

# Environmental Sustainability Plan 2012-2015



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## Table of Contents

|  |    |
|--|----|
| PURPOSE .....  | 3  |
| SCOPE .....  | 3  |
| CONTEXT .....  | 3  |
| ENVIRONMENTAL SUSTAINABILITY PLAN .....              | 6  |
| 1. ENVIRONMENTAL MANAGEMENT .....                    | 7  |
| 2. EDUCATION for SUSTAINABILITY (GREEN SKILLS) ..... | 8  |
| 3. ENERGY & CARBON EMISSIONS .....                   | 9  |
| 4. WATER .....                                       | 10 |
| 5. WASTE & RECYCLING .....                           | 11 |
| 6. BIODIVERSITY & GROUNDS .....                      | 12 |
| 7. TRANSPORT .....                                   | 12 |
| 8. BUILDINGS .....                                   | 13 |
| 9. PURCHASING & CONSUMPTION .....                    | 14 |
| Appendix 1 .....                                     | 16 |
| Appendix 2 .....                                     | 17 |

## PURPOSE

This Environmental Sustainability Plan (ESP) outlines TAFE NSW - South Western Sydney's environmental sustainability program for a 3 year period from 2012 until 2015, incorporating environmental objectives, targets and management strategies.

## SCOPE

The ESP covers the properties, colleges and activities under the direct ownership and/or control of TAFE NSW - South Western Sydney Institute (SWSi). The Plan also supports collaboration with contractors and organisations associated with SWSi.

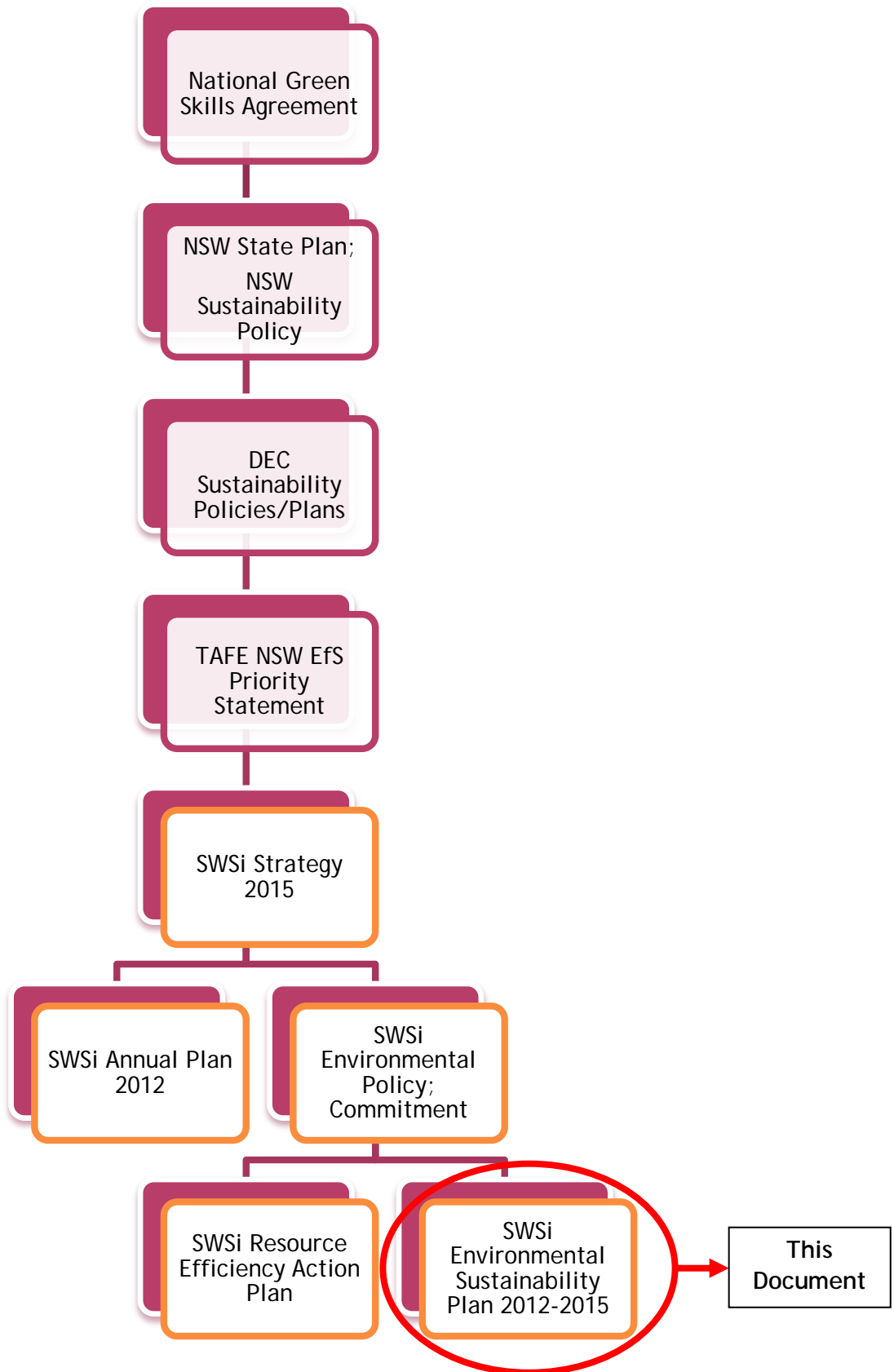
## CONTEXT

This Plan fits under a framework of environmental policies and plans of Government and TAFE SWSi (see Figure 1). On 7 December 2009, the Council of Australian Governments (COAG) endorsed a [National Green Skills Agreement](#). The Green Skills Agreement seeks to build the capacity of the vocational education and training (VET) sector to deliver the skills for sustainability required in the workplace that will enable individuals, businesses and communities to adjust to, and prosper in, a sustainable, low-carbon economy. In 2010, a Green Skills Agreement Implementation Plan was prepared to progress the objectives of the Agreement.

The [NSW 2021 Plan](#), with its strategy to "strengthen our local environment and communities", provides overarching direction for sustainability planning. Subsidiary plans relating to this include the [NSW Government Sustainability Policy](#), which set targets and strategies for the NSW Government to lead by example in sustainable water use, reducing greenhouse gas emissions from energy, waste and fleet management and sustainable purchasing. Supporting the NSW Sustainability Policy are additional plans, including:

- NSW Government Energy Management Policy
- NSW Government's Metropolitan Water Plan
- NSW Waste Recycling and Purchasing Policy and
- Cleaner NSW Government Fleet initiative.

Figure 1. Environmental sustainability and education for sustainability plans and policies of Government and TAFE SWSi.



The NSW Government's commitment to better energy, water and materials management and reduced waste production is reflected in the Department of Education & Communities (DEC) plans and resource targets including:

- a planned reduction of energy consumption by 5%
- a planned reduction in water consumption by 15%
- new waste contracts to include recycling and an increase of recycled content in DEC paper purchases, and
- e-waste managed through equipment supply contracts.

To further guide sustainability actions at SWSi, DEC has developed the following plans:

- DEC Energy Management Plan;
- DEC Water Management Plan; and
- DEC Waste Recycling and Purchasing Policy Plan.

Environmental and sustainability education in DEC was guided by the *Learning for Sustainability: NSW Environmental Education Plan 2007-10*. TAFE NSW developed the TAFE NSW Education for Sustainability (EFS) Plan 2007-2010, which has now been superseded by the 2012 TAFE NSW EFS Priority Statement.

Within SWSi, various overarching policies sit above this Plan, and identify the need for the Institute to operate in a sustainable manner. *SWSi Strategy 2015* is TAFE SWSi's strategic direction for the three years to 2015. It provides a framework for future Institute business focus and operations, as well as a framework for positioning the organisation to respond to key changes in the vocational education and training environment. *SWSi Strategy 2015* has as one of its five Key Focus Areas to "support our region's adaptation to climate change". Supporting the Strategy is the *SWSi Annual Plan 2012*, which identifies some key initiatives on sustainability, environmental management and training partnerships in sustainability with industry and the community.

SWSi recognises that it has a responsibility to conduct its activities in an environmentally and socially responsible manner and to provide a quality environment in which to work and study. In early 2012, the Institute adopted its Environmental Commitment Statement to outline its intentions towards becoming more environmentally sustainable. In 2012, the Institute's Board of Directors (BoD) also approved an Environmental Policy (Appendix 1). The Policy states the Institute's commitment to environmental sustainability, prevention of pollution and continuous environmental improvement. Since the adoption of the



Environmental Policy in early 2012, a concise program of initiatives was prepared and has been steadily implemented across the Institute. To better satisfy Government policy and the Institute's strategic direction, a document containing environmental objectives, targets and strategies needed to be prepared and is contained within this report. This Environmental Sustainability Plan provides the necessary strategies to enable the organisation to satisfy all of the above policy requirements in sustainability.

## ENVIRONMENTAL SUSTAINABILITY PLAN

This Environmental Sustainability Plan (ESP) provides the mechanism for the implementation of the Institute's Environmental Policy and Commitment and aims to:

- identify environmental issues and set priorities
- set overarching environmental objectives
- establish environmental targets and key performance indicators, and
- allocate responsibility and timeframes for action.

The ESP details strategies to be implemented within the 3-year period 2012-2015, aimed at the continual improvement of environmental performance in the following key areas:

1. Environmental Management
2. Education for Sustainability (Green Skills)
3. Energy & Carbon Emissions
4. Water
5. Waste & Recycling
6. Biodiversity & Grounds
7. Transport
8. Buildings
9. Purchasing & Consumption

The ESP has been divided into these nine sections, with each section comprising environmental objectives, targets and performance indicators. An Action Plan for achieving the Institute's targets is outlined below with a set of strategies, responsibilities and timeframes allocated. The ESP will be managed and reviewed annually by the Institute's existing Sustainability Reference Group (SRG) and results reported to the Institute's Board of Directors (BoD).

Key performance targets for the main indicators have been projected to the end of 2014 and are shown in Appendix 2.

# 1. ENVIRONMENTAL MANAGEMENT

## Objective

Seek continual environmental improvement and set an example of leadership in the field of environmental management and sustainability.

## Targets

1. Ensure TAFE SWSi strives for continual environmental improvement and prevention of pollution, and continues to operate in accordance with all relevant environmental legislation and other requirements.
2. Implement systems at all campuses for gathering environmental data for performance monitoring, carbon reporting and management review purposes.
3. Produce an annual environmental sustainability report to document environmental performance against key targets.
4. Participate in regular environmental activities/forums/conferences/awards etc. to promote and recognise the Institute's environmental initiatives and leadership.

## Indicators of Environmental Performance

- No penalties or notices received for environmental breaches.
- Sufficient data collected to evaluate indicators and monitor performance.
- Environmental sustainability report produced every year.
- Number of promotional events participated in each year.

## Action Plan

| No. | Strategy   | Responsibility         | Target Date         |
|-----|--|------------------------|---------------------|
| 1.1 | All SWSi Colleges to practice due diligence to reduce environmental risk and pollution incidents, including delivery of spill response training to key staff and deployment of chemical spill kits where needed. | All Staff              | Ongoing             |
| 1.2 | Maintain a Sustainability Reference Group for the Institute (comprising representatives from key sections) to oversee sustainability and Education for Sustainability strategies.                                | ID<br>BoD<br>Faculties | Ongoing             |
| 1.3 | Gather energy, water, waste, recycling and other necessary environmental data to allow for ongoing analysis of trends and performance.   | LES<br>CMs<br>Finance  | Ongoing             |
| 1.4 | Prepare an annual environmental sustainability report to document the Institute's environmental achievements.  | LES<br>SRG             | Annually around May |
| 1.5 | Participate in relevant events to showcase the Institute's environmental sustainability achievements and initiatives.  | LES<br>SRG<br>SA       | Ongoing as required |

| No. | Strategy  | Responsibility   | Target Date |
|-----|---|------------------|-------------|
| 1.6 | Recognise outstanding contributions to environmental sustainability with awards, incentives and acknowledgement of staff. | ID<br>Media & PR | Annually    |

## 2. EDUCATION for SUSTAINABILITY (GREEN SKILLS)

### Objective

Provide all staff and students with education for sustainability (Efs) and green skills training, opportunities and recognition to enhance their sustainable work and living practices.

### Target

1. All staff to complete the nationally accredited sustainability unit "Participate in environmentally sustainable work practices" (available online in SWSi Moodle).
2. All teachers to complete an approved Efs training program to increase their qualifications and capability in sustainability delivery.
3. 50% of students to be enrolled in defined green skills units by the end of 2014.
4. Deliver high quality green skills training to industry and the community.

### Indicators of Environmental Performance

- All staff completed Efs training
- % of students enrolled in green skills units
- No. of green skills courses/workshops delivered

### Action Plan

| No. | Strategy  | Responsibility                           | Target Date |
|-----|---|--|-------------|
| 2.1 | All staff to complete the sustainability unit "Participate in environmentally sustainable work practices" via the SWSi Moodle (online) or attendance at a staff workshop. | All Staff                                | Ongoing     |
| 2.2 | Identify and offer professional development opportunities for green skills training and Efs courses to all teachers.  | Workforce<br>Capability &<br>Development | Ongoing     |
| 2.3 | SWSi teachers to offer and deliver a range of sustainability units and skills to students.  | Teachers                                 | Ongoing     |
| 2.4 | Collaborate with industry/business partners to promote and deliver commercial Green Skills training products and services throughout the region.                          | Business<br>Development                  | Ongoing     |



### 3. ENERGY & CARBON EMISSIONS

#### Objective

Practice responsible energy management to reduce operational costs and greenhouse gas emissions.

#### Targets

1. Reduce facilities energy (electricity and natural gas) consumption and greenhouse gas emissions by 20% by the end of 2014, compared to 2011 levels.
2. Continue to purchase 6% of electricity supply from accredited Green Power (i.e. renewable energy sources).
3. Reduce greenhouse gas emissions associated with the Institute's fleet vehicles by 20% by the end of 2014, compared to 2011 levels.

#### Indicators of Environmental Performance

- % reduction in energy consumption and greenhouse gas emissions from 2011 figures (per capita and gross floor area)
- % of Green Power purchased
- Total greenhouse gas emissions from fleet vehicles

#### Action Plan

| No. | Strategy   | Responsibility           | Target Date |
|-----|--|--------------------------|-------------|
| 3.1 | Identify and progressively implement energy savings measures at all colleges, including conducting energy audits, demand management and energy efficiency measures (investigate use of Treasury Loan Fund to finance these initiatives). | DLE<br>CMs<br>LES<br>FCs | Ongoing     |
| 3.2 | Implement staff/student engagement programs to raise awareness about saving electricity at TAFE.   | CMs<br>LES               | Ongoing     |
| 3.3 | Regularly monitor electricity usage at all colleges and report on trends to management.  | LES<br>CMs<br>Finance    | Quarterly   |
| 3.4 | Investigate opportunities for alternative energy sources such as solar panels and implement them where cost-effective.   | LES<br>AMU               | Ongoing     |
| 3.5 | Continue to purchase 6% accredited Green Power for all campuses.   | Finance                  | Ongoing     |
| 3.6 | Lease passenger fleet vehicles with a minimum <a href="#">Green Vehicle Guide</a> Environmental Performance Score of 13.5 to minimise greenhouse gas emissions.  | CMs<br>Finance           | End of 2013 |
| 3.7 | Provide training in webinars and video-conferencing for staff to reduce the need for work-related travel.  | iTEL                     | Ongoing     |
| 3.8 | Investigate further power management options for PCs in association with the automatic PC shutdown every night.  | ICTS<br>LES              | Ongoing     |

## 4. WATER

### Objective

Practice responsible water and wastewater management and conserve water, where practicable.

### Target

1. Fully comply with mandatory water restrictions and trade wastewater agreements.
2. Reduce the Institute's purchased mains water consumption by 20% by the end of 2014, compared to 2011 levels.
3. Maintain water bottle refilling stations at all colleges to help reduce the need for consumption of single use bottled water.

### Indicators of Environmental Performance

- No penalties received for breaching water restrictions or trade wastewater licenses
- All wastewater permits up-to-date
- % reduction in water usage (kL) from 2011 annual figures (per capita and gross floor area)
- Water bottle refilling stations maintained.

### Action Plan

| No. | Strategy   | Responsibility    | Target Date |
|-----|--|-------------------|-------------|
| 4.1 | Relevant staff to be aware of current water restrictions for their colleges to ensure there are no breaches  | CMS<br>FCs<br>LES | Ongoing     |
| 4.2 | Review trade wastewater permits annually to ensure they are current and reflect the quality and quantity of wastewater generated   | CMS<br>FCs        | Annually    |
| 4.3 | Identify and progressively implement water savings measures at all colleges, including conducting routine water audits and ensuring existing rainwater tanks are fully operational | CMS<br>FCs<br>LES | Ongoing     |
| 4.4 | Regularly monitor water consumption at all campuses to detect leaks and rectify them as soon as practicable  | LES<br>CMS        | Ongoing     |
| 4.5 | Maintain refillable water bottle stations at all colleges to help reduce the reliance and purchasing of single use bottled water   | CMS<br>SA         | Ongoing     |

## 5. WASTE & RECYCLING

### Objective

Practice responsible materials management including waste avoidance and minimisation, reuse and recycling.

### Target

1. Reduce general waste going to landfill by 20% by the end of 2014, compared to 2011 levels.
2. Recycle all waste paper, cardboard, printer toner cartridges, mobile phones, batteries, e-waste, waste oil and scrap metal.
3. Implement food waste/organics recycling systems at all Colleges by 2014.

### Indicators of Environmental Performance

- % reduction in general waste to landfill from 2011 annual figures (per capita and gross floor area)
- Volume of materials recycled

### Action Plan

| No. | Strategy   | Responsibility          | Target Date |
|-----|--|-------------------------|-------------|
| 5.1 | Implement cost-effective solutions for avoiding, reusing or recycling waste at all colleges.   | CMs<br>FCs<br>LES<br>SA | End of 2012 |
| 5.2 | Monitor waste and recycling volumes/weights and collections.   | LES<br>FCs              | Ongoing     |
| 5.3 | Reduce general waste skip sizes, number and frequency of collections at all colleges to reduce costs and volume of waste going to landfill.      | CMs<br>FCs              | End of 2012 |
| 5.4 | Educate staff and students about recycling systems on college.   | CMs<br>SA               | End of 2012 |
| 5.5 | Implement a food waste/organics recycling system at all Colleges such as composting, worm farms, or collection systems with off-site processing. | CMs<br>FCs<br>LES       | 2014        |

## 6. BIODIVERSITY & GROUNDS

### Objective

Ensure that the Institute's environmental impact is minimised on campus grounds and that biological diversity is protected and enhanced.

### Target

1. Identify, protect and enhance sensitive environmental sites on campus.
2. Control weeds, pests and feral animals in an environmentally-sound manner.

### Indicators of Environmental Performance

- Sensitive sites protected from harm.

### Action Plan

| No. | Strategy  | Responsibility | Target Date |
|-----|---|----------------|-------------|
| 6.1 | Conduct bush regeneration and weed control in sensitive environmental areas at colleges             | CMs<br>FCs     | Ongoing     |
| 6.2 | Give preference to native indigenous plants and water wise gardens when landscaping around colleges | CMs<br>FCs     | Ongoing     |
| 6.3 | Control feral animal and pest species using environmentally-sound methods                           | CMs<br>FCs     | Ongoing     |

## 7. TRANSPORT

### Objective

Encourage and facilitate sustainable transport options to/from/between colleges for staff and students.

### Target

1. Develop Sustainable Workplace Travel Plans for all colleges by the end of 2014.
2. Assess adequacy of current facilities on campus for commuting cyclists and walkers e.g. bike racks, showers etc. and consider upgrades as part of works budget.
3. Promote car-pooling options and services, where available.

## Indicators of Environmental Performance

- 10 Workplace Travel Plans prepared
- Adequate facilities provided for cyclists and walkers

## Action Plan

| No. | Strategy   | Responsibility    | Target Date |
|-----|--|-------------------|-------------|
| 7.1 | Develop Sustainable Workplace Travel Plans for all colleges that identify public transport routes, pathways, cycleways, shower facilities, bike racks, etc.      | CMS<br>LES        | 2015        |
| 7.2 | Assess each college for adequate facilities such as showers, change rooms and safe bicycle storage for staff/students that commute by bicycle or walk to campus. | CMS<br>FMs<br>LES | 2015        |
| 7.3 | Promote car-pooling services where available for staff and students.   | SA                | Ongoing     |

## 8. BUILDINGS

### Objective

Provide facilities and buildings incorporating environmentally sound principles and sustainability features.

### Target

1. Ensure all new buildings and renovations incorporate environmental sustainability design principles, energy and water savings measures.
2. All new buildings to be equipped with energy efficient lighting (T5s or LED), lighting sensor/timer controls and insulation.
3. Existing buildings to be "weather-proofed" for improved thermal comfort and energy efficiency.

## Indicators of Environmental Performance

- All new buildings and renovations are environmentally sound with energy and water savings technology included.
- T5/LED lighting, lighting sensor/timer controls and insulation installed in all new buildings.
- Weather proofing of existing buildings considered in works program.

## Action Plan

| No. | Strategy  | Responsibility    | Target Date |
|-----|---|-------------------|-------------|
| 8.1 | Assess building design and performance against relevant green building rating systems (e.g. Green Star) and best practice green building principles.  | AMU<br>DLE        | As required |
| 8.2 | T5/LED lighting, lighting sensor/timer controls and insulation to be included in all new building construction.   | AMU<br>DLE        | As required |
| 8.3 | Existing college buildings to be 'weather-proofed' e.g. ceiling insulation added, shade provided on western sides of buildings, seal off drafts etc. to improve thermal comfort and energy efficiency, as part of works program and possibly with external funding. | DLE<br>CMs<br>LES | End of 2014 |

## 9. PURCHASING & CONSUMPTION

### Objective

Consume less products and purchase environmentally-preferred products, where cost effective over the life of the product.

### Target

1. Develop "Sustainable Purchasing Guidelines" by the end of 2012.
2. Reduce the Institute's purchased copy paper by 20% by the end of 2014, compared to 2011 levels.
3. A minimum of 85% of all copy paper purchased is to contain recycled content.
4. Ensure new Multi-Function Devices/Imaging contract includes paper savings targets when renewed.
5. Select materials, equipment and services that are environmentally-preferred and prevent pollution.

### Indicators of Environmental Performance

- Sustainable Purchasing Guidelines prepared
- % reduction in purchased copy paper (reams) from 2011 annual figures (per capita)
- % recycled-content paper purchased
- Environmentally-preferred products purchased



## Action Plan

| No. | Strategy  | Responsibility | Target Date |
|-----|---|----------------|-------------|
| 9.1 | Prepare and implement "Sustainable Purchasing Guidelines" to assist staff in purchasing products which are environmentally-preferred.                         | LES<br>SRG     | End of 2012 |
| 9.2 | Set all staff photocopiers and printers to double-sided printing/copying by default.  | CMs            | Ongoing     |
| 9.3 | Convert paper-based documents and resources into electronic form to reduce printing and paper usage.  | LES<br>CMs     | Ongoing     |
| 9.4 | Purchase recycled-content paper for >85% of copy paper supplies.  | All Staff      | Ongoing     |
| 9.5 | Purchase MEPS compliant electrical products with a minimum 4-star energy rating for energy efficiency and a minimum of 4-star WELS rating for water products. | All Staff      | Ongoing     |

## ACRONYMS

|      |   |
|------|---|
| AMU  | Asset Management Unit                                     |
| BoD  | Board of Directors  |
| CM   | College Manager   |
| DLE  | Director, Learning Environments                           |
| EfS  | Education for Sustainability (also known as Green Skills) |
| FC   | Facilities Coordinator                                    |
| GFA  | Gross Floor Area (m <sup>2</sup> )                        |
| ICTS | Information & Communications Technology Section           |
| ID   | Institute Director  |
| iTEL | Innovation & Technology Enhanced Learning Unit            |
| LES  | Leader, Environmental Sustainability                      |
| MEPS | Minimum Energy Performance Standards                      |
| SA   | Student Association                                       |
| SRG  | Sustainability Reference Group                            |
| SWSi | TAFE NSW - South Western Sydney Institute                 |
| WC&D | Workforce Capability & Development                        |
| WELS | Water Efficiency Labelling & Standards Scheme             |

# Appendix 1

## SWSi Environmental Policy



# Environment Sustainability Policy

### PURPOSE

To outline TAFE NSW South Western Sydney Institute's commitment to integrate environmental sustainability into its operations, practices and decision making.

### SCOPE

Environment sustainability policy applies to all operations of the Institute, its staff, students, contractors and visitors to TAFE NSW South Western Sydney Institute.

### POLICY

TAFE NSW South Western Sydney Institute is committed to accomplish its environmental responsibility towards staff, students and broader community by:

- Seeking continual environmental improvement and set an example of leadership in the field of environmental management and education for sustainability;
- Embedding green knowledge and skills in the education and training programs and services we deliver;
- Enabling Institute staff to integrate sustainability into their educational or operational practices through capability development;
- Incorporating best practice environment management into our business and demonstrate environmentally sustainable work practices to industry and the community;
- Encouraging environmental responsibility and awareness among staff, students and stakeholders through modeling good practice, training, education and communication;
- Incorporating sustainability in our governance frame work, taking into account our environment risks, opportunities and organisational capabilities;
- Demonstrating continual improvement in reducing our carbon footprint and lead by example in sustainable water and energy use, reducing greenhouse gas emissions, minimise waste generation, increase recycling within our business;
- Work to prevent pollution and minimise adverse environmental impacts of our activities through the selection and use of appropriate materials, processes, equipment and services;
- Developing and strengthening partnership with government, industry, educational Institutes and community that address sustainable development;
- Ensuring all our activities comply with all relevant environmental laws and policies;
- Regularly monitor and report on our environmental performance.

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## Appendix 2

Environmental Sustainability Plan: SWSi Key Performance Targets projected for the 2014 calendar year against 2011 baseline year results.

|             | Parameter  | 2011 Value | 2014 Target |
|-------------|--|------------|-------------|
| Electricity | Electricity Usage - (total in kWh, including Green Power)  | 17,337,519 | 13,870,015  |
|             | Electricity Usage - (kWh/capita <sup>a</sup> )   | 501        | 401         |
|             | Electricity Usage - (kWh/m <sup>2</sup> GFA <sup>b</sup> )   | 69.07      | 55.26       |
|             | % of Green Power electricity purchased   | 6 %        | 6 %         |
| Gas         | Natural Gas Usage - (total in GJ)  | 18,656     | 14,925      |
|             | Natural Gas Usage - (GJ/capita)  | 0.54       | 0.43        |
|             | Natural Gas Usage - (GJ/m <sup>2</sup> GFA)  | 0.07       | 0.06        |
| Energy      | Facilities Energy Usage - (total in GJ, includes electricity and natural gas but not transport energy) | 81,071     | 64,857      |
|             | Facilities Energy Usage - (GJ/capita)  | 2.34       | 1.87        |
|             | Facilities Energy Usage - (GJ/m <sup>2</sup> GFA)  | 0.32       | 0.26        |
| Carbon      | Greenhouse Gas Emissions <sup>c</sup> - (total in tonnes/CO <sub>2</sub> -e)                           | 21,017     | 16,814      |
|             | Greenhouse Gas Emissions - (tonnes CO <sub>2</sub> -e/capita)  | 0.61       | 0.49        |
|             | Greenhouse Gas Emissions - (tonnes CO <sub>2</sub> -e/m <sup>2</sup> GFA)                              | 0.08       | 0.06        |
|             | Greenhouse Gas Emissions - (fleet vehicles fuel only, in tonnes/CO <sub>2</sub> -e)                    | 150        | 120         |
| Water       | Mains Water Usage - (total in kL)  | 80,174     | 64,139      |
|             | Mains Water Usage - (kL/capita)  | 2.32       | 1.86        |
|             | Mains Water Usage - (kL/m <sup>2</sup> GFA)  | 0.32       | 0.26        |
| Waste       | General Waste to Landfill - (total in tonnes)  | 1,443      | 1,154       |
|             | General Waste to Landfill - (tonnes/capita)  | 0.04       | 0.03        |
|             | General Waste to Landfill - (tonnes/m <sup>2</sup> GFA)  | 0.006      | 0.005       |
| Paper       | Paper Purchased - (total in reams including A4 & A3)   | 59,798     | 47,838      |
|             | Paper Purchased - (reams/capita)   | 1.73       | 1.38        |
|             | % of Paper Purchased containing recycled content   | 79 %       | 85 %        |

Notes:

- Per capita includes both staff and student numbers. Student numbers have been converted to EFTSL (Equivalent Fulltime Student Load) by dividing the total ASCH (Actual Student Contact Hours) by 540. Staff numbers have been converted to EFT (Equivalent Fulltime). In 2011, there were 2,476 EFT staff and 32,136 EFTSL students = 34,612 total capita.
- m<sup>2</sup> is for Gross Floor Area (GFA). Records from DEC Asset Management Unit show the Institute's total Gross Floor Area in 2011 was 251,004 m<sup>2</sup>.
- Total Institute GHG emissions do not include purchased accredited Green Power, as this renewable energy effectively has no GHG emissions. However, Green Power was included in the total electricity usage figures as it is consumed electricity.