmental Education (Implementation, Evaluation, Information Dissemination)

- Adopt “Whole-School Approach” to integrate education for sustainable development in school.
- Provide environmental education to students and support student-initiated environmental measures / events / programmes. The school is encouraged to apply for external resources to offer interactive environmental education programmes, training and experience to students.
- Organise environmental activities such as organic farming, eco-tours, study tours, training workshops, seminars, talks and visits for teachers, students and parents to enhance their environmental awareness.
- Arrange environmental education activities outside the campus such as visits to various environmental facilities (*e.g. Green @ Community Recycling Stations; Recycling Stores and Recycling Spots; upcycling centres; waste treatment facilities like EcoPark, O·Park, WEEE·Park, T·Park; Education Path at the Electrical and Mechanical Services Department Headquarters; Green Education and Resource Centre, etc.*)
- Arrange adequate outdoor learning activities for students to get in touch with nature (*e.g. Geo Park, Mai Po Nature Reserve, nature parks, country parks and public beaches, etc.*).

- Develop and design additional teaching and learning materials, such as a set of environmental student handbook, and programmes (which are not covered by the formal school curriculum) to enhance environmental knowledge of the students.
- Recruit students as environmental ambassadors (e.g. “*Student Environmental Protection Ambassadors*”, “*Green Prefects*”) to facilitate in environmental programme implementation and help enhance their peers’ environmental awareness and build up green habits on campus.
- Encourage students to apply their creativity and environmental mindset. For example, paint artistic walls, set up display boards and make upcycling crafts.
- Participate in campaigns or competitions organised by external organisations to keep school members updated about the latest environmental issues, and encourage students to think of innovative solutions to resolve environmental problems.
- A more systematic and holistic evaluation should be conducted to evaluate the environmental awareness, attitude and behaviour of students, and understand more about the effectiveness of school’s environmental education and students’ levels of understanding of environmental concepts. Apart from conducting quantitative evaluation through questionnaire, the school can consider conducting qualitative evaluation through interview and/or focus group, or incorporate evaluation in students’ learning activity.
- Set up an environmental corner, launch a dedicated social media page, mobile application or publish a sustainability report to centralise environmental-related news and information to encourage students’ interest in environmental issues.

Partner Synergy

- Promote environmental messages and practices to school members and their family members, the community and general public by organising and participating in international and local conferences, exhibitions, open day, road shows and community events.
- Motivate stakeholders to support and participate in various community activities (e.g. *tree planting, beach clean-up, barbers, carbon reduction programmes and biodiversity conservation programmes, etc.*).
- Organise or support environmental programmes (e.g. *open day, competitions and workshops*) to promote environmental awareness to the public.
- Collaborate with NGOs to set up community recycling points on campus.
- Influence lunch service providers and school kiosk to provide green meal options and reduce disposable items (e.g. *no plastic straws and single-use plastic tableware*).
- Require lunch caterer to use “reusable” lunch container instead of “recyclable” lunch container to reduce waste at source.